



Sarasota School of Arts and Sciences

Sarasota County Public Schools
Charter School
Renewal Application

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Sarasota School of Arts and Sciences

Charter Renewal Application

Charter: July 2003 - June 2013

Original Charter: Effective July 1997

Section 1. Current Information about the Charter School

Sarasota School of Arts and Sciences Historical Overview

Sarasota School of Arts and Sciences was conceived in the Fall of 1996, when the State of Florida sanctioned Charter Schools. Seven distinct individuals [parents and teachers] interested in developing an innovative middle school formed the core group in beginning the process of writing the initial Charter. An educational consultant was hired to promote and supervise the overall implementation of the Charter. Charter schools must be unique in nature in order to be considered for approval by the State. The founders of SSA+S all concurred that a successful middle school should be based upon a solid foundation of arts and sciences, and this type of school was needed in the Sarasota community. To accomplish this goal, a relevant multicultural curriculum was established, based on an interdisciplinary, hands-on, thematic approach. The entire community was, and is, currently being used as a classroom involving students, parents, staff, local arts, science, environmental, and business contributors, all sharing a synergistic, collaborative vision. Accomplishment of strategic objectives was ensured through the creation of parent/student contracts, which identified expectations and the performance accountability necessary to achieve them. The Sarasota County School Board approved the Charter on April 22, 1997. On June 9th, registration began, and the first class of 50 sixth graders entered in August 1997.

Located in the Rosemary district, we are in an historic downtown neighborhood that is part of a revitalization initiative supported by the City. The SSA+S Board of Directors chose the neighborhood because of its central downtown location near the Selby Public Library and other cultural centers such as the Asolo Theatre, Van Wezel Performing Arts Center, Florida Studio Theatre, Sarasota Opera House, Selby Botanical Gardens, Mote Marine Aquarium and Research Laboratory, Sarasota's ABC affiliate, WWSB Channel 40, Ringling Museum, Ringling School of Art and Design, G-Wiz (a Science and Technology Learning Center) and easy access to public transportation.

The growth at SSA+S has been substantial, in student population as well as in achievements over the past fifteen years. Students attending SSA+S come from Sarasota County-at-large and from the southern portion of Manatee County. We are proud that our student population is made up of 31% minority students, allowing all of our children to truly live in a real world environment. We are excited to report that SSA+S continues to achieve a very strong "A" grade from the Florida Department of Education and has always earned 100% Adequate Yearly Progress (AYP) for student learning gains in compliance with the Federal "No Child Left Behind" Act. Last school year, we were one of two Sarasota County charter schools to earn the distinction of "High Performing Charter School" from the state of Florida.

Our doors opened to 750 students this school year, and we are happy to be residing in our brand new facilities. Our three-story building houses most of our programs and classrooms, while the existing two-story building houses our art room and our reading labs, math resource room, and computer lab. Our new gymnasium has been completed and is now open. We run our physical education program within the gym during the day and have had the pleasure of hosting over a dozen afterschool basketball games for our Tiger basketball team and their opponents in the Florida Suncoast Athletic League.

Section 1. Current Information about the Charter School

Current Information about the Charter School Responses, as requested:

At Sarasota School of Arts and Sciences, we endeavor to provide specialized services and programs for all of our students, to ensure their success. We create a safe environment for our students to learn while providing additional attention to those that require it. Included below are some of the unique programs offered for underserved or at risk youth:

- **Mentoring Program** - Over half of our faculty and staff volunteer each year with one or two student mentees. These at-risk students meet with their school-based mentor weekly to check grades, help organize and set goals for upcoming projects/tests, and support them in improving with both academics and discipline areas.
- **A Team** - We have an anti-bullying committee that is led by our school guidance counselor. This peer group works towards improving students' empathy of others at the school, while developing leadership skills.
- **Free After-School Clubs** - In addition to offering competitive team sports, our staff members host many after-school clubs daily that offer opportunities for our students to interact in a safe, social environment, learn and cultivate extracurricular interests, and participate in community service projects. This ensures that our students are supervised until parents and guardians can pick them up afterschool.
- **Math Resource Laboratory** - Math Resource is a class that provides additional support and specialized personal attention to individual students that require math assistance. We focus on basic skills that are the underlying support of some of the deeper math concepts they are going to be learning in their regular math classes. The students can get one-on-one help daily and are also provided with comfortable surroundings to encourage working independently. The students gain confidence in problem solving and their ability to ask questions of any kind when needed.
- **Reading Fur Fun** - This is a Humane Society program utilizing pet therapy as students read out loud to the canine volunteers. The struggling readers are calmed by the animals and can read to improve fluency without judgment. Pet Therapy® has a positive effect on students' physical, emotional and social interactions. (Taken from <http://www.hssc.org/education/fur-fun-programs/>)
- **Community Partnerships** - At SSA+S, we partner with local outreach organizations to enhance our students' health and violence prevention education program:
 - Alcoholics Anonymous (AA) - Community Outreach and Awareness Program
 - Sarasota County Sheriff's department - Lt. Enos-The County Anti-Bully Awareness Representative
 - ALSO Youth Sarasota Athlete Ally Organization
 - YMCA Safe Zone

Section 1. Current Information about the Charter School

- **Student Uniform Policy** - We require all of our students to dress in a school uniform. These uniforms allow students to attend school without the social stigma surrounding casual dress. In addition, uniforms provide teachers and administrators an easy way to identify their students within public places. The school provides vouchers to every student in need, as measured by the free and reduced lunch program.
- **Science Fair** - Every student within our school, each year, completes a science fair project. We believe this better educates them on the scientific method, as well as teaching valuable skills in long-term projects, scheduling, and responsibility. Special needs students may complete an alternate project, within the resource room.
- **Physical Education** - SSA+S believes that every student should have exercise every single day. Therefore, students are required to take one fifty-minute period of physical education each day. We offer three diverse options for our students to choose from: dance, physical fitness, and team sports daily.
- **Visual and Performing Arts**- Most students, excluding those enrolled in mandatory reading labs, take an art course every day. We offer visual arts 2-D and 3-D, Drama, Musical Theatre, Technology, Band, and Chorus.

Section 1. Current Information about the Charter School

Sarasota School of Arts and Sciences

645 Central Avenue
 Sarasota, Florida 34236
 Phone (941) 330-1855
 Fax (941) 330-1835
www.ssas.org

Number of Students per grade level – October 2012 Survey		
GRADE LEVEL	NUMBER OF STUDENTS	NUMBER OF CLASSROOMS
Sixth	251	X
Seventh	250	X
Eighth	246	X
Total	747	169

Number of ESE Students and Services Provided – October 2012 Survey		
GRADE LEVEL	NUMBER OF STUDENTS	SERVICES PROVIDED
Sixth	40	251, 252
Seventh	52	251, 252, 255
Eighth	39	251, 252
Total	131	251, 252, 255

Number of ELL Students and Services Provided – October 2012 Survey		
GRADE LEVEL	NUMBER OF STUDENTS	SERVICES PROVIDED
Sixth	7.6	130
Seventh	2.74	130
Eighth	1	130
Total	11.34	130

Section 1. Current Information about the Charter School

Ethnicity, socioeconomic status, and gender composition of SSAS for 2012-2013				
GRADE LEVEL	6	7	8	TOTAL
Gender				
Female	137	130	140	407
Male	114	121	106	341
Ethnicity				
White	165	166	157	488
African American	20	19	14	53
Asian	6	4	5	15
Hispanic	52	53	53	158
Native American	1	0	3	4
Other	7	9	14	30
Lunch				
Free	X	X	X	220
Reduced	X	X	X	66

Within the Appendix, in Section 1:

- SSA+S General Information Sheet
- 2012 Parent Climate Survey

Section 2. Principal and Board Chair Information

Principal Contact Information	
Principal's Name:	Tara Tahmosh-Newell
Telephone Number:	(941) 330-1855 extension 454
Fax Number:	(941) 330-1835
E-mail Address:	taratahmosh@ssas.org

Governing Board Chair Contact Information	
Charter Holder Board Chair's Name:	Heather Zangara Staine
Telephone Number:	(941) 321-5725
Fax Number:	none
E-mail Address:	hlh888@aol.com

Within the Appendix, in Section 2:

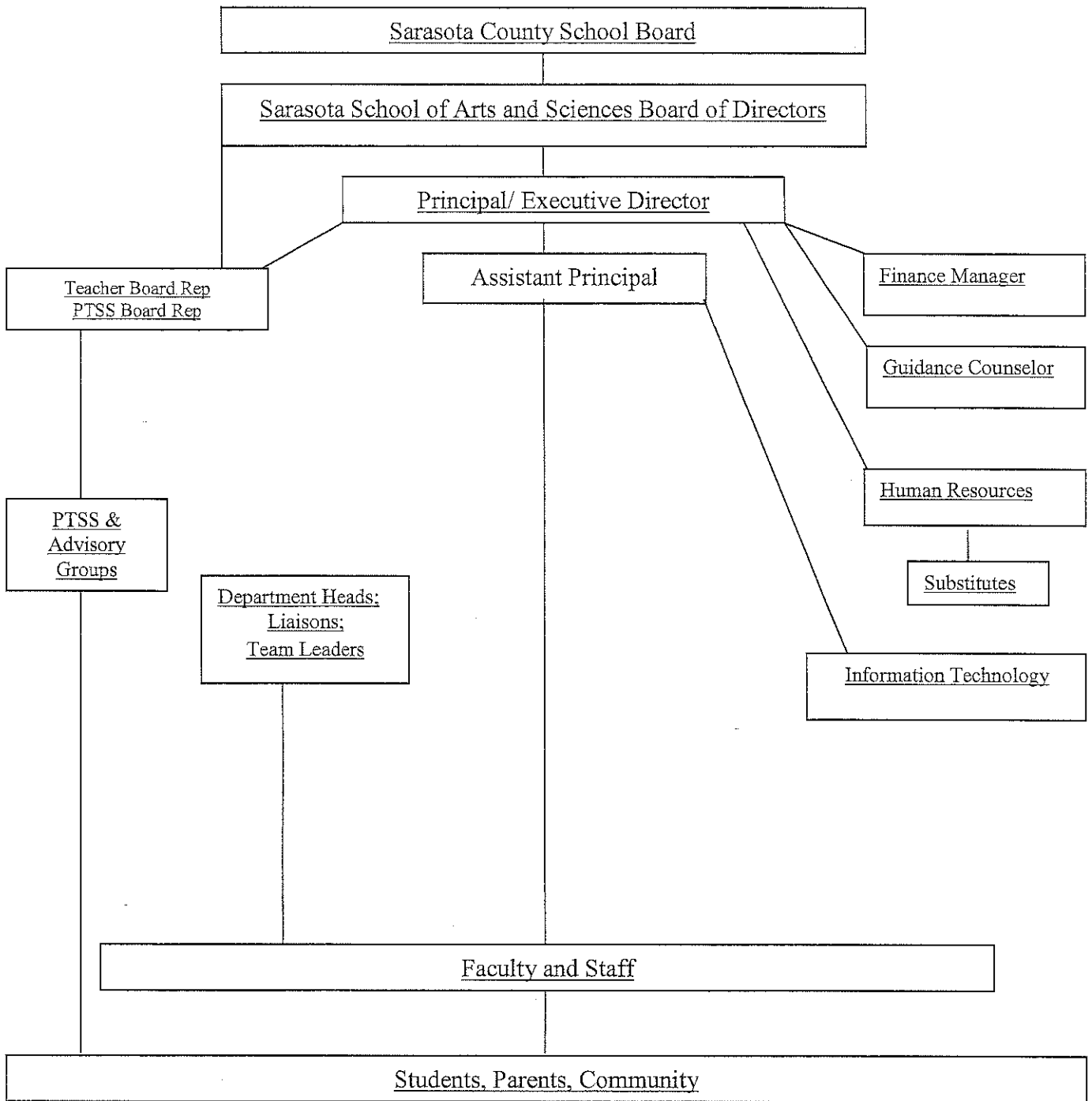
- Principal's Resume- Tara Tahmosh-Newell
- Principal's Professional Certificate - Tara Tahmosh-Newell
- Assistant Principal's Resume & Certificate - Carl Williams
- Assistant Principal's Certificate - Carl Williams
- Finance Manager's Resume - Melissa Wachob
- Finance Manager's Job Description - Melissa Wachob

Section 3. Governance Structure and Procedures

The various community members and business representatives on the SAC Committee/ SSA+S Board of Directors are a diverse group who were nominated by other members of the board, the parent / teacher/ student society (PTSS), and the school employees. Membership on the SAC/ SSA+S Board includes a nomination packet that invites all community members to participate, regardless of ethnicity and/or socioeconomic status. Any interested party may submit nominations for the Board of Directors to the Nominating Committee. The Nomination Committee then reviews all the applicants and refers any approved applicant with the committee's recommendations to the full Board for approval or denial. One teacher present on the SAC committee/ SSA+S Board of Directors is a teacher representative, nominated and elected by his or her coworkers. Parent representation on the SAC Committee is the PTSS (Parent Teacher and Student Society) elected president. The other parents present are members at large of the SSA+S Board of Directors. Any interested party may submit nominations for the Board of Directors to the Nominating Committee.

Section 3. Governance Structure and Procedures

Sarasota School of Arts and Sciences
Organizational Hierarchy



Section 3. Governance Structure and Procedures

Members of the Board of Directors
Sarasota School of Arts and Sciences, Inc
2012 - 2013

Heather Zangara Staine - President

Tanya Jones

Laurence Eger - Vice President

James R. McKelly

Terence McGannon - Treasurer

Tracy Shinkarow - PTSS Rep

Matthew Wenzel - Secretary

Mickey Stone - Teacher Rep

Dr. Marilyn Highland

Dr. Raymond Thacker

David Jennings

Section 3. Governance Structure and Procedures

Governance Structure and Procedures Responses, as requested:

- Sarasota School of Arts and Sciences provides Public Meeting Notifications online, at www.ssas.org, as well as posting signs on exterior doors at the school.
- Governing Board members who directly or indirectly receive financial compensation:
 - Mickey Stone – is a fulltime employee, he is appointed as a voting member by the faculty of Sarasota School of Arts and Sciences.
 - Matthew Wenzel – is the Vice President of Wenzel Electric, Inc. Wenzel Electric, Inc. has been a long time vendor of Sarasota School of Arts and Sciences. They have provided our alarm monitoring service, our security camera system and bell system since 1999. Mr. Wenzel's company receives invoiced compensation for these services. All compensation is noted on our Form 990 with the IRS.
- Within the Appendix, in Section 3
 - Governing Board's Bylaws.
 - Governing Board's Meeting Minutes.
 - Governing Board's Public Meeting Notification example.

Section 4. Instructional Facilities

A table of our instruction and administrative hardware and software is included below.

Administrative and Instructional Hardware		
Hardware	Quantity	Comments
Servers		
Windows 2008 Data Server	1	Server 5
Windows 2008 Server with Exchange 2007	1	Server 4
Windows 2008 Server with Exchange 2010	1	Server 6
Safari Montage Server	1	Provides on-Local On-Demand Videos
Security Appliances		
Firebox E-Series X-550	1	Being Replaced
Firebox XTM 520	1	In Service 12/2012
Security Cameras	67	Campus Security
Video Recorders	5	For Classroom Projects
Raptor Visitor Management Software	1	Runs Background Checks for Visitors
Workstations		
Windows Desktops	153	XP and Windows 7
Windows Portables/Laptops	204	XP and Windows 7
MacBook	10	OS 10
IMAC Workstations	1	OS 10
Mobile Devices and Support		
IPAD 2	11	Interactive Multimedia
Apple TV	7	Multimedia IPAD Projection
Instructional Technology		
Smartboards	12	Interactive Whiteboards
Activboards	4	Interactive Whiteboards
Audio Enhancements	40	Classroom Microphone/Speaker System
ELMO Document Cameras	24	Document Camera
Classroom Mounted	40	Multimedia Computer Projection

Printers/Scanners/Copiers		
Sharp MX-M1100	1	High Volume Copier/Printer/Scanner
Canon iPF750	1	Large Plotter
Administrative and Instructional Software Assets		
Site Licenses	Quantity	
Microsoft Open Value Licenses Microsoft Office	Site Licenses	Allows installation of Office Plus all school owned workstations
Adobe CS4	Site Licenses	Allows installation of Adobe CS4 on all school owned workstations
Software		
WJ CompuScore and Profile Program (Windows)	1	Used for ESE evaluations
Scholastic Read 180	162	Reading Enhancement Program
V-Math	75 seats	3 classes
Sibellius	1	Music Notation Program
CNC Software	1	Used to program CNC machine

Instructional Facilities’ responses, as requested:

- Sarasota School of Arts and Sciences has reached its enrollment goals, capping student enrollment at 750 middle school students. The new facilities have been completed; there is no intent to expand our facilities excluding renovations, as stipulated by our bond. As we own our property, there are no plans to change our location.
- Within the Appendix in Section 4
 - Facility Floor Plans, including square footage and grounds.
 - County Health Department Inspection Report
 - Sarasota County Government Fire Safety Inspection Report

Section 5. Teacher Qualifications

The requirements for certain teachers changed in 2002 with the passage of the No Child Left Behind Act (NCLB). The NCLB requires charter school teachers assigned to teach core academic subject areas (i.e., English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography) to be “highly qualified.” To be “highly qualified,” a teacher assigned to teach a core academic subject area must hold a bachelor’s degree and demonstrate competency in each area of assignment

Teacher Qualifications						
GRADE LEVEL	Number of Highly Qualified Teachers *	Number of Teachers Out-of-Field	Number of Teachers with ESE Endorsement	Number of Teachers with ELL Endorsement	Number of Teachers with Reading Endorsement	Number of Teachers with Gifted Endorsement
Sixth	14	1	5	6	1	1
Seventh	13	1	4	6	1	1
Eighth	16	1	5	6	1	2
School Total	31	1	6	9	1	2

** Any teachers are assigned 2 or more grade levels making the grade level numbers appear inflated hence the inclusion of a school total.

Teacher Qualifications Responses, as requested:

- If there are grade levels without teachers holding credentials to provide ESE, ELL or specialized Reading services, how are students in those grade levels accommodated?
 - To ensure that our students are educated by certified and/ or endorsed teachers, our liaisons have procedures in place to review every ESE, ESOL, and / or 504 student’s individualized schedule before the first day of school. Our ESOL Liaison reviews all ELL students’ files prior to the start of school year and reviews for accuracy. If a teacher is not in compliance, a schedule change is made at that time. ESE students are serviced only by certified ESE staff only. Students receive reading services from teachers that are reading endorsed or considered “in compliance” while they actively work to attain their reading endorsement. The endorsed reading teacher writes all lesson plans to ensure efficacy in both classrooms.
- Describe your process for dealing with teachers who are considered “out-of-field”.
 - The teacher that is out of compliance is notified by Administration. A letter is then sent home to the students’ parent and/or guardian, notifying them of this fact. The teacher is provided with professional development information and university programs, as well as timelines and deadlines. All interventions are noted on their professional development plan, within their personnel file.
- In accordance with No Child Left Behind legislation, all of our teachers and administrators are certified by the State of Florida.
 - One teacher is currently considered certified, but out-of-field; she is working towards her reading endorsement. All other SSA+S teachers are both certified and highly qualified, as applicable.

Section 6. Admissions Policy

Sarasota School of Arts and Sciences
Application, Lottery and Selection Process

Sarasota School of Arts & Sciences, Inc. (SSA+S) will accept admission applications beginning August 1st through December 1st of each year for eligible students entering sixth through eighth grade and applying for admission for the following school year. For example, the application window for the 2012-2013 school year is August 1, 2011 through December 1, 2011. If the number of applications received does not meet the maximum enrollment capacity of students for each grade level by December 1st, SSA+S will give sufficient public notice and extend the application deadline until capacity is met. If the number of applications received by December 1st exceeds the capacity of the grade level, all applicants will have an equal opportunity of being admitted through a random selection process in accordance with Florida Statute 1002.33, subsection (10), article (b). Enrollment offers are also contingent upon review of any special resources a student may require. With the appropriate documentation, enrollment preference may be given to siblings (brother/sister/same household) of students currently enrolled in the school, to the child(ren) of employees of the school, and to the child(ren) of current governing board members.

Students enrolled in SSA+S the prior year are not subject to the lottery process each year and do not need to reapply.

Lottery Process – Random Draw

1. All applications that are turned in between August 1st through December 1st are logged and assigned a confirmation number.
2. After the December 1st deadline, SSA+S will assess how many applicants turned in completed applications as compared to openings in that particular grade level.
3. If the number of applications exceeds enrollment capacity, SSA+S will hold a random draw (lottery) to fill the available vacancies. If the number of applications received is less than the number of openings, then all eligible students are admitted.
4. The random draw, or lottery process, starts with putting all confirmation numbers of eligible applicants into a container.
5. A designee, who is not an employee of SSA+S nor a current governing SSA+S Board member, will draw one confirmation number at a time out of the container, starting with the lowest grade level for which there are openings (sixth grade). This confirmation number is then checked against the application list for sibling applicants, to allow older sibling applicants an automatic position, if there are openings at that other grade level.
6. After all vacant seats have been filled at each grade level, SSA+S will then continue the lottery process by drawing from the remaining confirmation numbers of applicants who submitted their applications during the priority window of August 1st to December 1st. These applicants will be assigned a waiting list number in the order that they are drawn. If openings occur during the summer or the school year for which the applicants applied, these applicants will be offered a position in the order of their lottery assigned waiting list number.
7. Any application received after the December 1st deadline will be accepted but will not be considered unless all applicants from the first lottery have either filled vacancies or turned down offers of enrollment. After that time, SSA+S will put all applications received after the December 1st deadline into a lottery system to fill openings at that grade level. It is not first-come/first-serve, but an additional lottery for all applicants who turned in an application after December 1st.

Section 6. Admissions Policy

8. Students drawn for the first round of admissions (and their siblings, if applicable) will be notified by the second week in January. If offers of enrollment are turned down or there is a vacancy identified for some other reason, additional applicants will be notified in the order of their lottery assigned waiting list number.
 9. Students not offered admission may reapply for the subsequent school year during the next enrollment window beginning August 1st. **Applications and all associated confirmation numbers and waiting list positions expire after one school year.**
 10. If any information on the application is false or not openly disclosed, it will be grounds for immediate withdrawal.
- Admissions Policy Responses, as requested:
 - A full registration packet has been included in the back pocket of the binder. This packet is identical to the one that parents and guardians receive upon expressing interest in enrolling their child at our school.

Section 7. Student Achievement

Sarasota School of Arts and Sciences is an innovative public charter middle school located in the Historic Rosemary District of downtown Sarasota. Our program of studies is based on the Florida Sunshine State Standards and is dedicated to the principles of academic excellence and social responsibility. An additional focus is placed on the holistic approach to educating the “total” child by implementing cooperative learning techniques. This goal is attained in large part to the schoolwide procedures in both classroom management and interdisciplinary education. This goal is supported via team teaching, involved parents, faculty mentors, business partnerships, small class sizes, physical education and visual/performing arts classes, and the interscholastic sports’ program. Our Multicultural Education and Service Learning components promote an even more detailed and complete interdisciplinary curriculum format.

This interdisciplinary curriculum embraces the arts and sciences and promotes the academic disciplines that can foster a program for a more complete educational experience for all students. The strong emphasis, on the core curriculum, in the arts and sciences, is a "good fit" with the Sarasota community's national and international reputation in the visual and performing arts, such as Ringling School of Art and Design and The Asolo Theatre coupled with the scientific prowess of institutions such as Mote Marine Laboratory, GWIZ, and Selby Gardens. In addition to these core offerings, SSA+S introduces students to the performing arts, visual arts, computer and graphic arts, Spanish, and PE. This thematic approach reinforces and promotes a higher level of student growth and critical thinking. Other activities, such as Student Council, Service Learning, Science Club, Drama Club, Anime Club, National Junior Honor Society, Interscholastic Sports, Cheerleading, and Technology Student Association foster additional support and achievement in all developmental domains.

Student Achievement Responses, as requested:

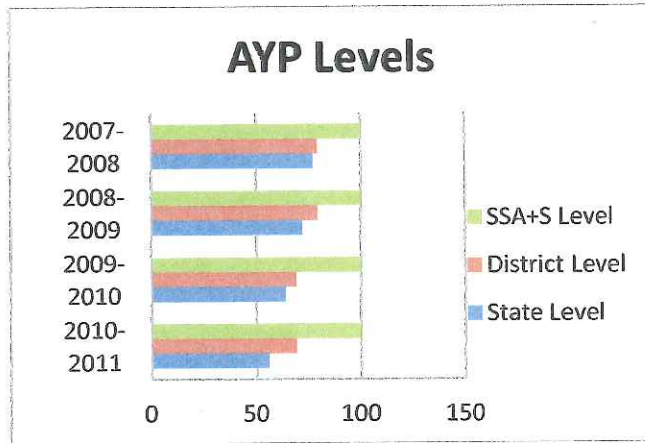
- School Improvement Plan Goals and Charter Goals Discrepancies:
 - Within the charter, reading goal d. for 2013 was 50% of the lowest 25% will demonstrate adequate growth by improving FCAT reading performance. Due to successful attainment of this goal, the School Improvement Plan increased the goal for 2013 to 72%. SSA+S performance on this goal, as measured by the FCAT Reading Exam, is 68% for 2012. Therefore, the discrepancy was due to exceeding the goal.
 - Within the charter, the writing goal c. for 2013 was 85% or more of students will demonstrate proficiency in writing with a score of 3.5 or higher. The school improvement goal for 2013 is 96%. SSA+S’s performance on this goal, as measured by the FCAT Writing Exam is 96% for 2012. Therefore the discrepancy was due to exceeding this goal.

- Within the charter, math goal e. for 2013, 84% or more of those students tested will show one year's growth annually. The School Improvement Goal for 2013 is 79%.
- Within the charter, science goal e. 87% or more of students assessed will demonstrate proficiency in science as measured by a level 3 on the FCAT Science Exam. The School Improvement Goal for 2013 is 72%.
- Strategies to Strengthen Achievement for Goal Discrepancies Listed Above
 - To increase our achievement in mathematics for our students performing below level in math, SSA+S reinstated a fulltime mathematics laboratory, taught by a certified Exceptional Education Teacher. This lab provides an additional period per day of math help, practice, and support.
 - To increase our achievement gap in science, SSA+S has begun supplementing the curriculum with more science and engineering opportunities through additional labs, materials, and field trips. In addition, Apple Technologies were purchased to diversify the teachers' methodology via different multimedia sources.
- Within the Appendix, in Section 7:
 - The 2012-2013 School Improvement Plan.

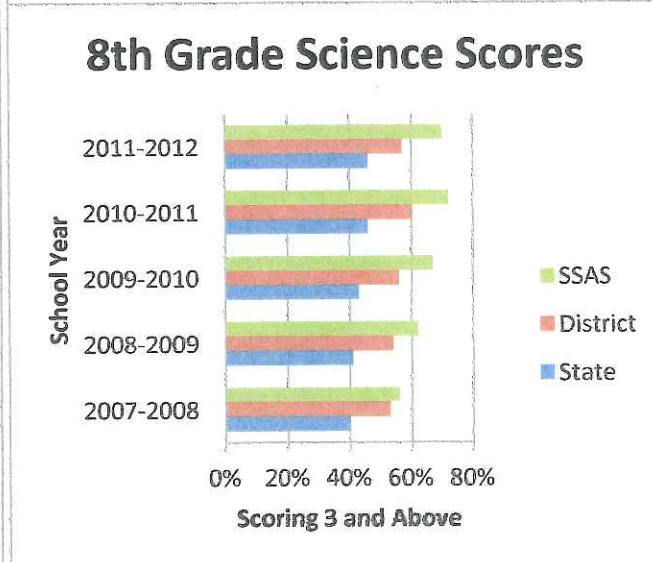
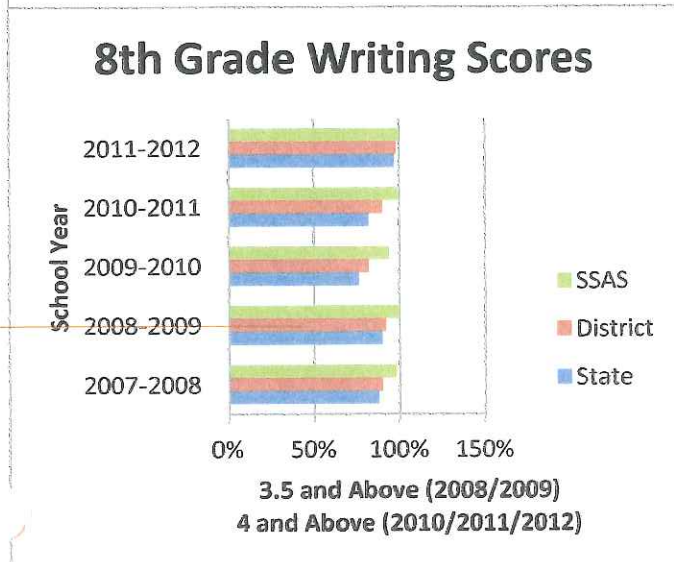
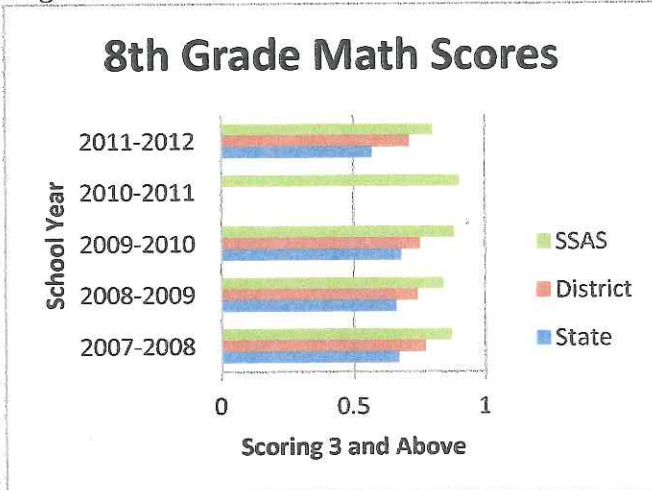
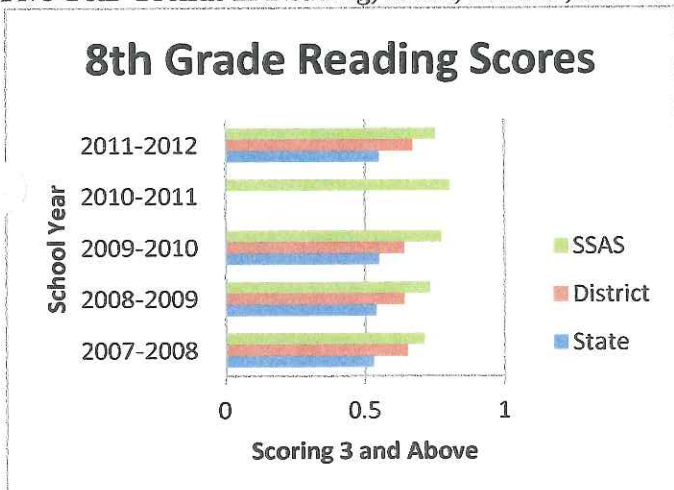
Section 7. Student Achievement

Five-Year Trend for SSA+S School Grade and AYP Performance

SSA+S School Grade	
2012	A
2011	A
2010	A
2009	A
2008	A



Five-Year Trends in Reading, Math, Science, and Writing Achievement



Section 8. Financial Sustainability

Financial Sustainability Responses, as requested:

- Sarasota School of Arts and Sciences is not in a Financial Recovery Plan
- Sarasota School of Arts and Sciences does not expect any significant changes in school revenue, we have a strong waiting list that allows us to maintain our student enrollment. With the completion of our new facilities, we are not anticipating any large capital expenditures. Our anticipated capital needs will consist of routine maintenance and equipment purchases. Within our bond requirements, we have a Replacement Reserve Fund, which is funded on a monthly basis as a portion of our Debt Reserve (mortgage payment). This fund increases each month by our contribution of \$5,000.00, until it reaches a balance of \$300,000.00, this fund is reserved for large capital expenditures. Sarasota School of Arts and Sciences also maintains reserve accounts, with a minimum balance of 2% of our revenue. Finally, we are also evaluated each year by Standard and Poor's, we have been able to maintain our BBB- rating.
- With the completion of our building project, we do not plan on any changes for our school site in addition, we do not have any plans on moving. Our new facility and gymnasium meets all requirements for our student enrollment and the downtown area helps us facilitate community involvement.
- Within the Appendix, in Section 8:
 - SSA+S Financial Policy and Procedure Manual
 - FYE June 30th, 2012 Audit

Section 9. Future Plans of the School

Sarasota School of Arts and Sciences' future plans will focus on improving our current educational program as well as developing additional programs that focus upon the socio-emotional development of our students. In addition, we want to increase our community involvement projects.

- **Positive Behavior Systems** - SSAS has met with Rex Ingerick, of Sarasota County Schools, about implementing the Positive Behavior System (PBS). We believe that it will provide a balance with our current schoolwide discipline system.
- **Peer Mentor Program** - The guidance department is working on a schoolwide Anti-Bully peer mentor system where specific students volunteer and are trained annually to help be the eyes and ears of the student body to assist with anti-bully awareness and help reduce bullying behaviors amongst the student population.
- **Group Counseling** - SSAS will continue to survey the student body, parents, and staff annually, along with analyzing student data, to determine the needs of the students. This will enable the guidance department to partner with the staff to create small group counseling and large group guidance programs that cater directly to the needs of the students.
- **Violence Prevention Program** - SSAS will continue to evolve the existing violence prevention program to incorporate new and updated lessons covering the current issues affecting students today. This program currently runs for a minimum of 10 weeks, covering all grades, but will adapt annually to the needs of the students based on current issues affecting students on a national and global scale.
- **Sixth Grade Orientation** - For the first two weeks of school, all sixth grade teachers will implement an organization preparatory course for transitioning into middle school.
 - How to Use an Agenda Book
 - Planning for Long Term and Short Term Projects
 - Organizing Lockers, Binders, and Folders
 - Understanding Individualized Schedules
 - How to Take Notes
 - LEARN and Crosspointe Training
- **High School Preparation**
 - Pre International Baccalaureate Program
 - Adding participation in the history fair for Advanced and Gifted US History students. All other components are currently offered at SSA+S.
 - Pre MaST Program
 - Adding a full Engineering Lab in technology. All other components are currently offered at SSA+S.
 - Pre Visual and Performing Arts Program - New Visual and Performing Arts Courses added to the curriculum. 3-D Art (ceramics, sculpture, and jewelry); Musical Theatre 1 & 2; Latin Dance
- **Community Development**
 - Increase community partnerships with local business and artistic organizations.
 - Develop and implement an ESL Program for parents of our enrolled students.
 - Increased student participation in local and state competitions.

Section 9. Future Plans of the School

Future Plans for the School Responses, as requested:

- Sarasota School of Arts and Sciences has just completed an entire building project and we have no plans for further construction.
- There are no ongoing concerns and we do not require any external assistance.

Section 10. Special Education Assurances

The charter holder certifies that it has policies and procedures in place that ensure implementation of all federal laws and regulations, Florida laws, State Board of Education rules related to students with disabilities and further certifies that any future amendments to the laws, regulations, and rules will be incorporated and implemented.

Heather Zanyau Gaine

Signature of Charter Board Chair
(must sign in blue ink)

12/19/2012

Date

English Language Learner and Section 504 Assurances

A. The charter holder certifies that it has policies and procedures in place that ensure that it complies with the legal and regulatory requirements concerning identifying and providing appropriate educational services to English Language Learner students.

Check one:

- Yes
- No

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §794, prohibits discrimination on the basis of disability in any program receiving federal financial assistance. A recipient that operates a public education program or activity shall provide a free, appropriate public education to qualified individuals.

B. The charter holder certifies that it has policies and procedures in place that ensure that it complies with the legal and regulatory requirements concerning identifying and providing appropriate educational services to students protected by Section 504.

Check one:

- Yes
- No

I the undersigned hereby certify that the information contained in this document is, to the best of my knowledge, correct and that the governing body of the charter holder has authorized me to provide these assurances.

Heather Zanyau Gaine

Signature of Charter Board Chair
(must sign in blue ink)

12/19/2012

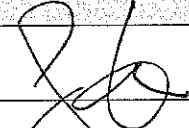
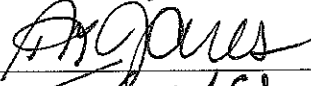
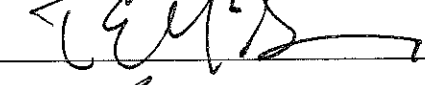
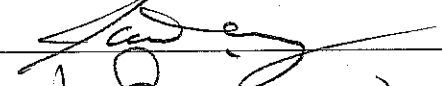
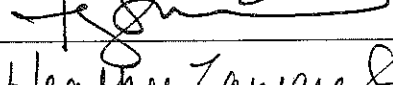
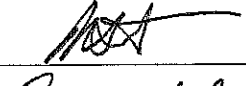
Date

Certificate of Acknowledgement

This section requires at least a majority of the governing body of the charter holder to certify that it has had an opportunity to review the completed renewal application and has authorized, during an open meeting, submission of the application to the district for consideration of renewal of the charter.

CERTIFICATE OF ACKNOWLEDGEMENT

The undersigned members of the governing body of the charter holder hereby acknowledge that they have had an opportunity to review the completed renewal application and have authorized its submission, during an open meeting, to the Sponsor for consideration of the renewal of the charter:

Typed Name (type name next to corresponding signature)	Signature (must sign in blue ink)	Date*
Laurence Eger		12.19.12
Marilyn Highland	Marilyn Highland	12/19/12
David Jennings	David Jennings	12/19/2012
Tanya Jones		12/19/2012
Terence McGannon		12/19/12
James McKelly		12/19/12
Tracy Shinkarow		12/19/12
Heather Zangara Staine	Heather Zangara Staine	12/19/2012
Mickey Stone		12/19/12
Raymond Thacker	Raymond L. Thacker	12/19/2012
Matthew Wenzel		

*Members are to sign the acknowledgement during an open meeting; therefore, the date next to each signature should be the same

1	Current Information About the Charter School
2	Principal and Board Chair Information
3	Governance Structure and Procedures
4	Instructional Facilities
5	Teacher Qualifications
6	Admissions Policy
7	Student Achievement
8	Financial Sustainability
9	Future Plans of the School
10	Accolades and Articles about SSA+S



SARASOTA SCHOOL OF ARTS & SCIENCES

645 CENTRAL AVENUE, SARASOTA, FL 34236

TARA TAHMOSH - NEWELL, PRINCIPAL

Sarasota School of Arts and Sciences is funded by the state of Florida, **tuition free, multicultural, public charter middle school**, which strives for academic excellence while providing all students with a small, safe, and intimate learning environment. Visit our website for a long list of our most recent awards and recognitions!

Enrollment and Hours

Student applications are received online, from families residing in Sarasota and surrounding counties. If the number of applications received exceeds our enrollment capacity, a lottery process will be conducted to fill enrollment vacancies. A student must be in 5th grade or above to apply. Our enrollment policies are included on our website or can be requested from our front office.

Grades: 6-8 **Hours:** 9:00a.m. to 4:05p.m. **Enrollment:** 750 students **Class Size Average:** 20:1

Curriculum and Special Programs

SSA+S' curricula includes a program of studies based on the Florida Sunshine State Standards, with a focus on the holistic approach to educating the "total" child, via an interdisciplinary, thematic approach, focusing on the cognitive, affective and psychomotor domain, coupled with input from community partners and involvement in the service learning program .

Special Community Partnerships

Exclusively designed field trips to educational partner facilities, for classroom enrichment, throughout the year.

Embracing our Differences	G-Wiz Hands-on Museum
Mote Marine Laboratory	Ringling School of Art and Design
Marie Selby Botanical Gardens	Van Wezel Performing Arts Hall
Ringling Museum of Art	Holocaust Museum - St. Petersburg
Bishop Planetarium & South Florida Museum	Asolo Repertory Theatre, Sarasota Opera House, Players Theatre

Service Learning

Meals on Wheels & Mayor's Feed The Hungry Campaign	Humane Society
Salvation Army	SPARCC

Special Programs

Visual and Performing Arts Show Choir / "Danz" Team / Entertainers / Standing Ovation / Cheerleading / Chorus / Tiger Idol/ So You Think You Can Dance?	Gifted Services / History Fair / Geography Bee	Physical Education & Interscholastic Florida Suncoast League Sports - basketball, volleyball, soccer, golf, skateboard team, cross country, and tennis
Band - Concert and Jazz Guitar Club Drum line	Advanced Academics for High School Credit - Spanish 1, Algebra 1 Honors, Geometry Honors, Speech 1	School-wide Violence Prevention - Bully Prevention Anti-Bullying Committee
Computer Technology / Graphic Arts / Ceramics / Pottery/ Anime Club / Technology Club	Foreign Language - Spanish is required for 6 th and 7 th grade only, Spanish 1 optional for High School Credit for 8 th grade	Science Fair - all grade levels are required to participate with a project
VPA Portfolio Development	Read 180 Program / Math Lab	Health & Wellness Education
Student Council / NJHS / Eco-Tigers / Service Learning Club	Exceptional Student Education	Pre IB American History
8 th grade I. B., MaST & AICE preparation	Model United Nations	Scholastic Book Fair

Phone: 941.330.1855

Fax: 941.330.1835

Web: <http://www.ssas.org>

Email: information@ssas.org

International Fair / Traditional Dance	School Newspaper - "The Independent"	Field Trip to Holocaust Museum
School Dances	E-pep and Career Choices Exploration	7 th gr Field Trip to St. Augustine
Celebration Dinner & Auction (adults only)	Arts Festivals & Gallery Exploration	8 th gr overnight Graduation Trip to Universal Studios
Immigration Day / Colonial American Day / Native American Day	PTSS Sponsored Events	Greek Day / Egypt Day / Explorer Day / Roaring 20's Day

Before & After school Options

Before School Care is a FREE service offered starting at 7:30am, and is supervised by faculty members. A Sarasota County Food and Nutrition supplied "Grab and Go" breakfast is offered, and microwaves are available.

After school Care Options: SSA+S offers various after school activities and clubs, with differing times and dates. Currently we do not offer a year-round, daily afterschool program.

Bus Transportation

Visit the SSA+S Website or contact Carl Williams, Assistant Principal, ext 461 for transportation needs.

SSA+S offers pocket pick-up throughout Sarasota County, utilizing Sarasota County School Bus routes. Manatee County residents are serviced by the SSA+S owned school buses for a minimal monthly fee. Pocket pick-up / drop off and seating availability is limited to a lottery draw for the Manatee County Bus. (see website)

Lunches

Students have the option of participating in the Sarasota County Food and Nutrition Lunch Program with the countywide menu, purchasing A la Carte items such as pizza, bagels, "Clux Deluxe" chicken sandwiches, or bringing their own personal packed lunch. Microwaves are available for use. Mylunchmoney.com is an optional online service, which allows families to add money to their student's lunch account and track purchases. Applications are available for the free and reduced lunch program through Sarasota County Food and Nutrition at 941-486-2199.

Uniforms

See the SSA+S website for full description of our strictly enforced dress code policy.

Uniforms may be purchased at:

Children's World Uniform Supply

4525 Bee Ridge Rd

Sarasota, FL 34233

www.childrensworlduniform.com

PHONE: 941-955-6999 / FAX: 941-955-6990

Communication and Parent Involvement

Parent & Student Contracts - are required standards of excellence for communication, behavior, and work ethics.

School website - contains upcoming events, an electronic copy of Team News, sports schedules, and the school calendar.

Student Agenda Books - contain a complete student / family handbook, general school information, a daily planner, and a hall pass sign off. The student agenda must be with them at all times.

Team News - is a weekly, grade-level specific newsletter outlining each classroom's activities for the upcoming week, long-term projects, school-wide fundraising and upcoming events, a hard copy of the attendance form, and a note to school. It is archived throughout the year online, under the student section.

Parent Teacher Student Society, Inc (PTSS) - 5 mandatory meetings per year + volunteer hours are required per family. (10hrs for 2 parent family & 5hrs for single parent family per year)

Crosspointe - is an online service for parents and students to track their academic progress and attendance.

Connect-Ed - is a telephone broadcast system used to notify parents of a student's unexcused absence from school that same day, detentions, and important notifications from our Administration or District School Board. This service also utilizes email communication to notify parents of upcoming events, volunteer opportunities, and school-wide correspondence.

Raptor - is Security and Driver's License scanning system offering initial background checks / security risk, for visitor badge sign-in.

Partnerships and Alliances Linking Schools (PALS) - is a program that enhances educational opportunities for students through comprehensive community involvement by coordinating volunteer and business partnership activities within the school district. Background screenings are also run on every person who applies to be a part of the program, to help ensure children's safety.

Sarasota School of Arts and Sciences Parents 2012

Last Modified: 03/14/2012

PARENT RESULTS

1. In which grade group is your child?

#	Answer	Response	%
1	Pre-Kindergarten - 2nd grade	0	0%
2	3rd - 5th grade	0	0%
3	6th - 8th grade	63	100%
4	9 - 12th grade	0	0%
	Total	63	100%

2. How much do you agree or disagree with the following statements about your child's school?

#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Responses	Mean
1	As a parent, I feel welcomed when I visit the school that my child attends.	58%	39%	0%	4%	57	4
2	I am treated with courtesy when I call or contact my child's school.	57%	38%	3%	2%	58	4
3	I feel comfortable with the staff when I have meetings at my child's school.	60%	38%	2%	0%	55	5
4	My child feels a sense of belonging at this school.	64%	28%	3%	5%	58	4
5	I am glad my child attends this school.	72%	22%	3%	2%	58	5
6	I am informed about my child's academic progress.	78%	19%	3%	0%	58	5
7	I receive information from my school in a language I can understand.	86%	12%	2%	0%	57	5

2012 Climate Survey - Parent Report - Sarasota School of Arts and Sciences

Response choices are rated on a scale where Strongly Agree = 5, Agree = 4, Disagree = 2, Strongly Disagree = 1. "Don't know/doesn't apply" was not included in the summary data. The mean or average rating of 5 or 4 represents a high percentage of favorable responses. An average of 3 represents mixed results. Ratings of 2 or 1 represents a high percent of unfavorable responses and should be considered an opportunity for improvement. Please refer to the guidelines for interpretation for more information.

#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Responses	Mean
8	Concerns/questions about my child's progress are responded to in a reasonable amount of time.	57%	36%	5%	2%	56	4
9	I feel comfortable raising an issue or concern about my child with a teacher or administrator.	58%	39%	4%	0%	57	5
10	The school handbook is useful and explains school policies and procedures clearly.	50%	48%	2%	0%	56	4
11	My child's school encourages involvement and provides a variety of opportunities for involving parents in their child's education (e.g. science fairs, open houses, SAT preparation classes).	62%	36%	2%	0%	58	5
12	There is an opportunity to give input to improve my child's school.	52%	26%	22%	0%	54	4
13	My child's school gives me the information I need to help my child at home.	45%	41%	10%	3%	58	4
14	My child's school recognizes students for their successes and accomplishments.	55%	42%	4%	0%	55	4
15	The administration at my child's school is visible, making frequent contact with students, parents and teachers (e.g. attends athletic events, assemblies, open house).	64%	33%	4%	0%	55	5
16	I believe the administrators, teachers, and staff at my child's school have high expectations for my child.	67%	28%	5%	0%	57	5

2012 Climate Survey - Parent Report – Sarasota School of Arts and Sciences

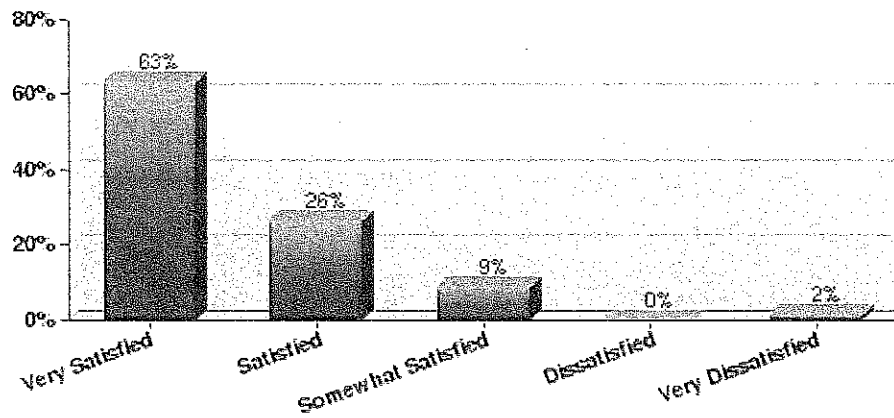
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#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Responses	Mean
17	I am informed of what my child is expected to know and be able to do in each subject/class.	54%	39%	5%	2%	57	4
18	The teacher(s) informs me and my child of what he/she needs to do to improve.	47%	36%	13%	4%	55	4
19	My child receives homework that is meaningful and helps him/her to learn.	45%	43%	11%	2%	56	4
20	My child receives quality instruction at this school.	56%	40%	4%	0%	57	4
21	I feel my child is safe at school.	64%	33%	2%	2%	58	5
22	My child's school is clean and well maintained.	72%	28%	0%	0%	58	5
23	There are high expectations for student conduct and good behavior at this school.	72%	26%	2%	0%	57	5
24	I feel my child is safe when riding on school transportation or, when walking/biking to school.	52%	39%	9%	0%	54	4
25	I believe that my child's school serves lunches that are nutritious and taste good.	25%	44%	23%	8%	48	4

2012 Climate Survey - Parent Report -- Sarasota School of Arts and Sciences

Response choices are rated on a scale where Strongly Agree = 5, Agree = 4, Disagree = 2, Strongly Disagree = 1. "Don't know/doesn't apply" was not included in the summary data. The mean or average rating of 5 or 4 represents a high percentage of favorable responses. An average of 3 represents mixed results. Ratings of 2 or 1 represents a high percent of unfavorable responses and should be considered an opportunity for improvement. Please refer to the guidelines for interpretation for more information.

3. Overall, how satisfied are you with the education your child has received at this school?



#	Answer	Response	%
1	Very Satisfied	36	63%
2	Satisfied	15	26%
3	Somewhat Satisfied	5	9%
4	Dissatisfied	0	0%
5	Very Dissatisfied	1	2%
	Total	57	100%

2012 Climate Survey - Parent Report – Sarasota School of Arts and Sciences

Response choices are rated on a scale where Strongly Agree = 5, Agree = 4, Disagree = 2, Strongly Disagree = 1. "Don't know/doesn't apply" was not included in the summary data. The mean or average rating of 5 or 4 represents a high percentage of favorable responses. An average of 3 represents mixed results. Ratings of 2 or 1 represents a high percent of unfavorable responses and should be considered an opportunity for improvement. Please refer to the guidelines for interpretation for more information.

2. Optional Comments: Name or describe one outstanding quality or best thing about your school that you would like other parents and your community to know about.

Strengths

SSA+A has the best, most caring, approachable teachers. They let us know they are here for our kids. It is the most amazing feeling to know that as we begin this middle school journey we are in it with some really wonderful educators that truly care. Administration is eager to help us through any situation.

Teacher and student relations are great. I've been on many trips and school functions and the teachers treat the students the way I want my child treated.

This school has some world-class teachers (mixed in with a few that should never be allowed in a classroom) and they are: Duree, Boisclair, Sellars, Mulhollan, Watson, Bliss, the entire PE department, the Security man, Cully, and the guidance counselors. Kudos, to, for the superior openness that the past and present principals show to to parents.

A NICE NEW BUILDING WIT IMPROVED CLASSROOMS EQUIPMENTS

I love the atmosphere of the school as opposed to a public middle school. They dont seem to have the issues of kids smoking, drugs, etc. as the normal public school. I feel they really protect the children in this respect and show zero tolerance for bad behavior. I would recommend this middle school to anyone.

Many Teacher's shows a truly interest on children academics

The school it's self gives off very much of a village atmosphere which I think is so wonderful. The new principal seems as though she is going to do a great job and I am glad my children have a opportunity to go to a school where I have seen that the teachers truly care about the children and their learning.

The rapport that is built between my son and his 6th grade teachers is amazing. The 6th grade teachers at SSA+S will have such a positive and long lasting impact for us. They teach not only their respective subjects, but they introduce time management skills with respect to projects that are assigned.

The level of education as well as the oustanding staff is why i feel my children are blessed to be a part of this incredible school. Well Done

I truly believe the dedication of the staff is the #1 quality of SSA+S

The atmosphere at SSA+S is very good. My child feels comfortable there. I love how the teachers sponsor an afterschool club, or hold frequent reviews for tests. I wish they offered high school as well.

My child likes the new building. It is bright and clean. The school also has an intimate feel that the students and parents appreciate.

Parental involvement; ice cream socials

The staff is dedicated, caring and hard working. They encourage positive behavior, independence and personal accountability.

Outstanding faculty and overall learning environment!

They have a very cool brand new building, it's beautiful!!

The teachers go out of their way to help the children in every way.

At SSAS, the teachers are vested in each child and want them to be successful.Extra help is always available for the students.

I like the high standards and expectations that the school has!

Very focused on the arts and sciences. They also have a very strict no bully policy.

It is a small school and a fairly controlled environment.

Strengths

all around great and offers many opportunities

the teachers really seem to care and understand my child's needs in succeeding.

No bullying policy

my student loves this school

Very caring and concerned teachers and staff. It just isn't a job they really do care.

Super teachers! Great Art program! Excellent afternoon clubs! The teachers are working hard and love "their" kids! It shows! I love the uniform choice. We love the rules, they keep every kid safe. It gives them structure and prepares them for the world, because there are a lot of rules you have to follow. Start early, easier later!

Only one - that is much too difficult. I am proud to have my children attend SSA+S. When they leave they are well prepared for high school and the transition to higher education is easy. One wish - more schools were like SSA+S!

They have a strict discipline policy that's consistent around campus

like edline and being informed about grades and assignments, like receiving school newsletter, like the new school building

promotes "out of the box" thinking

Sarasota School of Arts and Sciences Parents 2012

Last Modified: 03/14/2012

PARENT FEEDBACK RESULTS

1. Optional Comments: Name or describe one way you would like to see your child's school improve:

Improvements

School bus driver does not keep the children's safety as a priority. Maybe the school needs to go over rules and/or questions with the children...

Less time-filling/time wasting art/craft projects and more reading and writing. There isn't enough time for students to read beyond assigned books. Reading is such an incredible learning tool that middle schools don't leave time for. My child read 200+ books in 5th grade, 20+ books in 6th grade, 10+ books 7th grade - sad!

My children have no history of disciplinary issues in or outside the school but have been treated as reprobates since they began 6th grade. There are apparently favorites but my children were not among them. They receive every sort of negative attention conceivable for students and have never once been recognized by the school for anything positive

STOP HARSSINGS/ --- SERVE BETTER LUNCHEW PREPPED AT SCHOOL NOT BROUGHT IN STOP BAGGING FOR MONEY FROM PARENTS --\$5.- FOR 15 MIN. =\$25.- FOR 1 HOUR CREDIT-- WHO MAKES THAT KIND OF MONEY TODAY???

LOVE THIS SCHOOL.....i have two older children who went through McIntosh Middle School.....WHAT AN IMMENSE DIFFERENCE!!! I wish I had know about SSAS for them. I feel they really missed out.

They should change all parent pick up to front doors. The homework used to be coordinated, way to much homework this year, especially math. Also I have had several instances of teachers saying not so appropriate things to students, as in reference to grades or personal issues in front of classes. The teachers need to be more professional w/student

afterschool tutoring

I love this school with the exception of one thing. The board of directors is run be a few people who get there way. The school teaches not to bully but I have seen first hand the the board bullies other people. They expect a do as I say but not as I do policy with the children. You have to be consistant is from the top.

my child often feels somewhat bullied or made fun of but doesn't want to be a tattletale because he feels it won't make any difference

I would like to see a French class, rather than just Spanish. Also, I would like to see all teachers use edline the same way. As it is now, all grades are posted, but not all teachers post assignments and study guides. Sometimes it is hard to find the place they actually have the work posted, and sometimes the weekly work is not posted at all.

This school gives students too much busy work for homework. Also, team leaders should create a subject testing schedule so that there are not multiple tests in different subjects on the same day.

email team news and reminders for PTSS meetings. (also although registered with edline I just don't understand why I never receive the notifications) But luckily my child is doing well enough where I'm not necessarily that concerned.

Improvements

Students should not have more than 2 tests/quizzes per day. Projects, hw, tests, quizzes, study guides, wksheets should be coordinated to balance the workload. Too many nights are spent until 10pm doing hw. My student works hard to earn straight A's. We need a student-friendly schedule btwn all seven classes & to allow for afterschool activities

Finish new construction asap and expand to High School...PLEASE!!

This is my third child attending SSAS and compared to the parent/teacher communication from my past children. The school is lacking on this item. I feel that the school has gotten to big and the teachers are not able to keep up with communicating to parents on a regular basis. This is a disappointment for me.

They should not change the times of after school activities for an earlier pick up without contacting the parent directly in advance either via phone or email & confirm if ok. I had to rearrange things at work at the last minute and then the school wants to charge me \$1 per minute if I'm late. I don't think that is fair.

None. We feel we made an excellent choice with SSAS!

Better access to physical textbooks at home so parents can help.

The mandatory school meetings are most of the time pointless. They talk about budget and ways to raise money for the school. They do not want children at these meetings but as a mom of 4 I have to bring them. They are mandatory or your child can not attend school there. I do not see the point in attending a meeting about how they spend money.

I hear alot that kids can be disruptive in class. I was under the impression that SSAS does not tolerate this. I really think SSAS should be stricter about enforcing the rule that bad behavior gets you kicked out of SSAS. That was a big factor in my decision to send my child. I'm rather disappointed in knowing that disruptive behavior goes on

salad bar or better food choices

Doesn't need to improve, already there

I have had teachers on numerous occasions put the wrong grade in the grade book. The teacher's explanation is always "Oh, that grade belongs to a student from ANOTHER class." This tells me that the teachers are unorganized. Also, phone calls and emails are NOT returned in a timely manner often provoking another email adressed to faculty & admin

I have only positive thing to say about this school

I don't like the idea of the new lottery system at SSAS. My daughter will be gone for one year before my son can attend. Now he has to be in a lottery. We worked so hard to be in this excellent school, now this lottery system is ruin everything for a younger sibling! How unfair! Siblings should always come first then everybody else!

Although most of the teachers keep edline up to date, there are a few teachers who seldom if ever post to edline. It makes it difficult for parents to support their children or get on their children's case if edline is not accurate or up to date. My children are pretty honest so I am seldom shocked by what I see on edline.

more communication with parents on what can be done at home to help with my child's education

It is not just this school I would like to see healthier lunches served.

FLORIDA DEPARTMENT OF EDUCATION



Gerard Robinson
Commissioner of Education

STATE BOARD OF EDUCATION

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JOHN R. PADGET



March 13, 2012

Sarasota School of Arts/Sciences
Tara Tahmosh Newell, Principal
645 Central Avenue
Sarasota, FL 34236-4016

Dear Ms. Tahmosh Newell:

It is with great pleasure that I write to congratulate you, your team, your students, their families and your community partners for placing in the top ten percent of all middle schools in the State of Florida in the 2011 ranking of Florida schools.

It takes hard work and commitment to achieve this level of accomplishment. Ranking in the top ten percent speaks to a spirit of teamwork and the support of a school by the community it serves. Your school serves as a point of pride for the community and for the state.

High-quality education offers students a pathway to a successful future. Thank you for your efforts on behalf of your students and best wishes for continued success.

Regards,

A handwritten signature in cursive script that reads "Gerard Robinson".

Gerard Robinson

GR/dr

FLORIDA DEPARTMENT OF EDUCATION



John L. Winn
Commissioner of Education

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July 19, 2011

Dr. Marilyn Highland, Principal
Sarasota School of Arts and Sciences (58-0083)
645 Central Avenue
Sarasota, Florida 34236

Dear Dr. Highland:

This letter serves as notification that the Department of Education has verified that Sarasota School of Arts and Sciences (58-0083) currently meets the criteria for high-performing charter school status pursuant to s. 1002.331, F.S.

If you have any questions, please contact the Office of Independent Education and Parental Choice at (850) 245-0502, or via e-mail 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,

Handwritten signature of John L. Winn in black ink.
John L. Winn

Cc: Mrs. Lori White, Superintendent
Ms. Deborah Metheny, Supervisor of Charter Schools

TAMPA BAY BUSINESS 30th ANNIVERSARY Journal

Est. 1981

DECEMBER 2, 2011

Sarasota School of the Arts and Sciences

TEAM MEMBERS

- Dr. Marilyn Highland, principal
- Tara Tahmash, assistant principal
- Carl Williams, assistant principal
- Jamie Bailey, administrative assistant
- Missy Wachob, comptroller

COMPANY INDUSTRY AND PRODUCTS/SERVICES

Charter middle school education

The Sarasota School of Arts and Sciences team manages a staff of 53 and a student body of 750.

The Sarasota School of Arts and Sciences management team is fairly new and has taken a tough situation and turned it into one of success.

When the principal stepped down in 2010, Dr. Marilyn Highland assumed the position and created the management team the school has today.

An anonymous administrative climate survey was created to gauge the perception on the management's ability to be visible, approachable and responsive to needs in a timely manner, according to award nomination materials.

A recent challenge the team has had to meet was a delay in the school's expansion project, which is needed to accommodate more students. The team implemented a temporary solution called "Plan B," which has two science teachers team-teaching,



COURTESY OF SARASOTA SCHOOL OF ARTS AND SCIENCES
Jamie Bailey, Tara Tahmash, Marilyn Highland, Missy Wachob and Carl Williams



utilizes the cafeteria for classroom space, and places dance and martial arts classes in a neighboring studio.

As has been the case with other education facilities, the Sarasota School of Arts and Sciences has had to stretch its dollars wisely. The school created a business partnership program and a business directory to help increase revenues.

Another issue the school confronted head on was bullying. The management team met with grade level representatives and developed a process for reporting, which helped to bring the problem — or potential problems — under control within months.

"The management team has given home phone numbers to our families and to date there have been no evening calls," materials said.

— Compiled by Jo-Lynn Brown



Congratulations! Your management team has been chosen, by our distinguished panel of judges as a finalist for the *Tampa Bay Business Journal's* **Ultimate Management Teams Awards.**

As a finalist, we invite your team to join us at the 2011 Ultimate Management Teams Awards luncheon on **Thursday, December 1, 2011** at TPepin's Hospitality Centre. The event will begin at 11:15 a.m. with networking and registration followed by lunch and the awards program where we will recognize each management team on stage. We will also announce the top five management teams in ranking order and name the **"2011 Ultimate Management Team of the Year!"**

We look forward to your management team, staff, family and friends joining us to celebrate your achievements. Attached you will find an attendee form for your convenience. **Please make your reservation by Wednesday, November 23rd.**

Our editorial department may contact you regarding the 2011 Ultimate Management Teams special publication and some information may be drawn directly from your nomination entry. Please assist us in making this a quality publication by responding quickly to any inquiries. **Please email a group photo to Pam Huff by Tuesday, November 22nd at Phuff@bizjournals.com for publication and/or event purposes.**

- A. Once again, my sincere congratulations on being selected as a finalist and I look forward to honoring your management team at the 2011 Ultimate Management Teams Awards!

Warmest Regards,

Bridgette Mill
President & Publisher



Sarasota County Schools
PALS PARTNERS IN EDUCATION
Keeping Children at the Center

School
Superintendent
Jim Wynn

**PALS
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ADVISORY
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Sincere congratulations for achieving
Golden School status
for the 2011-2012 academic year!

Celebrating 33 years of service to Sarasota County Public Schools

1960 Landings Boulevard • Sarasota, Florida 34231 • Phone (941) 552-5000 ext. 31500 • Fax (941) 561-6539
Email: pals@scps.sarasota.k12.fl.us

**1
YEAR GOLDEN
SCHOOL AWARD**

presented to

Sarasota School of Arts and Sciences

In recognition and appreciation for the leadership and support rendered to the
SCHOOL VOLUNTEER PROGRAM

Presented on this 1st day of June 2012



FLORIDA DEPARTMENT
OF EDUCATION

Leonard Robinson

Commissioner of Education

FLORIDA DEPARTMENT OF EDUCATION



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Commissioner of Education



December 11, 2009

Mr. Pepar Anspaugh, Executive Director
Sarasota School of Arts & Sciences
645 Central Avenue
Sarasota, Florida 34236

Dear Mr. Anspaugh:

Staff members from the Bureau of Exceptional Education and Student Services, Florida Department of Education, had the privilege of visiting your school on December 3, 2009, during an on-site monitoring visit in the Sarasota County School District. We appreciate the hospitality, cooperation, and assistance extended to our staff members.

The school's faculty and staff demonstrated a high level of professionalism. In addition, Bureau staff members were impressed by the overall organization and management of the school and with the level of faculty and staff commitment to the students. Teachers and other staff members were positive and enthusiastic about providing meaningful programs for all students.

On behalf of the Bureau, I would like to take this opportunity to thank you for your warm reception and for providing Bureau staff with a positive visit to your school.

Sincerely,

A handwritten signature in cursive script that reads "Kim C. Komisar".

Kim C. Komisar, Ph.D., Section Administrator
ESE Program Administration and Quality Assurance

cc: Sonia Figaredo-Alberts
Kathy Devlin
Patricia Howell
Jill Snelson

BAMBI J. LOCKMAN
Chief

Bureau of Exceptional Education and Student Services



June 1, 2009

Pepar R. Anspaugh, Executive Director
Sarasota School of Arts & Design
645 Central Avenue
Sarasota, FL 34236-4016

Dear Pepar,

Congratulations on being chosen as a finalist for the 2009 Frank G. Berlin, Sr. Small Business Award. Innovation, dedication, and hard work have made you successful in your endeavors and the Cultural Organization of the Year nomination is a demonstration of your exceptional leadership in the community.

Small businesses are the true engines of the community and I am proud of the role you are playing, especially in these challenging economic times, in helping to maintain the economic achievements we have realized in Sarasota County for so long.

Thank you for the work you do for our community, I am certain we will see even greater successes from you and your organization in the years to come.

Sincerely,

A handwritten signature in cursive script that reads "Arthur M. Guilford".

Dr. Arthur M. Guilford
Vice President and Campus Executive Officer
University of South Florida Sarasota-Manatee

Tara Tahmosh-Newell

taratanmosh@ssas.org

Leadership Roles

Principal

Assistant Principal

Administrative Intern

Language Arts
Department Chair

Seventh Grade Team
Leader

Head Department Chair

Head Mentor

Head Team Leader

Field Trip Coordinator

Master Schedule Creator

Schoolwide Support
Team Member

Limited English
Proficiency (LEP)
Committee Member

Local Education Agency
(LEA) for IEP meetings

CERTIFIED IN EDUCATIONAL LEADERSHIP (K-12)

I believe that educational leadership is the venue to improve education for all students, by actively mentoring teachers, building curriculum, and sharing vision, constantly moving towards a shared mission of improving every student, in every classroom.

CERTIFIED SECONDARY ENGLISH EDUCATION (6-12)

As an intensive language arts teacher, my goal is to reach at risk students, bringing their reading comprehension and written communication skills up to the level of their peers, while making them take a vested interest in their education and themselves. My students are primarily low income, minority students, as well as students with individualized education plans (IEPs), English for Speakers of Other Languages plans (ESOL), and Section 504 plans. Their deficit in language arts impedes their success in school and in life and it is my goal to help them improve, embrace learning, and to ultimately graduate high school.

Core Competencies

- Literacy Development
- At Risk Students
- School Leadership
- Scheduling Students
- Data Interpretation
- ESE Students
- ESOL Students
- Mentoring

Experience

Sarasota School of Arts and Sciences; Sarasota, Florida
Principal 2/12 - Present
- Member of the Charter Review Committee 2012-13.

Sarasota School of Arts and Sciences; Sarasota, Florida
Assistant Principal 1/11 to 1/12

Sarasota School of Arts and Sciences; Sarasota, Florida
Administrative Intern, 08/05 to 12/10

Sarasota School of Arts and Sciences; Sarasota, Florida
Language Arts Teacher (6-8), 8/00 to Present

Sarasota Middle School; Sarasota, Florida
Student Teacher (Intern), 01/00 - 05/00

Education & Credentials

UNIVERSITY OF SOUTH FLORIDA, SARASOTA-MANATEE — Sarasota, FL
M.Ed. Educational Leadership, 05/10
Florida Educational Leadership Certificate, (Grades K-12)

UNIVERSITY OF SOUTH FLORIDA, SARASOTA-MANATEE — Sarasota, FL
B.S. Secondary English Education, 05/00
Florida Secondary English Education Certificate (Grades 6-12)

State of Florida Department of Education

PROFESSIONAL EDUCATOR'S CERTIFICATE

This Certifies That

TARA TAHMOSH-NEWELL

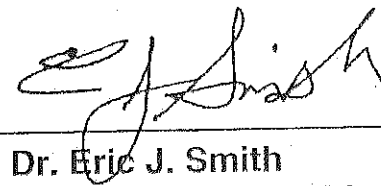
*Has satisfactorily completed all requirements of Florida Statutes and
State Board of Education Rules for the coverages or endorsements listed below:*

EDUCATIONAL LEADERSHIP / (ALL LEVELS)
ENGLISH / (GRADES 6 - 12)
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) / ENDORSEMENT

July 01, 2012 - June 30, 2017
Department of Education Number 868924



Dr. Frances Haithcock
Chancellor, K-12 Public Schools



Dr. Eric J. Smith
Commissioner of Education

January 18, 2011

MR. CARL C. WILLIAMS JR.

carlwilliams@ssas.org

EDUCATION:

Walden University: Baltimore, MD. 2006-2008 *M.Ed. Educational Leadership*
Univ. of South Florida: Sarasota, Fl. 2003-2004 *B.S. Interdisciplinary Social Sciences*
Manatee Community College: Bradenton, Fl. 2001-2003 *A.A. Special Education*

*Certifications: Educational Leadership (K-12), Middle Grades Curriculum (5-9),
Exceptional Student Education (K-12)*

PROFESSIONAL EXPERIENCE:

Sarasota School of Arts and Sciences **July '10 - present**

Assistant Principal – Discipline, FCAT Coordinator, Emergency Response, Critical Incidents, Facilities, Transportation, Staff Development, Contracts, and IT/Technology.

School Board of Manatee County **July '09 - July '10**

Assistant Principal – Coordination of District Curriculum, Transportation, Discipline, Facilities, Student Progression, School Safety, Staff Development, School Improvement Plan, Character Education, Attendance

Sarasota County School Board **August '97 - July '09**

VPA Algebra/Pre-Algebra Math Teacher – Implementation and teaching of district approved curriculum, utilization of best teaching practices with Arts integration for enhanced student achievement.

Self Contained/Inclusion ESE Teacher – Implementation and teaching of district approved curriculum. Wrote, implemented, and facilitated IEP's for student learning.

Physical Education Paraprofessional – Organized team concepts and strategies for classes ranging from 20 to 40 students.

Campus Aide – Responsible for the safety and security of students and staff, Completion of tasks associated with attendance and truancy of students.

Cafeteria Monitor – Supervision of student lunch for elementary school students.

Sarasota Flanzer Branch of the YMCA

November '06 - April '07

Leadership Coordinator - Developed the Leadership Training Program, which focused on preparing teenagers to transition effectively within society.

Sarasota Flanzer Jewish Community Center

May '05 - November '06
March '97 - June '99

Leadership Director - Director for teenage program geared at providing safe environments, defining core values, and increasing self-esteem.

SPECIALIZED SKILLS:

Data Analysis - Learning Gains, Leading/Lagging Indicators
Action Research
Effective Teaching Practices
Professional Development Training
Budgeting
Anti-Bullying Program
RTI (Response to Intervention)
Emergency Response/Critical Incidents
Conflict Resolution/Verbal De-escalation Techniques
Peer Relations
ESE Inclusion and IEP Writing

ACHIEVEMENTS:

Presenter - State of Florida Charter School Conference (2011)
Manatee County EdVantage Ambassador (2010)
Excellence in School Fire Safety and Compliance Award (2009)
Booker Middle School SME Site Coordinator (2008-2009)
Runner Up Teacher of the Year (2008)
Booker Middle School Team Leader (2007-2008)
Five Time recipient of the Community Foundation Teacher's Award (2004-2008)
Shared Decision Making Committee for Booker Middle School (2006-2007)
Developed "Just Talk" program for 7th through 12th graders (2006)
Florida Uniting Students in Education Certification (2005)
Recipient of the Selby Educators Award (2004)
Personally endorsed by Mayor of Sarasota, Carolyn Mason (2003)

State of Florida Department of Education

PROFESSIONAL EDUCATOR'S CERTIFICATE

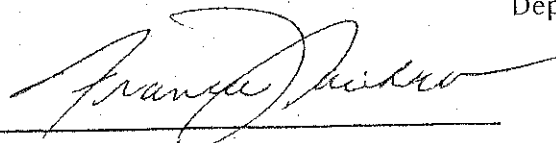
This Certifies That

CARL CLEVELAND WILLIAMS

*Has satisfactorily completed all requirements of Florida Statutes and
State Board of Education Rules for the coverages or endorsements listed below:*

EDUCATIONAL LEADERSHIP / (ALL LEVELS)
MIDDLE GRADES INTEGRATED CURRICULUM / (GRADES 5 - 9)
EXCEPTIONAL STUDENT EDUCATION / (GRADES K - 12)

July 01, 2012 - June 30, 2017
Department of Education Number 970477



Dr. Frances Haithcock
Chancellor, K-12 Public Schools



Dr. Eric J. Smith
Commissioner of Education

September 02, 2010

School of Arts and Sciences
Assistant Principal
Job Description

RESPONSIBILITIES:

1. Assist in the development, implementation and evaluation of the instructional program, including the use of technology.
2. Supervise curricular and extracurricular activities as assigned.
3. Provide recommendations to the Principal regarding curriculum improvement.
4. Supervise textbook and equipment selection, acquisition and inventory.
5. Assist the Principal in the administration of the summer school program.
6. Assist with coordinating student field trips.
7. Assist in developing the master schedule and assignment of students and staff.
8. Assist in the administration of the testing program.
9. Assist in gathering, analyzing and interpreting data related to student performance.
10. Assist in coordinating the School Improvement Program.
11. Assist with the supervision of personnel, including orientation of new employees as assigned.
12. Assist the Principal in developing personnel assignments and duty rosters.
13. Assist in implementing and administering employee agreements.
14. Assist in the coordination of the school's inservice program.
15. Assist teachers in developing professional development plans and activities.
16. Assist in monitoring and assisting substitute teachers
17. Assist the Principal with the daily operation of the school.
18. Assist in supervising and monitoring the accurate and timely completion of data collection and reporting requirements.
19. Assist in the supervision of the maintenance and care of the physical plant.
20. Assist in developing and monitoring the school budget.
21. Assist in maintaining property inventories.
22. Assist in supervising school transportation services.
23. Assist in identifying maintenance or facility needs.
24. Assist in monitoring student attendance.
25. Assist in ensuring that the school's discipline policy is consistently and fairly administered.
26. Assist with student supervision and discipline.
27. Assist in interpreting and implementing the Pupil Progression Plan.
28. Assist in developing, implementing and evaluating the school's guidance program.
29. Confer with students, parents and teachers to resolve problems and facilitate learning.
30. Assist in coordinating schedules for extracurricular activities.
31. Seek to improve skills and knowledge through participation in inservice and other professional development activities.
32. Model and maintain high standards of professional conduct.
33. Demonstrate initiative in identifying needs or potential for improvement and take appropriate action.
34. Promote and support professional development for self and others.
35. Maintain visibility and accessibility.

36. Keep the Principal informed about potential problems, unusual events or possible opportunities for school improvement.
37. Support goals and priorities of the school and District..
38. Provide leadership in developing and implementing goals and priorities of the school.
39. Assume duties and responsibilities of the Principal in his / her absence.
40. Assist in planning and implementing the school's public relations program.
41. Conduct faculty meetings when requested by the Principal.
42. Serve on advisory committees as requested by the Principal.
43. Support and attend community functions.
44. Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
45. Set high standards of performance for self, others and the school.
46. Perform other incidental tasks consistent with the goals and objectives of this position.

Melissa Wachob

A highly motivated professional with years of progressive financial, administrative and customer service experience. A versatile, dedicated team leader and team player with exceptional organizational, analytical and communication skills.

EMPLOYMENT HISTORY

Sarasota School of Arts & Sciences, Sarasota, FL

2001 – Present

Financial Manager

Manage all aspects of liability and facilities insurance plans; manage all aspects of 401(k) program; maintain appropriate records for Fire Marshall and County Health inspections; responsible for all accounting functions of the school, which includes cash flow, policies/procedures adherence, accounts receivable, reconciliation of all incoming monies, purchase orders; all aspects of financial budgeting including assisting HR with salary step increases and keeping informed of government budget changes; generate financial reporting and prepare accounting documentation to assist off-site CPA; review monthly bank statements and process same for off-site reconciliation; review monthly earning statements; approve invoices for payment and code accordingly; monitor all budgeted funds and grant monies allocated to the school; prepare materials for auditors and assist with audits; manage annual District Asset Inventory Audit; maintain school's asset and textbook inventory lists; generate Board agenda and all documentation for Board meetings; communicate/report financial information to Board Treasurer/Budget Committee; maintain all Board minutes; monitor Board actions in accordance with State laws and regulations; all miscellaneous duties as assigned, including but not limited to, 1099 tax documentation, 990 tax documentation, lease and credit applications, State Capital Outlay Plan, expenditure reporting, tuition reimbursement plan, facilities requisitions, student/staff photos and yearbook, office equipment maintenance, District Food and Nutrition Free and Reduced Lunch Program assistance, uniform voucher program.

GPE Enterprises, Sarasota, FL (part-time)

2000 – 2001

General Accountant

Produced monthly financial reports; prepared documents for tax purposes.

Homemaker

1992 – 2000

Ellis Bank & Trust/Nations Bank, Sarasota, FL

1982 – 1992

Teller, Head Teller and Customer Service Associate

Performed traditional bank teller duties; assisted new tellers with procedures; oversaw annual branch audit; opened new accounts, CDs and assisted customers; performed quarterly branch audits and monitoring program; attended banking courses through American Institute of Banking (AIB).

EMPLOYMENT HISTORY – Continued

Brown Derby Restaurant, Sarasota, FL

1980 – 1982

Head Waitress

Performed traditional waitress duties; trained new wait staff; processed on-site payroll, including calculating time cards, uploading data into phone modem, and distributing paychecks.

EDUCATION & TRAINING

Sarasota High School, Graduate

American Institute of Banking (AIB) at MCC, Course Certifications

On-going Computer Training

COMPUTER PROFICIENCY

Microsoft Excel – Expert; Microsoft Word – Intermediate+; Microsoft Access – Intermediate+;

Microsoft PowerPoint - Intermediate

PROFESSIONAL AND PERSONAL REFERENCES

Are immediately available upon request.

**Sarasota School of Arts and Sciences
Comptroller
Job Description**

PERFORMANCE RESPONSIBILITIES:

1. Risk Management

- Manage all aspects of SSAS general liability insurance
- Manage all aspects of SSAS automobile liability insurance
- Manage all aspects of SSAS facilities insurance
- Procure commercial insurance for SSAS as required by District or FDOE
- Evaluate liability exposures and recommend loss control to Administration
- Review SSAS contracts and advise on indemnification and insurance requirements
- Manage all aspects of SSAS 401K program
 - Enroll new employees and process employee status changes
 - fund plan by mandated deadlines
 - responsible for reviewing payroll before and after payroll runs for retirement reporting accuracy
 - coordinate the transfer of retirement benefits between SSAS and terminated employees
 - prepare year end census
 - comply with contracted 401K auditor - Florida Pension Consultants
- Maintain all appropriate records pertaining to Fire Marshal Inspection and Sarasota County Health Inspection

2. Accounting

- Responsible for all accounting functions of SSAS
- Monitor the cash flow and investment activities
- Provide funding advice for Capital Improvements and Debt Service programs
- Advise and Assist Administration and other staff members on budget, accounting policies and interpret/apply said policies
- Prepare and present the SSAS budget to the Budget committee/SSAS board
- Review all monthly financial reports submitted by Cavanaugh & Co. to the district
- Receive and distribute all incoming US Mail
- Receive all monthly bank statements, maintain copies for reference and distribute to Cavanaugh & Co for reconciliation
- Receive and review Monthly Earnings Statements from the District, maintain copies for reference and distribute to Cavanaugh & Co
- Code all revenue using Redbook accounting
- Review statements of vendors for accuracy
- Approve invoices for payment and Code all invoices using Redbook accounting
- Work with contracted accountant, Cavanaugh & Co to maintain a current and accurate vendor file

- Establish a good working relationship with vendors as to payment schedules and methods that would be beneficial to both SSAS and the vendor
- Prepare all documents for processing by Cavanaugh & Co.
- Monitors FTE data collection and recommend appropriate budget adjustments to the Principal and SSAS Board
- Assist HR with establishing Instructional Salary step increases for new budget year, and document said increase for PEO.
- Analyze purchasing card payments for accuracy and documentation
- Keep well informed on the Governor's budget changes for current and upcoming school year
- Maintain and Distribute Alarm codes and Facility Keys

3. Bookkeeper

- Receive all monies deposited with SSAS
- Maintain payments made on behalf of students for Student fees, Student field trips and Manatee Bus payments
- Process and maintain all purchase orders in compliance with SSAS policy
- Maintain all accounting records
- Assist staff to utilize funds and deposit funds in compliance with SSAS policy
- Requisition supplies and equipment as requested by Principal and/or staff
- Monitor all budget funds and grant monies assigned to the school
- Receive all supplies and equipment and distribute to appropriate staff members
- Receive all processed checks from Cavanaugh & Co. and obtain authorized signatures
- Pay all bills in a timely manner
- communicate with Vendors as necessary
- Maintain Petty Cash account

4. Audit

- Prepare materials for auditors and cooperate fully with audit needs
- Onsite person to meet with contracted auditors
- Respond to individual auditor concerns and questions and coordinate the Principal's formal response to audits
- Provides budgetary compliance with the Government Accounting, Auditing and Financial Reporting procedures as they apply to all applicable laws, rules and regulations
- Manage yearly District Asset Inventory Audit
- Maintain SSAS Asset and Textbook inventory lists

5. Board Duties

- Generate SSAS Board agenda
- Prepare and generate all documents for SSAS Board meetings
- Communicate/report financial information to SSAS Board Treasurer/Budget committee
- Maintain all SSAS Board Minutes
- Monitor that all SSAS Board actions comply with State laws and regulations

6. Miscellaneous Duties

- Review that 1099 tax information is correct and ensure that it is submitted in a timely manner
- Prepare requested information to complete 990 tax information, present 990 draft to SSAS Board and ensure that it is submitted in a timely manner
- Prepare Lease and Credit applications, obtain authorized signature and submit in a timely manner
- Prepare State Capital Outlay Plan in accordance to FDOE guidelines and the District mandated deadlines, present to SSAS board for approval.
- Prepare County Capital Outlay Plan in accordance to the District guidelines and present to SSAS board for approval
- Generate Expenditure reports for “Special Monies” reimbursement
 - District Capital Outlay
 - IDEA/ARRA
 - Title I/Professional Dev. Reimbursement
 - Job Stabilization Monies
- Assist with preparing Charter School Monitoring Opening document, to be presented to Charter School Liaison by mandated deadline
- Administer and Maintain the SSAS Education Tuition Reimbursement program
- Assist with teacher conferences
- Generate construction requisitions
- Maintain liens/satisfaction of liens for construction project
- Facilitate student and staff photos
- Prepare SSAS yearbook
- Maintain Xerox Copier and Pitney Bowes Postage supplies and perform routine maintenance on said machines
- Assist District Food and Nutrition with Free and Reduce Lunch program
- Prepare and Maintain SSAS Uniform Voucher program
- Follow all SSA+S policies, rules and regulations.
- Exhibit the interpersonal skills necessary as an effective team member.
- Demonstrate support for the SSA+S and its goals and priorities.
- Perform other incidental tasks consistent with the goals and objectives of this position.

**Bylaws
of
Sarasota School of Arts & Sciences, Inc.**

Article I Name & Location

Section 1.

The name of the corporation is the Sarasota School of Arts & Sciences, Inc. ("SSAS"), a not-for-profit corporation under section 501(c)(3) of the Internal Revenue Code.

Section 2.

The school shall be located within the city limits of Sarasota, FL, with a preference to the downtown area.

Article II Board of Directors

Section 1. Authority

All corporate powers of SSAS shall be exercised by or under the authority of the Board of Directors. The Board of Directors shall determine the policies and fiscal matters and, in general, assume responsibility for the direction of the affairs of the school.

Section 2. Size and Composition

The number of directors shall be no less than seven (7) voting members and no more than thirteen (13). The exact number of directors shall be determined by the entire Board from time to time but shall always consist of one parent representative elected by the Parent Teacher Student Society ("PTSS") and one faculty representative elected by the faculty. The balance of the directors shall consist of members of the community at large, with parents of current students making up no more than forty-nine percent (49%) of the Board (inclusive of the PTSS representative).

Section 3. Manner and Selection of Term

- A. All directors, with the exception of the parent and teacher representatives, shall serve for a term of two (2) years or until a successor is elected.
- B. The faculty representative shall consist of a current faculty member elected in the manner described below and shall serve a one-year term:
 - i. The Faculty shall select a Secretary, who's sole job will be orchestrate the selection of a Board member from the ranks of the teachers;

- ii. Faculty members desiring to represent their peers on the Board shall put their name forward by notifying the Secretary of the Teachers, in writing, of their desire;
 - iii. Thirty days prior to the end of the fiscal year or the end of term for the Teacher Representative on the Board of Directors, the faculty shall select a representative by secret ballot;
 - iv. The Faculty Representative shall be bound by all terms and conditions of other Board members, described in the Bylaws of Sarasota School of Arts & Sciences.
- C. The parent representative shall consist of the current elected PTSS president and shall serve a one-year term.
- D. Nominations for the remainder of the Board of Directors shall be submitted to the Nominating Committee by any interested party. The Nominating Committee shall first review all the applicants and then refer any approved applicant with the committee's recommendations to the full Board for approval or denial.

If the Board has less than seven (7) voting members, the Board will review all applicants and select by consensus only the number of applicants as Board members needed to reach the minimum number for a quorum (i.e. seven).

- E. New Directors added to the number of then serving directors may be elected by majority vote of the serving directors, except as described in Section "D".
- F. When electing directors, every reasonable effort shall be made to elect directors who will represent stakeholders of the school and the community.

Section 4 Vacancies

Any vacancies occurring on the Board of Directors shall be filled by a majority vote of the directors in office. A Director is elected to fill the unexpired term of the predecessor.

Section 5 Quorum

A simple majority of the elected directors shall constitute a quorum for the transaction of business at any meeting of the Board. The Board may not vote by proxy.

Section 6 Attendance

Any Board members who shall miss three (3) consecutive meetings of the Board of Directors without an approved excuse from the President of the Board shall automatically cease to be a Director.

Section 7 Compensation

No Director shall receive, directly or indirectly, compensation for his or her service as Director. The Board may authorize reimbursement of the reasonable expenses incurred by board members in connection with attendance at board meetings.

Article IV Officers

Section 1 Numbers and Qualifications

The Officers of the SSAS Board shall consists of a President, Vice President, a Secretary, a Treasurer and such other officers as the Board may, from time to time, elect.

Section 2 Election and Term of Office

The Officers of the Board shall be elected annually by the Board, immediately following the election of Directors at the regular annual meeting in September. Officers shall serve one-year terms and may be re-elected to serve for a total of three consecutive years in one position. This term limit does not preclude an Officer from serving in another position or from returning to a position after leaving it for one year. Vacancies may be filled at any meeting of the Board of Directors.

Section 3 President

The President shall have general supervision of the affairs of the school. The President shall preside at all meetings of the Board and shall have such other duties as prescribed by the Board.

Section 4 Vice President

In the absence of the President, the Vice President shall perform the duties of the President. The Vice President shall have such other duties and powers as assigned by the Board.

Section 5 Secretary

The Secretary shall act as secretary of all the meetings of the Board and shall be responsible for the minutes of all such meetings. The Secretary shall perform additional duties as shall be assigned by the Board.

Section 6 Treasurer

The Treasurer shall be chairman of the Finance Committee, responsible for the accounting for all monies of the school, including depositing and investing the monies in accordance with the policy adopted by the Board. The Treasurer shall perform additional duties as shall be assigned by the Board.

Article V Committees

Section 1 Nominating Committee

The Nominating Committee shall consist of three (3) members: one (1) member of the Board; one (1) parent selected by the PTSS leadership team (other than the PTSS Board representative); and one (1) faculty member selected by the faculty (other than the faculty Board representative).

The Nominating Committee shall accept and review all applications for the Board positions. The committee will then forward those approved applications with recommendations and comments for a final vote before the full Board.

Section 2 Additional Committees

The Board shall establish committees, as it deems necessary.

Article VI Meetings

Section 1 Annual Meetings

There shall be an annual meeting of the Board in September, at such time; the Board shall determine date and place.

The purpose of the annual meeting shall be the election to the Board and the election of officers, who shall take office immediately following their election, and the presentation of the annual report.

Section 2 Regular Meetings

In addition to the annual meeting, there shall be a minimum of eight (8) regular meetings.

Section 3 Notice of Meetings

- A. Notice of the annual meeting shall be given to the Directors not more than 45 days and not less than 14 days before the meeting.
- B. Notice of regular meetings shall be given to all Directors a minimum of four (4) days prior to the meeting.

Section 4 Special Meetings

Special meetings of the Board may be called by the President of the Board, with a minimum two (2) day notice prior to the meetings.

Article VII Finance

Section 1 Budget

An annual budget adequate to sustain SSAS's efforts for the year shall be prepared and approved by the Board.

Section 2 Fiscal Year

The fiscal year of SSAS shall begin on July 1st and end on June 30th.

Section 3

The financial records of SSAS shall be audited annually by a CPA firm selected by the Board.

Article VIII Contracts, Checks, and Funds

Section 1 Contracts

The Board of Directors may authorize any officer or officers, agents or agents of the Corporation, in addition to the officers so authorized by these Bylaws to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 2 Checks, Drafts, Etc.

All checks, drafts, or order for the payment of money, notes, or other evidences of indebtedness issued in the name of the Corporation shall be signed by such officer or officers, agent or agents, of the Corporation in such manner as shall from time to time be determined by resolution of the Board of Directors.

Section 3 Gifts

The Board shall have the power to receive, or in its discretion reject, any contribution, gift, bequest or devise for the general purposes or for any special purpose of the Corporation.

Article IX Bylaw Amendments and Duration

Section 1 Amendment Procedures

These bylaws may be amended at any regular meeting of the Board at which a quorum is present, by an affirmative vote of two-thirds (2/3) of those present. Notice of the proposed change shall be provided to each Director no fewer than ten (10) days prior to the meeting at which such amendment is to be voted upon.

Section 2 Duration

These bylaws will expire and be of no further force or effect on a date coincident with the expiration of the SSAS contract with the Sarasota County School Board unless, prior to such date, they have been readopted and /or amended in the manner set forth above.

Article X Parliamentary Rules

The proceedings of all meetings of the Board and of all other committees shall be governed by and conducted according to the latest edition of Robert's Rules of Order.

Article XI Indemnification

Section 1 Conditions

SSAS shall indemnify any past or present director, officer, employee, or agent of SSAS, and any person who may have served or who serves at its request as a fiduciary, against (a) any expenses and costs, including but not limited to legal and accounting fees, including costs of appeal incurred in connection with any claim asserted against him or her by reason of being or having been such director, officer, employee, agent, or fiduciary or in connection with any civil or criminal actions, suit or proceeding which is instituted before any court or administrative body and to which he or she is made a party of by reason of being or having been such director, officer, employee, agent, or fiduciary, (b) any amounts paid in settlement of any such claim or any such action, suit or proceeding and (c) any amounts paid on any judgments rendered in any such actions, suit or proceedings; provided that he or she acted in good faith and in a manner he reasonably believed to be in, or not opposed to, the best interests of SSAS and, with reasonable cause to believe his conduct was unlawful; provided further that, if she or he is adjudged in nay action or suit by or in the right of SSAS to be liable for negligence or misconduct in the performance of his or her duty to SSAS, indemnification shall be made only the extent that the court in why such action or suit was brought, determines he or she is fairly and reasonably entitled. In no event, however, shall indemnification be made for gross negligence or willful misconduct.

Section 2 Determination

Any determination under Section 1, unless pursuant to a determination by a court, shall be made by SSAS only upon determination that indemnification is proper in the specific circumstances because the applicable standard of conduct set forth in Section 2 has been met, made by (a) majority vote or quorum of directors who were not parties to the action, suit or proceedings; or (b) if such quorum is unattainable, or (even if attainable) if a quorum of disinterested directors, so direct by independent legal counsel in a written opinion.

Sarasota School of Arts & Sciences
Board of Directors Meeting
Minutes
November 7, 2012

Board members present: Heather Staine, Terry McGannon, Mickey Stone, Marilyn Highland, Ray Thacker, Tanya Jones, James Kelly, David Jennings, Matt Wenzel, Tracy Shinkarow.

Guests present: Missy Wachob, Carl Williams, Tara Tahmosh

- I. Welcome & Pledge of Allegiance – The meeting was called to order @ 6:10 pm by Heather Staine.
- II. Meeting minutes of October 10th Board meeting were approved & accepted.
- III. President of the Board’s Report – None
- IV. Principal’s Report – (Ms. Tahmosh)
 - a. Reported that the fresh air units on the roof of the 3-Story building were still broken.
 - b. We received the T.C.O. on the Gymnasium.
 - c. Bleachers will be arriving sometime next week.
 - d. Ms. Tahmosh will be going to a conference next week.
- V. Staff Report – See attached report.
- VI. PTSS Report – Ms. Shinkarow reported that the total raised in the fundraiser was \$16,703.00. The PTSS has earmarked that money for equipment for the gym.
- VII. Treasurer’s Report – (Mr. McGannon)
 - a. Mr. McGannon presented the monthly financial statement.
 - b. Because of construction, our auditors want the financials presented to the board on a monthly basis.
- VIII. Old Business -
 - a. Lease/Community Use of the New Gymnasium – Mr. Jennings made a motion to accept the new lease for the Gymnasium. Mr. Stone seconded the motion. Unanimously approved.
- IX. New Business –
 - a. (Governance training) Everyone needs to complete their 4-hour training by the board meeting on January 9th, 2013.
 - b. A Grand Opening Committee was established (Staine, Stone, Jones, Highland, Reed, Bailey, Jennings) and will be meeting to discuss and plan the Grand Opening and Ribbon Cutting scheduled for Tuesday January 22nd, 2013.

c. Open House will be December 3rd, 2013.

- X. Open to the Public – None.
- XI. Closed Session – Discussion of pending litigation.
- XII. Adjourn Meeting – Motion to Adjourn made by Heather Staine, seconded by Tanya Jones and unanimously approved.

Staff Report

Social Studies

The Social Studies department has been covering the usual curriculum and the election. We look FORWARD to moving on and continuing our studies. Upcoming is the National Geographic Bee, Immigration Day, and Egypt Day.

Science

Sixth grade students in science worked on building solar ovens. The students went outside and measured the temperature of the ovens throughout the day. Students also made smores. Seventh grade students have been working on cell division and they constructed mitosis flipbooks. Advanced students went on the Care Free Learner boat and had a blast! Eighth grade students constructed and launched the soda bottle rockets. Students calculated the height of the rockets using the pythagorean theorem. All three grades are working on putting the final touches for their science fair projects. We are in need of science fair judges if any board members are interested. Our school's science fair is on November 29th. If you are interested, please let Mr. Hernandez know.

Foreign Language

The Hispanic Heritage Celebration was moved for May 13, so that we meet the Grant requirement to use the stage. The Spanish department has done class activities related to the Hispanic Heritage month, which included participating in the governor Essay writing contest for an Scholarship Winning Prize. The traditional Dance club have performed in several events, like Cultural Night at Gocio Elementary, International Folk Fair in St. Petersburg, The Hispanic Festival at St. Jude Church, and in December will perform at Hispanic Festival in New College.

Math

8th Grade:

- Geometry—Triangle Properties
- Algebra—Arithmetic Sequences
- Math 3—Linear Equations

7th Grade:

- Algebra—Linear Functions & Relations
- Advanced Math—Solving Equations & Inequalities
- Math 2—Solving Proportions

6th Grade:

- Math 1—Ratios, Percents, Decimals, Fractions

Physical Education

In the PE department we have moved into our new facilities and they are awesome. The first home basketball game in the gymnasium is Thursday of this week at 4:30. It is against Julie Rohr Academy. In class we have started our health curriculum and were led by guest speakers from Alcoholics Anonymous on Monday. Next week Lt. Enos from the Sarasota County Sheriffs department will be presenting on cyberbullying.

Language Arts

All grades are working on the new Common Core writing requirements. We had a class with our writing consultant, Chris Lewis, today (the 7th). Eighth grade is finishing *To Kill a Mockingbird*, seventh grade just finished *The Hunger Games*, and sixth grade finished *The Giver*.

Electives

Currently band is rehearsing and preparing her numbers for the upcoming Winter Concert on 12/10. Danz is working on dance numbers in preparation for our very first Dance Recital on 2/25/13. Performing Arts is learning about rhythmic movement and expression along with choreography. Also working to determine cast for this year's Musical on 4/19-20. Art is learning about Cubism, Henry Moore Sculpture, and Painting collage methods of Romane Beardon. Technology is learning Adobe Flash animation, working on their typing skills, and learning construction technology by building a scale model of a student designed restaurant. Also Mr. Carr, Stone, and Footland have begun planning and preparations for the Little Mermaid set building.

Sarasota School of Arts & Sciences
Board of Directors Meeting
Minutes
October 10, 2012

Board members present: Larry Eger, Heather Staine, Terry McGannon, Mickey Stone, Marilyn Highland, Ray Thacker, Tanya Jones, James McKelly, Matt Wenzel,

Guests present: Missy Wachob, Tara Tahmosh, Carl Williams

Absent: David Jennings

- I. Welcome and Pledge of Allegiance – The meeting was called to order at 6:06 p.m. by Mr. Eger.
- II. Meeting minutes of August 29, 2012 – Minutes of the August 29, 2012 meeting were unavailable. Approval of minutes waived until November meeting.
- III. President of Board's Report – None.
- IV. Principal's Report –
 - a. Owner's Representative Report/Construction Report – Ms. Tahmosh reported that we passed final inspections for fire and plumbing. There was discussion about gates and fencing that will go up around the school according to the construction plans. There is some dissatisfaction regarding the lights on the exterior of the gymnasium but they can be replaced later. MG3 will be applying for a TCO on Friday. We can have students on the floors next week. The landscaping is in.
- V. Staff Report – See attached report from Mr. Stone.
- VI. PTSS Report – Ms. Shinkarow was absent. Mr. Stone reported that the fundraiser raised over \$15,000.
- VII. Treasurer's Report –
 - a. The Financial Statement dated August 31, 2012 was presented to the board for review.
 - b. Mr. Wenzel reported that there is a draw request in from MG3 and there is a balance of \$255,121.31 to be paid. We have \$646,000 in savings.
- VIII. Old Business –
 - a. Lease/Community Use of New Building – A draft lease was presented by Ms. Tahmosh. There was some discussion of the rates listed and clarification was made

that the rates listed do not include the charge for a staff member to be present. That is an additional charge and will be noted on the rate sheet.

IX. New Business –

- a. School Improvement Plan – The SIP was presented for approval. Motion to approve the plan was made by Mr. Eger and seconded by Dr. Highland. Unanimously approved.
- b. Board Member and Officer Elections – Mr. Eger made a motion to nominate Ms. Staine for the position of Board president. Ms. Staine made a motion to nominate Mr. Eger for Board vice-president, Mr. McGannon for treasurer and Mr. Wenzel for secretary. Mr. Stone made a motion to nominate Dr. Highland for vice-president. There was discussion regarding the various positions and nominations. A motion was made by Mr. Stone to approve the board nominations as follows: Ms. Staine as president, Mr. Eger as vice-president, Mr. McGannon as treasurer, Mr. Wenzel as secretary. The motion was seconded by Dr. Highland. Unanimously approved.

X. Open to the Public – None.

XI. Closed Session – Discussion of pending litigation.

XII. Adjourn Meeting - Motion to adjourn made by Mr. Stone; seconded by Ms. Jones. Unanimously approved. Adjourned at 7:35 p.m. Next Board Meeting will be held on November 7, 2012.

Submitted by:

Secretary

Date

Approved by:

President of the Board

Date

Sarasota School of Arts & Sciences
Board of Directors Meeting
Minutes
July 19, 2012

Board members present: Larry Eger, Heather Staine, Terry McGannon, Mickey Stone, Marilyn Highland, Steve Ruggiero, Ray Thacker, Tanya Jones

Guests present: Missy Wachob, Jamie Bailey, Tara Tahmosh, Carl Williams, Dean Thompson, Tracy Shinkarow

Absent: David Jennings, Matt Wenzel

I. Welcome and Pledge of Allegiance – The meeting was called to order at 6:00 p.m. by Mr. Eger.

II. Meeting minutes of June 19, 2012 – Minutes of the June 19, 2012 meeting were provided for review. Motion to approve the minutes made by Dr. Highland, seconded by Ms. Jones. Unanimously approved.

III. President of Board's Report – None.

IV. Principal's Report –

a. Owner's Representative Report/Construction Report – Dean Thompson reported that construction is going well. MG3 will be starting off-site work in the next two weeks. Mr. Thompson anticipates a TCO for the gymnasium building by the end of September.

Mr. Eger inquired about landscaping and irrigation. Mr. Thompson stated that we will need to landscape according to plans submitted to the City but we can embellish from there. Mr. Thompson will check with Mr. Bogomolni regarding irrigation.

1. Exterior Color Options – Phase II – It was suggested by Administration that the colors on the exterior of the gymnasium be swapped so that the darker color is on the lower back side to minimize dirt and footprints. This was approved by the Board without a vote. (See attached building rendering regarding paint colors.)

2. Off-Site Costs – Ms. Wachob presented an estimate of off-site costs supplied by MG3 (see attached) for the remainder of the project totaling \$113,721.

3. Exterior Paint Issues – Phase I – Mr. Thompson stated that we are having “leaching” issues with lime deposits leaching through the exterior paint on the new building above the balcony off the teachers’ lounge and above that on the wall. He has spoken to Mr. Bogomolni regarding this issue. It will need to be cleaned, re-primed and repainted.

b. "A" Grade – FCAT – Ms. Tahmosh reported that SSAS earned an "A" grade for the 2011-2012 school year, despite state-wide concerns about the effects of the new FCAT scoring on school grades.

c. Insurance Deductible – Ms. Tahmosh reported that we reached our \$10,000 deductible for the employment issue regarding Mr. Farmer and have been reimbursed any amounts the school paid over \$10,000.

V. Staff Report – Mr. Stone reported that all is well with the staff and they are gone for summer break.

VI. PTSS Report – Mr. Ruggiero stated that the PTSS will have approximately \$19,166.51 in their bank account. \$3000 of that money is slated to go towards technology while \$10,000 will carry over as seed money for the 2012-2013 school year and \$6049 will carry over to be used for equipment/supplies for the new gymnasium. The PTSS leadership has transitioned and the new officers are in place for this school year.

VII. Treasurer's Report –

a. Discussion of the proposed budget for the 2012-2013 school year.

VIII. Old Business –

- a. Form 990 Letter – The penalty initially issued by the IRS for late filing has been waived.
- b. Set Board Meetings for 2012-2013 – Dates were determined for the 2012-2013 board meetings.
- c. Board Member Applications – Larry Eger, Heather Staine and Mary Lang will make up the Board Member Nomination Committee and will meet to create a new board member application.

IX. New Business –

a. PTSS Representative Nomination – Tracy Shinkarow is the new PTSS president for the 2012-2013 school year. Ms. Staine nominated Ms. Shinkarow for Board membership; seconded by Ms. Jones. Unanimously approved. Ms. Shinkarow replaces Mr. Ruggiero as the PTSS representative on the Board.

b. Approve Bids – Flooring and Gym Equipment – Mr. Williams presented several bids for the flooring and gymnasium equipment (see attached).

For stairwell treading, elevator flooring and carpeting (room 417):

The bid by Interior Floors was nominated for approval by Dr. Highland and seconded by Mr. McGannon. Unanimously approved.

For basketball backstops, volleyball system, wall padding, and retractable bleachers:

The bid by Southeastern Surfaces & Equipment was nominated for approval by Dr. Highland and seconded by Ms. Jones. Unanimously approved.

c. Approve Insight Computer Purchase – A proposal for the purchase of 110 Dell laptops at a cost of \$40,580 was presented. Motion to approved made by Dr. Highland, seconded by Ms. Jones. Unanimously approved.

d. Approve 2012-2013 Budget – Ms. Tahmosh and Ms. Wachob presented the proposed budget line by line. Budget items were discussed. Motion to approve the budget made by Mr. McGannon and seconded by Ms. Jones. Unanimously approved.

e. Approve Sarasota County Capital Outlay Plan – Ms. Wachob discussed the capital outlay plan (see attached).

X. Open to the Public – None.

XI. Adjourn Meeting - Motion to adjourn made by Mr. Stone; seconded by Ms. Jones. Unanimously approved. Adjourned at 7:35 p.m. Next Board Meeting will be held on August 9, 2012.

Submitted by:

Secretary

Date

Approved by:

President of the Board

Date

Sarasota School of Arts & Sciences
Board of Directors Meeting
Minutes
June 19, 2012

Board members present: Heather Staine, Mickey Stone, Marilyn Highland, Steve Ruggiero, Ray Thacker, James McKelly, Tanya Jones

Guests present: Missy Wachob, Jamie Bailey, Tara Tahmosh, Carl Williams, Dean Thompson, Tracy Shinkarow

Absent: Larry Eger, Matt Wenzel, Ray Thacker

I. Welcome and Pledge of Allegiance – The meeting was called to order at 6:07 p.m. by Ms. Staine.

II. Meeting minutes of April 14, 2012 and May 22, 2012 – Minutes of the April 14, 2012 and May 22, 2012 meetings were provided for review. Ms. Jones noted that she was not present at the May 22nd meeting to second a motion to adjourn. Ms. Staine will make that correction to indicate Dr. Highland seconded the motion. Motion to approve the minutes with that change was made by Mr. Jennings, seconded by Dr. Highland. Unanimously approved.

III. President of Board's Report – Waived due to the absence of Mr. Eger.

IV. Principal's Report –

a. Owner's Representative Report/Construction Report - Phase I & II – Mr. Thompson reported that construction is moving along on the gymnasium facility and going well. We are still behind the schedule provided by MG3 in January but they are making good progress. The building should be at the “dried in” stage in about 10 days. Outstanding punch list items for the classroom building include the issue of the exterior doors which MG3 will be addressing by having the HVAC contractor adjust the fresh air intake. Ms. Tahmosh indicated that Mr. Williams was in the process of getting bids for service on the AC systems when our current contract expires within the next few months.

Ms. Tahmosh reported that summer camp ends Friday. The school has made a net profit of about \$4000 which will be spent on equipment for the new concession stand in the gymnasium. Ms. Tahmosh and Ms. Bailey will be going to the Teach-In-Florida conference/job fair to interview science teachers for a vacant position left by Ms. Crowe's resignation. One of the long-term substitute teachers has been hired for the vacant language arts position left by Ms. Tahmosh, and they are interviewing history teachers to replace Ms. Skedel, who retired at the end of this school year.

V. Staff Report – Mr. Stone reported that all is well with the staff and they are gone for summer break.

VI. PTSS Report – Mr. Ruggiero stated that the PTSS will have a final accounting around mid-July but that they had a better year than they expected for fundraising. Instead of donating the money to SSAS for the fiscal year ending June 30, 2012, they will be rolling that money over and contributing it to expenses for next school year beginning July 1, 2012. The PTSS is currently planning its activities for next year. They are also seeking a Five Star School designation for SSAS.

VII. Treasurer's Report –

a. Discussion of budget preview for the fiscal year beginning July 1, 2012. See attached. During this discussion, it was suggested by Ms. Staine that we enter into a contract with MG3 for the “off site” work that is not included in the school construction contract to ensure that the proposal amount is indeed our contract guaranteed amount (see attached proposal of costs). All agreed that this was a good idea and Ms. Staine will contact Gustavo Bogomolni to advise him of this and work on drafting a contract.

VIII. Old Business –

a. Form 990 Letter – The letter to accompany/explain the Form 990 has been sent. The 990 Form was sent several months ago.

IX. New Business –

a. Set board meeting schedule for 2012-2013 (see tentative list) – Discussion regarding dates for 2012-2013 meetings. The November and April dates will be changed. Voting on final schedule waived until the next meeting so that administration can review the dates.

b. Auditor Discussion/Engagement Letter – Discussion regarding two proposals (Mauldin & Jenkins and Pellegrino Honick McFarland & Miller, PA). After some discussion, a motion to continue to use Mauldin & Jenkins for our 2012 audit was made by Mr. Jennings, seconded by Dr. Highland. Unanimously approved.

c. Board Member Applications – Ms. Staine stated that the board will be opening up the nominating process for new board members this fall and that our Board member application needs to be revamped in preparation for this process. Mr. Jennings agreed to gather some applications from other non-profit boards to provide to the group. The nominating committee currently consists of Mr. Jennings and Mr. Eger. A parent who is not a board member is needed as well. Mr. Ruggiero suggested Mary Lang, the PTSS vice-president, would be willing to serve on that committee. Mr. Ruggiero will speak with Ms. Lang.

Ms. Staine stated that Mr. McGannon’s paid substitute position had ended and he would like to resume his position on the Board. Dr. Highland made a motion to reinstate Mr. McGannon to the Board as Vice President. Seconded by Mr. Stone. Unanimously approved.

X. Open to the Public – None.

XI. Adjourn Meeting - Motion to adjourn made by Dr. Highland; seconded by Mr. Stone. Unanimously approved. Adjourned at 7:12 p.m. Next Board Meeting will be held on July 18, 2012.

Submitted by:

Secretary

Date

Approved by:

President of the Board

Date

Sarasota School of Arts & Sciences
Board of Directors Meeting
Minutes
May 22, 2012

Board members present: Larry Eger, Heather Staine, Matt Wenzel, Mickey Stone, Marilyn Highland, Steve Ruggiero, Ray Thacker, James McKelly

Guests present: Missy Wachob, Jamie Bailey, Tara Tahmosh, Carl Williams, Dean Thompson, Terry McGannon

I. Welcome and Pledge of Allegiance – The meeting was called to order at 6:00 p.m. by Mr. Eger.

II. Meeting minutes of April 14, 2012 – Approval of the minutes of the April 14, 2012 meeting were waived until the next meeting.

III. President of Board's Report – Mr. Eger stated that he was very pleased with Ms. Tahmosh and the staff with they way they have handled tough situations this year. He stated that Ms. Tahmosh was the perfect choice to the lead the school. Mr. Eger also thanked the Board members as well as Dean Thompson and Terry McGannon for their hard work and dedication this year.

IV. Principal's Report – Ms. Tahmosh-Newell provided the Board members with a packet of information containing the school climate survey and other materials to review.

a. Owner's Representative Report/Construction Report - Phase I & II – Construction is moving along on the gymnasium facility.

V. Staff Report – Mr. Stone reported that all is well with the staff.

VI. PTSS Report – Mr. Ruggiero stated that the PTSS had a challenging year and they are looking forward to next year and the new leadership that is in place.

VII. Treasurer's Report – Waived

VIII. Old Business – None.

IX. New Business – None.

X. Open to the Public – None.

XI. Adjourn Meeting - Motion to adjourn made by Ms. Staine; seconded by Dr. Highland. Unanimously approved. Adjourned at 6:30 p.m. Next Board Meeting will be held on June 20, 2012.

Submitted by:

Secretary

Date

Approved by:

President of the Board

Date

Sarasota School of Arts & Sciences
Board of Directors Meeting
Minutes
April 14, 2012

Board members present: Larry Eger, Heather Staine, Matt Wenzel, Tanya Jones, Mickey Stone, Marilyn Highland, Steve Ruggiero

Guests present: Missy Wachob, Jamie Bailey, Tara Tahmosh, Carl Williams, Mrs. Ruggiero

I. Welcome and Pledge of Allegiance – The meeting was called to order at 6:05 p.m. by Mr. Eger and the Pledge of Allegiance was said by all present.

II. Meeting minutes of March 21, 2012 – The minutes of the March 21, 2012 meeting were presented. Dr. Highland made a motion to accept the minutes as presented; seconded by Ms. Jones. Unanimously approved.

III. President of Board's Report – Mr. Eger reported that he was approached by a local real estate agent regarding a 6.5 acre parcel of vacant commercial land near the school that is for sale. Mr. Eger will obtain more details regarding that property.

IV. Principal's Report – Ms. Tahmosh-Newell reported that the FCAT tests would be taking place next week and that the students were well prepared. The district expects all FCAT grades to be lower than last year because of the new scoring process introduced this year. Everyone seems to be doing well and the school is running smoothly. We expect our school budget to be smaller next year due to state-wide cuts.

a. Owner's Representative Report/Construction Report - Phase I & II – Construction is moving along on the gymnasium facility.

b. Lease Draft - Ms. Tahmosh-Newell stated that Ed Vogel at the county has confirmed that we cannot lease our facilities to for-profit companies but we are still waiting for specific details on what we can and cannot do as far as renting out the facilities.

V. Staff Report – Mr. Stone reported that all is well with the staff. Mr. Stone and Ms. Botero obtained a \$5000 grant for a portable stage. Mr. Stone obtained a \$3000 grant for a 72" flat screen TV to use in the performing arts classroom to set up as a movie theatre.

VI. PTSS Report – Mr. Ruggiero stated that the PTSS thanked the Board at the PTSS general meeting. They have elected new officers for the 2012-2013 school year. The PTSS is about \$2000 ahead of budget for this year. They have launched an engraved brick paver fundraiser to raise money for equipment for the gym to be determined at a later date.

VII. Treasurer's Report – There is approximately \$600,000 left in the construction project account and we will have owe a total of approximately \$1.1 million to MG3 by completion of the project due to extra-contractual expenses (street vacation and off-site work).

VIII. Old Business - Finalized settlement with Willie Farmer was presented for approval. Motion made by Dr. Highland to approve the settlement agreement as presented. Seconded by Mr. Wenzel. Unanimously approved.

IX. New Business – None

X. Open to the Public – None.

XI. Adjourn Meeting - Motion to adjourn made by Ms. Staine; seconded by Ms. Jones. Unanimously approved. Adjourned at 6:45 p.m. Next Board Meeting will be held on May 16, 2012.

Submitted by:

Secretary

Date

Approved by:

President of the Board

Date

**Sarasota School of
Arts and Sciences
Board Meeting**

**July 19, 2012
6:00 P.M.**

**645 Central Ave
Sarasota, FL 34236**

Public is Welcome!

STATE OF FLORIDA
DEPARTMENT OF HEALTH
COUNTY HEALTH DEPARTMENT

Tatta Tolbert 861-6675
permit



PURPOSE:

- ROUTINE
- REINSPECTION
- CONSTRUCT
- CHANGE OF OWNER
- COMPLAINT
- CONSULTATION
- QA SURVEY
- OTHER
- OTHER

FOOD SERVICE
INSPECTION REPORT

*Contractor = M03 Developers
Atfredo Rippes, Miami, Conc. Stand*

NAME OF ESTABLISHMENT: *Sarasota School Arts & Sciences*
ADDRESS: *645 Central Ave.* CITY: *Sarasota*
OWNER: *above* ZIP: *34236*
PERSON IN CHARGE: *Tara Tomash* PHONE: *320.1855*

RESULTS

Satisfactory
 Incomplete
 Unsatisfactory

Correct Violations by
 Next Inspection
 8:00 AM on:

DATE	TIME
09/20/12	08:35
09/20/12	09:06
09/20/12	09:07
09/20/12	09:08
09/20/12	09:09
09/20/12	09:10
09/20/12	09:11
09/20/12	09:12
09/20/12	09:13
09/20/12	09:14

OUT OF BUSINESS

START	END
09/20/12	09:00
09/20/12	09:05
09/20/12	09:10
09/20/12	09:15
09/20/12	09:20
09/20/12	09:25
09/20/12	09:30
09/20/12	09:35
09/20/12	09:40
09/20/12	09:45
09/20/12	09:50
09/20/12	09:55
09/20/12	10:00

DATE	POSITION
09/20/12	45396
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CERTIFICATE NUMBER
58-48-

TYPE
<input type="checkbox"/> Hospital
<input type="checkbox"/> Nursing
<input type="checkbox"/> Detention
<input type="checkbox"/> Lounge
<input type="checkbox"/> Civic
<input type="checkbox"/> Movie
<input type="checkbox"/> School
<input type="checkbox"/> Resident
<input type="checkbox"/> Child
<input checked="" type="checkbox"/> Limited
<input type="checkbox"/> Other

Items marked below violate the requirements of Chapter 62-10, Florida Administrative Code and must be corrected. Continued operation of this facility without successful completion is a violation of Chapter 62-10, Florida Administrative Code and Chapter 351 and 350, Florida Statutes. Violations must be corrected immediately and the violator must post a copy of this report above an administrative line of other operations. Violations will be cited.

<input type="checkbox"/> 1. Sources, etc.	<input type="checkbox"/> 14. Sneeze guards	<input type="checkbox"/> 27. Design and fabrication	OTHER FACILITIES AND OPERATIONS
<input type="checkbox"/> 2. Stored temperature	<input type="checkbox"/> 15. Transportation of food	<input type="checkbox"/> 28. Installation and location	
<input type="checkbox"/> 3. No further cooking/Rapid cooling	<input type="checkbox"/> 16. Poisonous/Toxic materials	<input type="checkbox"/> 29. Cleanliness of equipment	
<input type="checkbox"/> 4. Thawing	PERSONNEL	<input type="checkbox"/> 30. Methods of washing	
<input type="checkbox"/> 5. Raw fruits	<input type="checkbox"/> 17. Exclusion of persons	SANITARY FACILITIES AND CONTROLS	TEMPORARY FOOD SERVICE EVENTS
<input type="checkbox"/> 6. Pork cooking	<input type="checkbox"/> 18. Cleanliness	<input type="checkbox"/> 31. Water supply	VENDING MACHINES
<input type="checkbox"/> 7. Poultry cooking	<input type="checkbox"/> 19. Tobacco use	<input type="checkbox"/> 32. Ice	MANAGER CERTIFICATION
<input type="checkbox"/> 8. Other animal cooking	<input type="checkbox"/> 20. Handwashing	<input type="checkbox"/> 33. Sewage	CERTIFICATES AND FEES
<input type="checkbox"/> 9. Least contact/Reheating	<input type="checkbox"/> 21. Handling of dishware	<input type="checkbox"/> 34. Plumbing	INSPECTION/ENFORCEMENT
<input type="checkbox"/> 10. Food container	EQUIPMENT/TENSILS	<input type="checkbox"/> 35. Toilet facilities	
<input type="checkbox"/> 11. Buffer requirements	<input type="checkbox"/> 22. Refrigeration facilities/Thermometers	<input type="checkbox"/> 36. Handwashing facilities	
<input type="checkbox"/> 12. Self-service condiments	<input type="checkbox"/> 23. Sinks	<input type="checkbox"/> 37. Garbage disposal	
<input type="checkbox"/> 13. Reserve of food	<input type="checkbox"/> 24. Ice storage/Counter-protector	<input type="checkbox"/> 38. Vermin control	
	<input type="checkbox"/> 25. Ventilation/Storage/Sufficient equipment		
	<input type="checkbox"/> 26. Dishwashing facilities		

ITEM NUMBERS: *Also need to do plumbing inspection ASAP*

COMMENTS AND INSTRUCTIONS (Continue on attached sheet): *(There is mop/wash sink in gym.)*

For new concession stand will need 3 comp. sink and hand wash sink. Ice water and 3 comp. sink must be safely wasted I need set plans ASAP. Cooked at cement floor which is incorrect. also - 3 comp. must have clean & sealed sides -> 3 comp. sink

HEALTH DEPARTMENT INSPECTOR: *[Signature]* PHONE: *861-3316*

COPY OF REPORT RECEIVED BY: *[Signature]* DATE: *09/20/12*

**STATE OF FLORIDA
DEPARTMENT OF HEALTH
COUNTY HEALTH DEPARTMENT
PUBLIC/PRIVATE SCHOOL
INSPECTION REPORT**



PURPOSE:

- ROUTINE
- CONSTRUCT
- COMPLAINT
- QA SURVEY
- PREOPENING
- REINSPECTION
- CHANGE OF OWNER
- CONSULTATION
- EPIDEMIOLOGY
- OTHER

TYPE:

- Private School
- Public School
- Charter School
- Vocational School
- College/University
- Other

NAME OF SCHOOL: Sarasota School Arts & Sciences
 ADDRESS: 645 Central Ave. CITY: Sarasota
 OWNER: above ZIP: 34236
 PERSON IN CHARGE: Tena Tamash PHONE: 941-555-XXXX

CENSUS

749

400
410
420
430
440
450
460
470
480
490
500
510
520
530
540
550
560
570
580
590
600

RESULTS

- Satisfactory
 - Incomplete
 - Unsatisfactory
- Correct Violations by
 Next Inspection
 8:00 AM on:

DATE	
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
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BEGIN	END
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

DATE	POSITION #	PERMIT NUMBER
09 26 12	45890	58-51-
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

As per section 310.05 of the Florida Statutes (FS), this form will serve as a Notice of Non-Compliance for any violation(s) noted. Items marked "Out of Business" are the requirements of Chapter 61B, Florida Statutes, of the Florida Administrative Code (FAC) and must be corrected within the time period indicated in the "Out of Business" section above. Continued operation of this facility without making these corrections is a violation of Chapter 441, FS and 61B, FAC, and Chapter 61B, FS. Failure to correct violations may result in an administrative fine or other legal action being initiated for non-compliance.

SCHOOL SANITATION	SANITARY FACILITIES	LIQUID/SOLID WASTE	SAFETY
<input type="checkbox"/> 1. School Site	<input type="checkbox"/> 8. Natural Ventilation	<input type="checkbox"/> 15. Handwash Facilities	<input type="checkbox"/> 21. Sewage Disposal
<input type="checkbox"/> 2. Playground Equipment	<input type="checkbox"/> 9. Mechanical Ventilation	<input type="checkbox"/> 16. Showers/Fixtures	<input type="checkbox"/> 22. Solid Waste
<input type="checkbox"/> 3. Athletic Equipment	<input type="checkbox"/> 10. Provided/Accessible	<input type="checkbox"/> 17. Shower Water Temp.	<input type="checkbox"/> 23. Vector/VERMIN CONTROL
BUILDINGS	<input type="checkbox"/> 11. Cleanliness & Repair	<input type="checkbox"/> 18. Installed/Operated/Maintained	<input type="checkbox"/> 24. Infestation/Control
<input type="checkbox"/> 4. Construction	<input type="checkbox"/> 12. Toilet Facilities	<input type="checkbox"/> 19. Drinking Fountains	<input type="checkbox"/> 25. Water Collection/Drainage
<input type="checkbox"/> 5. Maintenance & Repair	<input type="checkbox"/> 13. Separation of Sexes	<input type="checkbox"/> 20. Approved Source	<input type="checkbox"/> 26. First Aid Kit
<input type="checkbox"/> 6. Lighting/Floor-Candies	<input type="checkbox"/> 14. Fixture Ratio		FOOD
<input type="checkbox"/> 7. Heating, Ventilation, A/C			<input type="checkbox"/> 27. Food Insp. Rpt.
			OTHER
			<input type="checkbox"/> 28. _____
			<input type="checkbox"/> 29. _____

ITEM NUMBERS	COMMENTS AND INSTRUCTIONS (continue on attached sheet)
	<u>New gym quad - finished 2 Nov. 12</u>
	<u>* need set plans for concession stand</u>
	<u>operation of</u>
	<u>another inspection next quarter due to rescheduling</u>

HEALTH DEPARTMENT INSPECTOR: [Signature] PHONE: 861.3316



STATE OF FLORIDA
DEPARTMENT OF HEALTH
Sanitation Certificate

58-BID-2004469

Food Hygiene - School Cafeteria (more than 9 months)

Permit Number: 58-48-1392024
County: Sarasota
Amount Paid: \$110.00
Date Paid: 10/01/2012
Issue Date: 10/01/2012
Expiration Date: 09/30/2013

Issued To: Sarasota School of Arts and Sciences
717 Central Avenue
Sarasota, FL 34236

Mail To: Sarasota School of Arts and Sciences Inc
645 Central Avenue
Sarasota, FL 34236

Owner: Sarasota School of Arts and Sciences Inc
Food Type: Limited Service Seating Capacity (Max): 0

Food Hygiene Restrictions (if applicable)

Detach at perforation below to post permit. Top portion is your receipt.



STATE OF FLORIDA
DEPARTMENT OF HEALTH
Sanitation Certificate

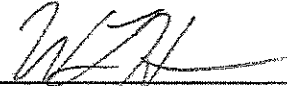
Audit Control: 58-BID-2004469

Food Hygiene - School Cafeteria (more than 9 months)

Issued To: Sarasota School of Arts and Sciences
717 Central Avenue
Sarasota, FL 34236

Permit Number: 58-48-1392024
County: Sarasota
Amount Paid: \$110.00
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Issue Date: 10/01/2012
Expiration Date: 09/30/2013

Mail To: Sarasota School of Arts and Sciences Inc
645 Central Avenue
Sarasota, FL 34236


Tom Higginbotham, MS
Environmental Administrator
Sarasota County Health Department
1001 Sarasota Center Boulevard

SARASOTA COUNTY GOVERNMENT
 - Dedicated to Quality Service -
FIRE SAFETY INSPECTION REPORT

6750 Bee Ridge Road
 Sarasota, FL 34241
 PH (941) 861-2290
 FAX (941) 373-7566

DATE : 6-21-12

Business Name: Sarasota School of Art and Science INVOICE # 105185
 Address: 645 Central Ave 34236 Sq Ft. 38686 Fee: \$190.00
 Contact Name: RICHARD PH # 321-8117 Pager/Cell # _____
 Emergency Contact: _____ PH # _____
 Bill To: 645 Central Ave # STORIES 3 Occupancy Type: Educational
Sarasota FL 34236 Total Sq Footage: _____ Total Violations: _____

QUANTITY	ITEM	TYPE	SERVICED BY	DATE	LOCATION
✓	Fire Extinguisher	ABC	KING	1-12	
FDC	Sprinkler System	WET	Dolphin	6-11	
	Hood Suppression	N/A			
	Hood Cleaning	N/A			
	Fire Pump	N/A			
✓	Knox Box	Yes or No	Proper Keys	Yes or No	
✓	Alarm	N/A	WENZEL	3-11	
Alarm Monitoring Co: <u>EMG</u>					

VIOLATIONS: 1. NOTICE TO COMPLY WITH FLORIDA STATUTE 633.027 HAS BEEN PROVIDED.

- ② No Storage within 18 inches of Ceiling - 415 Closet 420 ✓
- ③ ELEVATOR PHONE IS TO REPORT TO 24HR MONITORING
- ④ RESTORE EMERGENCY LIGHT TO PROPER WORKING ORDER
- ⑤ CERTIFY FIRE ALARM SYSTEM
- ⑥ PROVIDE LOCK OUT FOR FIRE ALARM ~~SYSTEM~~ BREAKER
- ⑦ REMOVE STORAGE FROM FACP/RISER ROOM ✓
- ⑧ CERTIFY FIRE EXTINGUISHER IN MAINT ROOM ✓

All Violations Corrected 8/16/12 JD

FAILURE TO CORRECT & PENALTIES - Pursuant to Sarasota County Code Enforcement Ordinances No. 93-006, and Chapter 162, Florida Statutes, empowered by County Ordinance 2000-052, you are notified that items noted in this report are in violation of Florida Fire Prevention Code, or Superseding Ordinances, or other County Ordinances as referenced. Failure to correct the deficiencies on the date specified can result in an affidavit or statement of violation to be filed with the Code Enforcement Special Master, charging you with the violation set out above, upon which a hearing will be held which you may attend. If the Code Enforcement Special Master finds a violation exists, penalties may be imposed in the amount of \$250.00 per day, for each day the violation exists beyond the date set for corrective action in this notice.

Fire Inspector Jim Mauck Signature of Occupant [Signature]
 Inspector # CF86
 Date required for compliance 7-21-12 RC-1 _____ RC-2 _____ RC-3 _____

SARASOTA COUNTY GOVERNMENT
FIRE SAFETY INSPECTION REPORT
NOTICE OF VIOLATION

6750 Bee Ridge Road
Sarasota, FL 34241
PH (941) 861-2290
FAX (941) 373-7566

DATE: 6-21-12

Business Name: SARASOTA School of Arts & Science INVOICE # _____

Address: 645 Central

Owner Name: _____ PH # _____ Pager/Cell _____

REMARKS/VIOLATIONS:

Bldg 717

- ① REMOVE OBSTRUCTION TO SPRINKLER RISER - 108 ✓
- ② REPLACE MISSING COVER FOR ELECTRICAL JUNCTION BOX - 108 ✓
- ③ ELEVATOR PHONE MONITORING CO REPORTED WRONG ADDRESS
- ④ REPLACE MISSING CEILING TILE - 376 ✓
- ⑤ NO STORAGE WITHIN 18 INCHES OF CEILING - 317 ✓
- ⑥ REFILLS OF ALCOHOLIC HAND SANITIZER MUST BE STORED IN A FLAMMABLE STORAGE CABINET ✓
- ⑦ NO MORE THAN 32 OZS OF FLAMMABLE HAND SANITIZER IN CLASSROOMS 1.2 Ltrs ✓
- ⑧ PROVIDE CERTIFIED FIRE EXTINGUISHER - 117 ✓

FAILURE TO CORRECT & PENALTIES – Pursuant to Sarasota County Code Enforcement Ordinances No. 93-006, and Chapter 162, Florida Statutes, empowered by County Ordinance 2000-052, you are notified that items noted in this report are in violation of Florida Fire Prevention Code, or Superseding Ordinances, or other County Ordinances as referenced. Failure to correct the deficiencies on the date specified can result in an affidavit or statement of violation to be filed with the Code Enforcement Special Master, charging you with the violation set out above, upon which a hearing will be held which you may attend. If the Code Enforcement Special Master finds a violation exists, penalties may be imposed in the amount of \$250.00 per day, for each day the violation exists beyond the date set for corrective action in this notice.

Inspected By: [Signature] #86

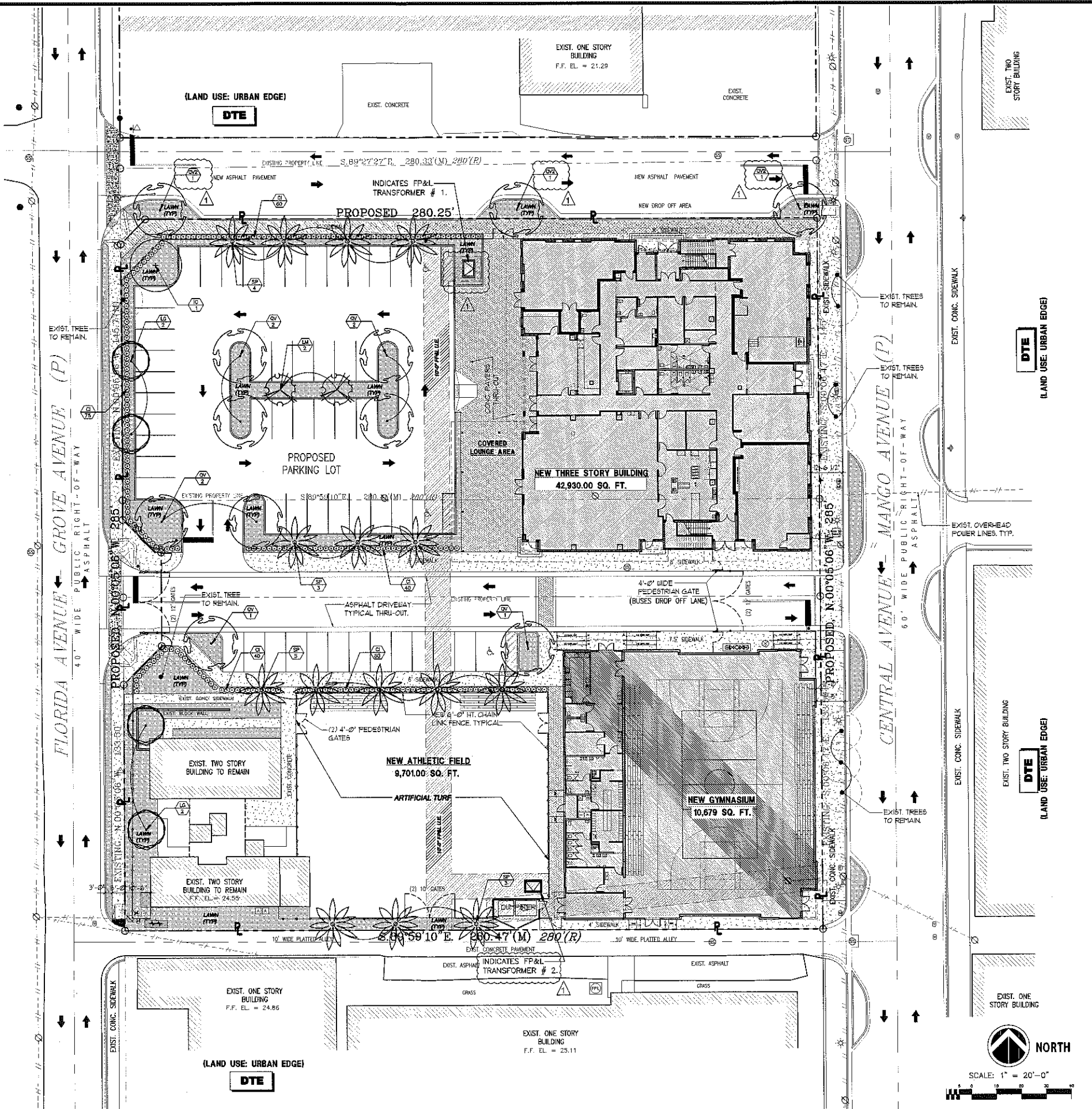
Compliance is Required By: 7-21-12

Received By: [Signature]

Re-Inspection Date: _____

LEGEND OF LANDSCAPE KEYS AND SYMBOLS			
SHRUBS AND GROUND COVER			
KEY	QUAN.	PROPOSED MATERIAL	DESCRIPTION
CI	205	*CHRYSOBALANUS ICACO RED TIP / RED TIP COCOPLUM	24" HT. X 24" SPR. / 3 GALLONS/ 24" O.C.
LAWN	AS REQ.	ST. AUGUSTINE FLORATAM	SOLID EVEN PIECES
TREES & PALMS			
SYMBOL/KEY	QUAN.	PROPOSED MATERIAL	DESCRIPTION
LG	4	LIGUSTRUM JAPONICUM	10' HT. X 4' SPR.
		LIGUSTRUM LUCIDUM	
SP	15	SABAL PALMETTO	12' HT.
		SABAL PALM	
QV	8	*QUERCUS VIRGINIANA	14' HT. X 6' SPR. 2" CAL.
		LIVE OAK	
IC	1	ILEX CASSINE	12' HT. X 6' SPR. 2" CAL.
		DAHOON HOLLY	
LM	2	LARGERSTROEMIA INDICA	10' HT. X 4' SPR.
		GRAPE MYRTLE	
QV2	3	*QUERCUS VIRGINIANA	20' HT. X 6' SPR. 3 1/2" CAL.
		LIVE OAK	(SEE NOTE 1 BELOW)

* DENOTES NATIVE SPECIES
 NOTE 1: TREES LABELED QV2 SHALL HAVE AN 8 FT. CLEARANCE OVER PEDESTRIAN AREAS AND 14 FT. CLEARANCE OVER TRAVEL LANES FROM FINISH GRADE TO THE LIMBS OF THE TREES, TYP.



REVISION	BY
09/27/2010	F.S.

GUSTAVO J. CARBONELL, P.A.
 Architect and Planner
 1457 N.E. 4th AVE.
 Ft. Lauderdale, Florida, 33304
 (954) 462-6565
 Member American Institute of Architects

PROPOSED NEW DEVELOPMENT FOR:
SARASOTA SCHOOL - ARTS & SCIENCES
 645 CENTRAL AVENUE
 SARASOTA, FLORIDA

SEAL: AR NO. 0007957

LANDSCAPE PLN.

DRAWN	F.S.
CHECKED	G.J.C.
DATE	07/20/2010
SCALE	AS NOTED
JOB NO.	10-033
SHEET	

LS-1

OF 1 SHEETS

1 EXISTING / PROPOSED LANDSCAPE PLAN
 SCALE: 1" = 20'-0"

REVISION	BY:

GUSTAVO J. CARBONELL, P.A.
 Architect and Planner
 1457 N.E. 4th AVE.
 Ft. Lauderdale, Florida, 33304
 (954) 462-6565
 Member American Institute of Architects

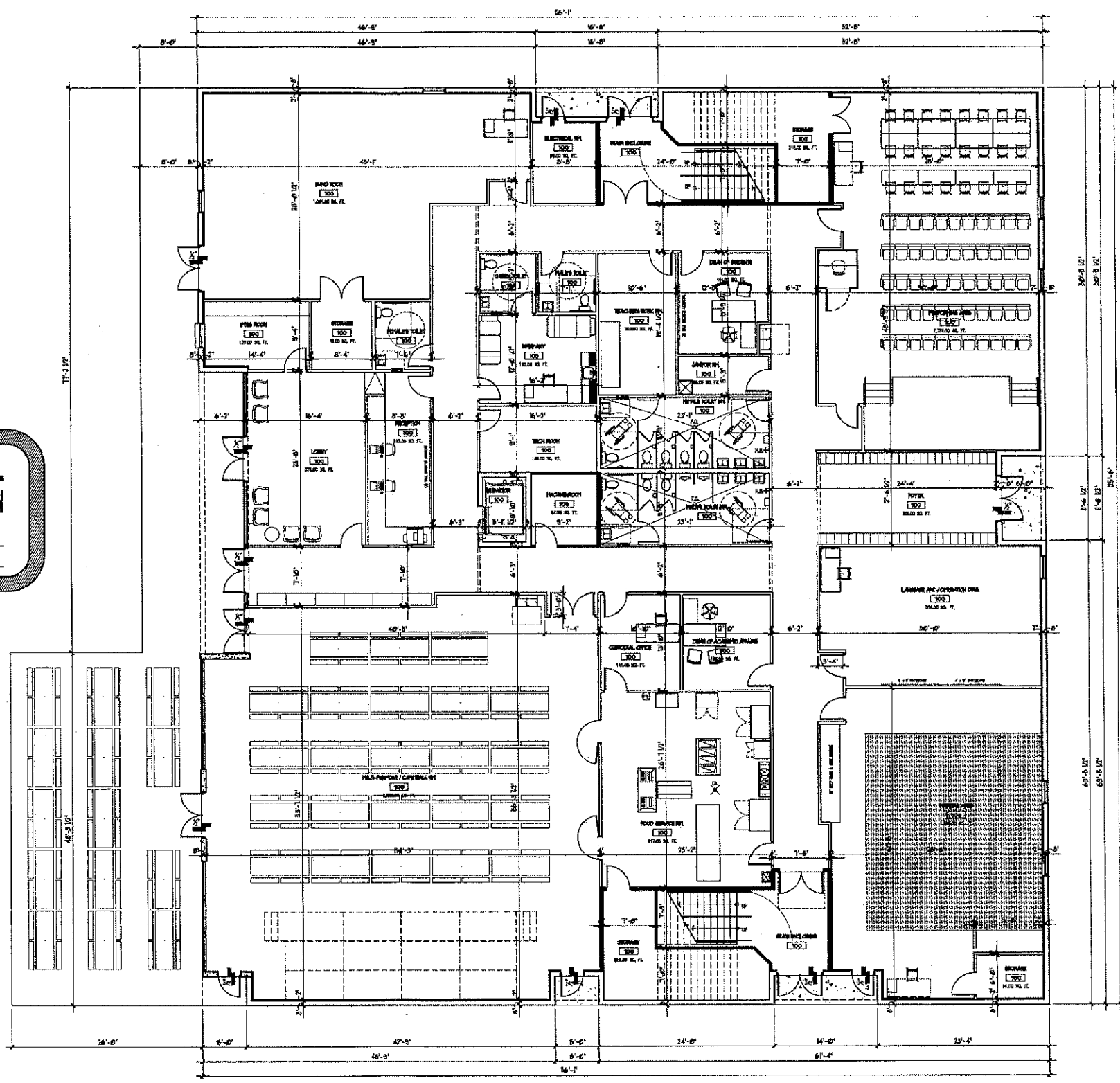
**PROPOSED NEW DEVELOPMENT FOR:
 SARASOTA SCHOOL - ARTS & SCIENCES**
 645 CENTRAL AVENUE
 SARASOTA, FLORIDA

SEAL: AR NO. 0007957

**GROUND FLOOR
 PLAN**

DRAWN: **F.S.**
 CHECKED: **G.J.C.**
 DATE: **01/05/2010**
 SCALE: **AS NOTED**
 JOB. NO.: **09-000**

A-1
 OF 1 SHEETS



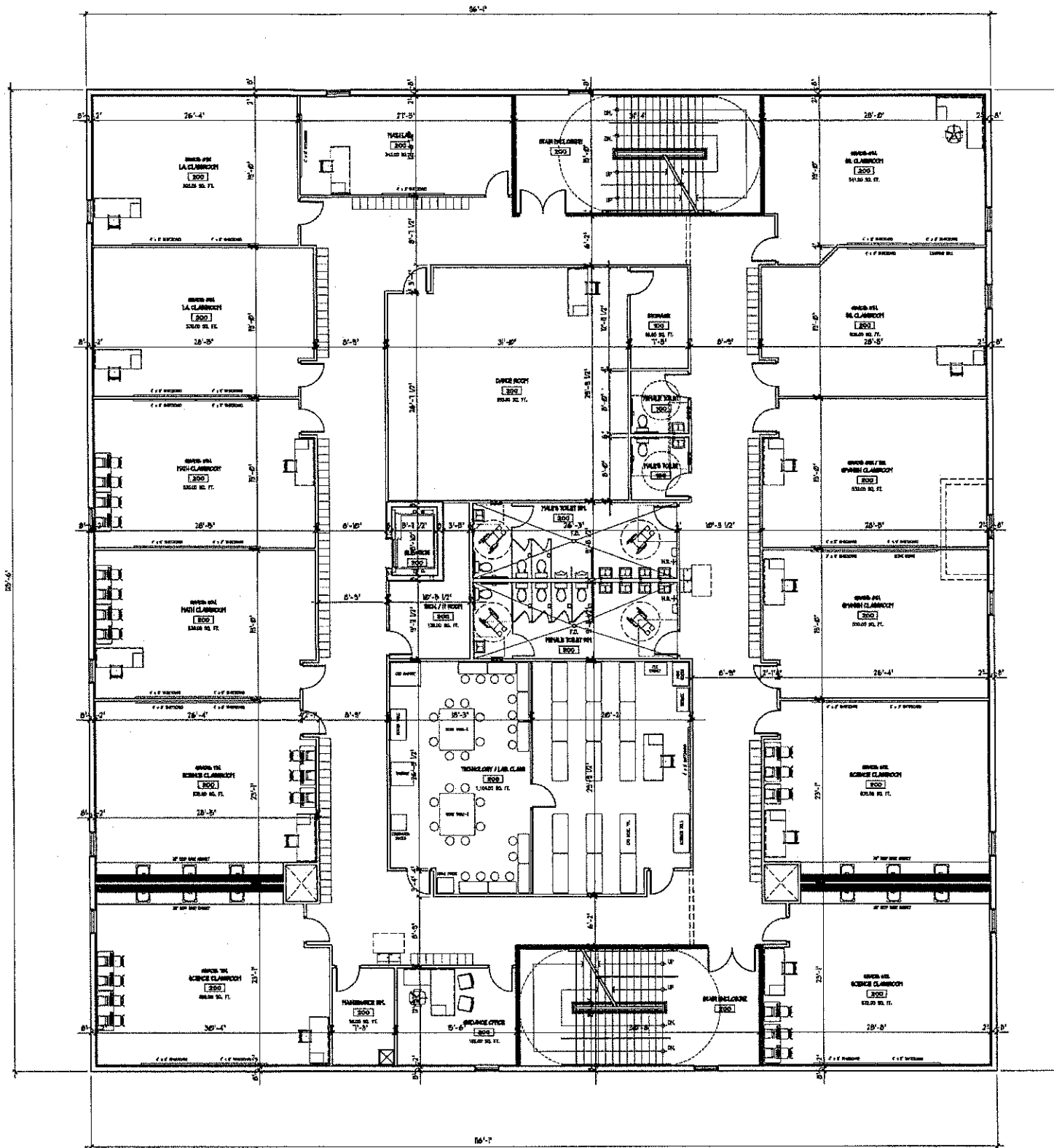
**FOR DESIGN APPROVAL
 NOT FOR CONSTRUCTION**

OWNER: _____
 DATE: 04/21/2010

APPROVED

Pepe A. Arroyo
 5/3/10

**1ST. FLOOR PLAN: 14,098.00 S.F.
 TOTAL AREA: 43,234.00 S.F.**



2ND. FLOOR PLAN: 14,568.00 S.F.

FOR DESIGN APPROVAL
NOT FOR CONSTRUCTION

OWNER: _____
DATE: 04/27/2010

APPROVED

Depe R. Ampy
5/3/10

REVISION	BY:

GUSTAVO J. CARBONELL, P.A.
Architect and Planner
1457 N.E. 4th AVE.
Ft. Lauderdale, Florida, 33304
(954) 462-6565
Member American Institute of Architects



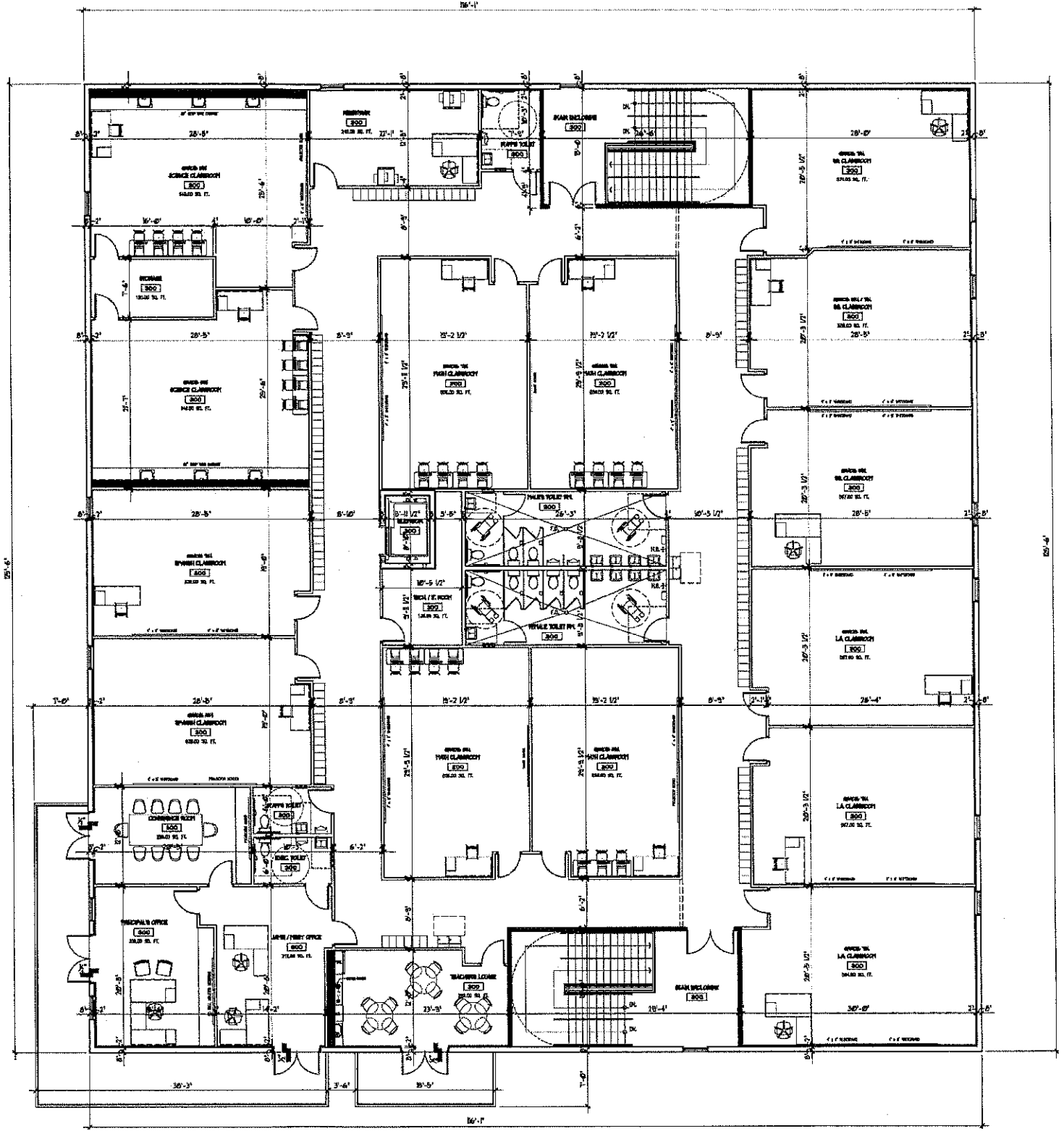
**PROPOSED NEW DEVELOPMENT FOR:
SARASOTA SCHOOL - ARTS & SCIENCES**
645 CENTRAL AVENUE
SARASOTA, FLORIDA

SEAL: AR NO. 0007957

2ND. FLOOR PLAN

DRAWN: **F.S.**
CHECKED: **G.J.C.**
DATE: **01/05/2010**
SCALE: **AS NOTED**
JOB. NO.: **09-000**

SHEET
A-2
OF 1 SHEETS



3RD. FLOOR PLAN: 14,568.00 S.F.

FOR DESIGN APPROVAL
NOT FOR CONSTRUCTION

OWNER: _____
DATE: 04/27/2010

APPROVED

Jose R. Amador
5/3/10

REVISION	BY:

GUSTAVO J. CARBONELL, P.A.
Architect and Planner
1457 N.E. 4th AVE.
Ft. Lauderdale, Florida, 33304
(954) 462-6565
Member American Institute of Architects

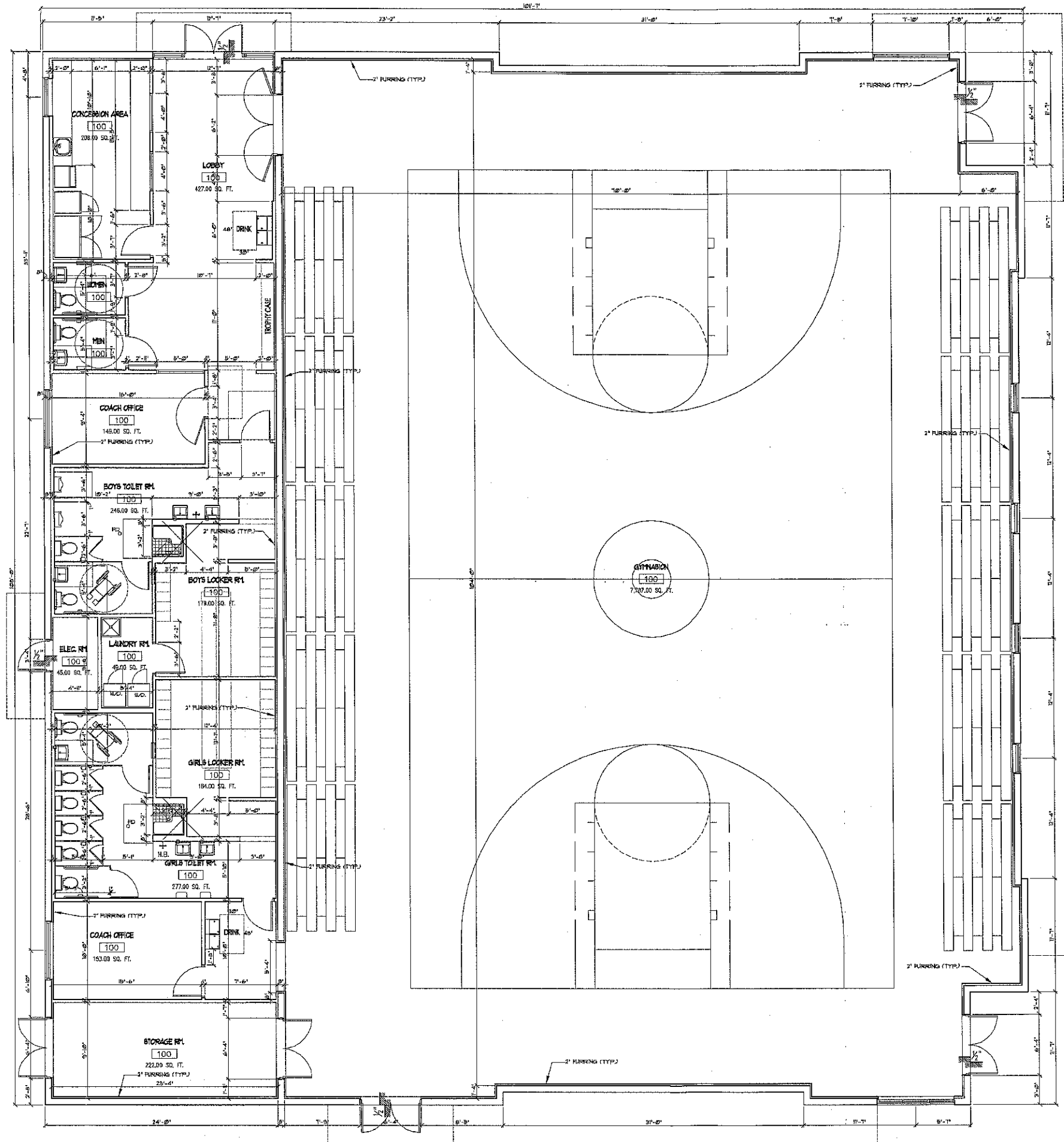
**PROPOSED NEW DEVELOPMENT FOR:
SARASOTA SCHOOL - ARTS & SCIENCES**
645 CENTRAL AVENUE
SARASOTA, FLORIDA

SEAL: AR NO. 0007957

3RD. FLOOR PLAN

DRAWN: F.S.
CHECKED: G.J.C.
DATE: 01/05/2010
SCALE: AS NOTED
JOB. NO.: 09-000
SHEET:

A-3



APPROVED
Alpa A. Anapay
 *see notes on email 4/4/10
 to Bus B. with agreed stipulations.

1 GYMNASIUM GROUND FLOOR PLAN **NORTH**
 SCALE: 3/16" = 1' - 0"

REVISION	BY:
△ REV.	

GUSTAVO J. CARBONELL, P.A.
 Architect and Planner
 1457 N.E. 4th AVE.
 Ft. Lauderdale, Florida, 33304
 (954) 462-6565
 Member American Institute of Architects

**PROPOSED NEW DEVELOPMENT FOR:
 SARASOTA SCHOOL - ARTS & SCIENCES**
 645 CENTRAL AVENUE
 SARASOTA, FLORIDA

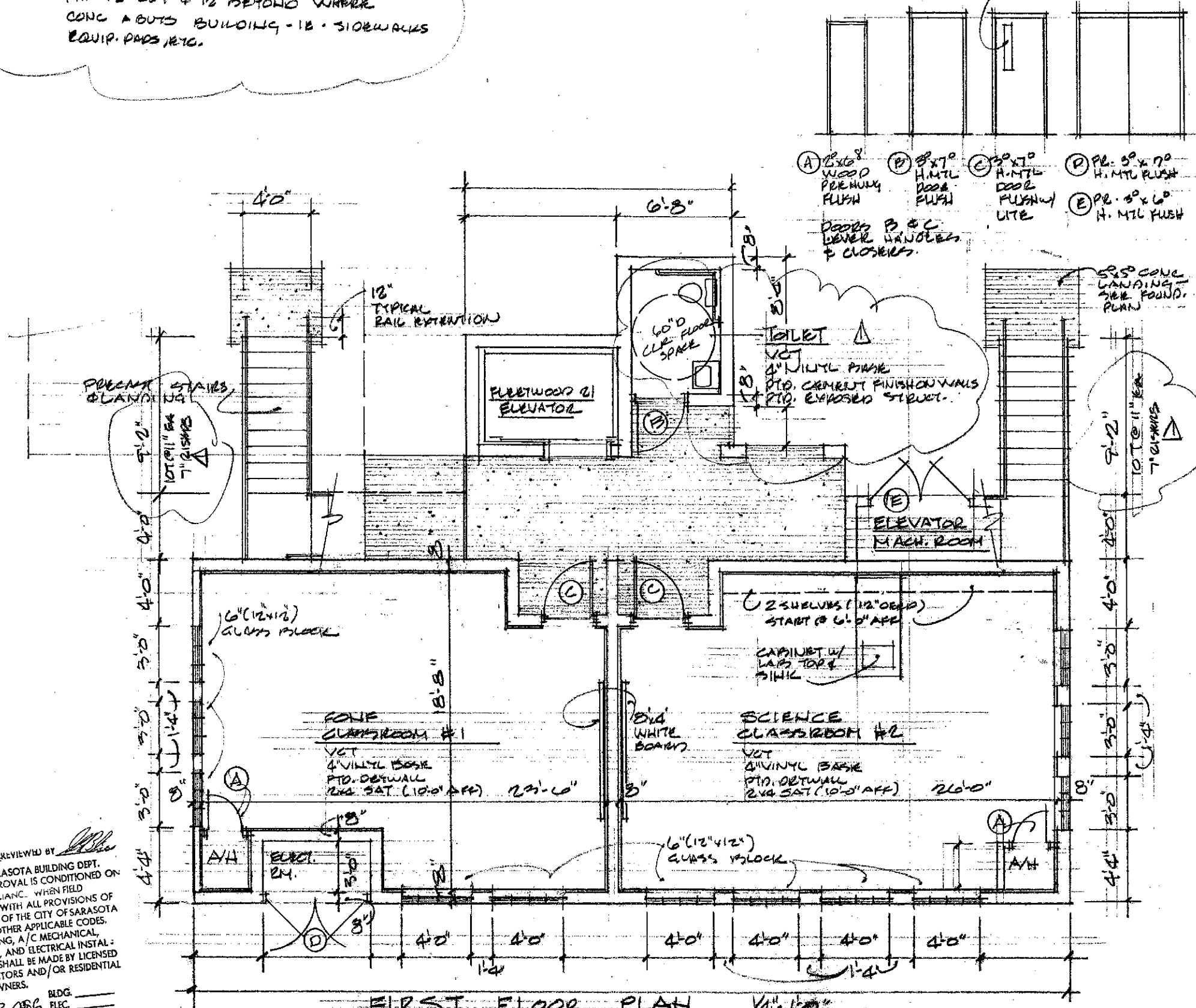
SEAL: AR NO. 0007957

DRAWN	FS/SO
CHECKED	G.J.C.
DATE	01/05/2010
SCALE	
JOB. NO.	10-033
SHEET	

A-1.1
 OF SHEETS

NOTES

- SOIL TREATED W/ NAVIGATOR ETC OR BAIT SYSTEM
- PRE TREAT FOR TERMITES MIN. 12" OUT & 12" BEYOND WHERE CONC ABUTS BUILDING - I.E. SIDEWALKS EQUIP. PADS, ETC.



TO THE BEST OF MY KNOWLEDGE - THE DRAFTER'S MAKES NEARLY THE REQUIREMENTS OF MAR 2001

REVISIONS	BY
22 MAY 03	

Mary Marsh Lasser, Architect
 License Number: AR000470
 3702 First Avenue West
 Bradenton, Florida
 (941) 746-4560
 (941) 748-1983 Fax

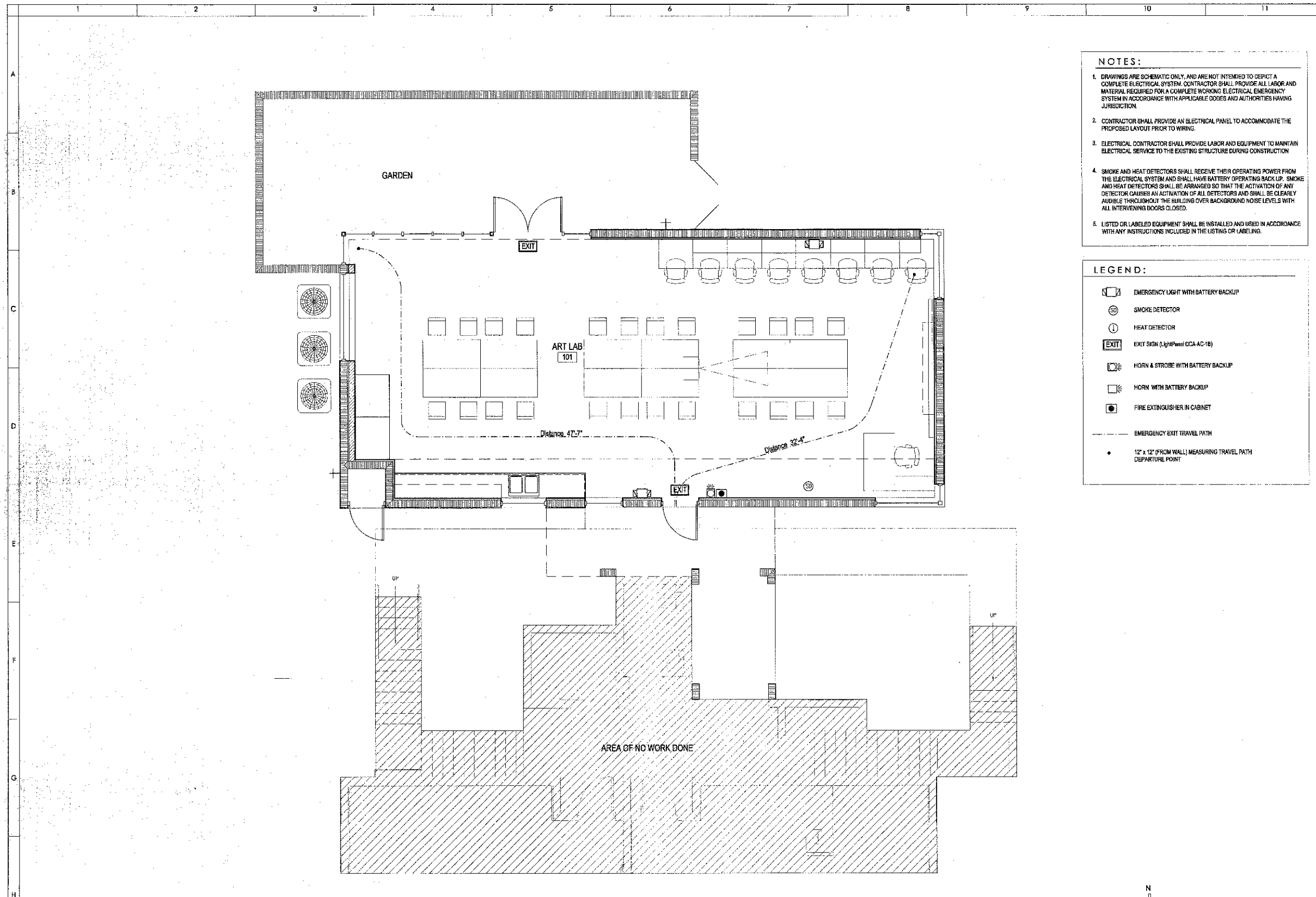
Sarasota School of Arts and Sciences
 Classroom Additions
 645 Central Avenue
 Sarasota, Florida 34236

REVIEWED BY *[Signature]*
 CITY OF SARASOTA BUILDING DEPT.
 PERMIT APPROVAL IS CONDITIONED ON
 FULL COMPLIANCE WITH ALL PROVISIONS OF
 THE CODES OF THE CITY OF SARASOTA
 AND ALL OTHER APPLICABLE CODES.
 ALL BUILDING, A/C MECHANICAL,
 PLUMBING, AND ELECTRICAL INSTAL-
 LATIONS SHALL BE MADE BY LICENSED
 CONTRACTORS AND/OR RESIDENTIAL
 HOME OWNERS.

2003 2506 BLDG. _____
 6603 ELEC. _____
 A/C PLUMB. _____

FIRST FLOOR PLAN 1/4" = 1'-0"

DRAWN	
CHECKED	
DATE	2 MAY 03
SCALE	1/4" = 1'-0"
JOB NO.	3018
SHEET	A-1
OF	14 SHEETS



- NOTES:**
- DRAWINGS ARE SCHEMATIC ONLY, AND ARE NOT INTENDED TO DEPICT A COMPLETE ELECTRICAL SYSTEM. CONTRACTOR SHALL PROVIDE ALL LABOR AND MATERIAL REQUIRED FOR A COMPLETE WORKING ELECTRICAL EMERGENCY SYSTEM IN ACCORDANCE WITH APPLICABLE CODES AND AUTHORITIES HAVING JURISDICTION.
 - CONTRACTOR SHALL PROVIDE AN ELECTRICAL PANEL TO ACCOMMODATE THE PROPOSED LAYOUT PRIOR TO WIRING.
 - ELECTRICAL CONTRACTOR SHALL PROVIDE LABOR AND EQUIPMENT TO MAINTAIN ELECTRICAL SERVICE TO THE EXISTING STRUCTURE DURING CONSTRUCTION.
 - SMOKE AND HEAT DETECTORS SHALL RECEIVE THEIR OPERATING POWER FROM THE ELECTRICAL SYSTEM AND SHALL HAVE BATTERY OPERATING BACKUP. SMOKE AND HEAT DETECTORS SHALL BE ARRANGED SO THAT THE ACTIVATION OF ANY DETECTOR CAUSES AN ACTIVATION OF ALL DETECTORS AND SHALL BE CLEARLY AUDIBLE THROUGHOUT THE BUILDING OVER BACKGROUND NOISE LEVELS WITH ALL INTERVENING DOORS CLOSED.
 - LISTED OR LABELED EQUIPMENT SHALL BE INSTALLED AND USED IN ACCORDANCE WITH ANY INSTRUCTIONS INCLUDED IN THE LISTINGS OR LABELING.

- LEGEND:**
- EMERGENCY LIGHT WITH BATTERY BACKUP
 - SMOKE DETECTOR
 - HEAT DETECTOR
 - EXIT SIGN (Light Panel DCA-AC-1B)
 - HORN & STROBE WITH BATTERY BACKUP
 - HORN WITH BATTERY BACKUP
 - FIRE EXTINGUISHER IN CABINET
 - EMERGENCY EXIT TRAVEL PATH
 - 12' x 12' (FROM WALL) MEASURING TRAVEL PATH DEPARTURE POINT

PROJECT
SSA+S
CLASSROOM
ADDITION

OWNER
Sarasota School of Arts + Sciences
 545 CENTRAL AVENUE
 SARASOTA, FLORIDA 34238
 PROJECT NUMBER 06-13

ARCHITECT
JONATHAN PARKS ARCHITECT
 Lic. No. AA-26001174
 P. O. BOX 25333
 SARASOTA, FLORIDA 34237
 tel (941) 365-5721 fax (941) 365-5720

GENERAL CONTRACTOR
SOUTHERN CROSS CONTRACTING
 OCC025B94
 6000 DEACUN PLACE
 SARASOTA, FLORIDA 34238
 tel (941) 927-1919 fax (941) 927-8986

MECHANICAL ENGINEER
JIM McDONALD
 CACC15960
 HEATING & COOLING
 tel (941) 365-7174 fax (941) 360-9889

SPRINKLER CONSULTANT
DOLPHIN FIRE SPRINKLER
 C00034192
 6237 BLAIRIE CT.
 SARASOTA, FLORIDA 34240
 tel (941) 378-9483

DRAWINGS

CONSTRUCTION
DOCUMENTS

ISSUED

No.	Date	Description

SCALE
AS NOTED

DRAWN BY
CL, JH, PP

DESIGN BY
JP, JH, CL

DATE
AUG 16, 2006

SHEET TITLE
FIRST FLOOR
LIFE SAFETY PLAN

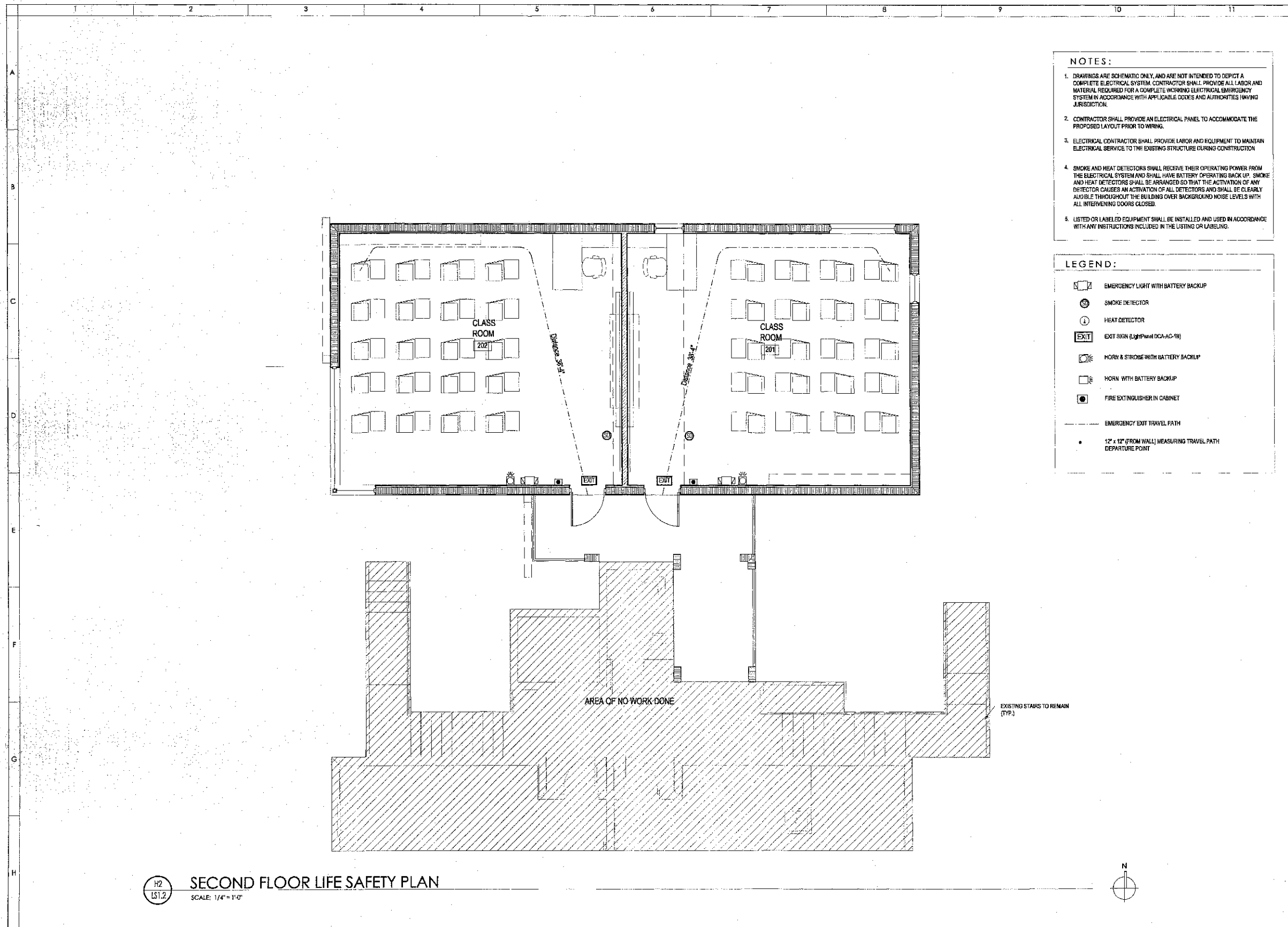
SHEET NUMBER
LS1.1

DATE
8-16-06

PROJECT
JONATHAN PARKS
 AA-26001174

FIRST FLOOR LIFE SAFETY PLAN
 SCALE: 1/4" = 1'-0"





- NOTES:**
- DRAWINGS ARE SCHEMATIC ONLY, AND ARE NOT INTENDED TO DEPICT A COMPLETE ELECTRICAL SYSTEM. CONTRACTOR SHALL PROVIDE ALL LABOR AND MATERIAL REQUIRED FOR A COMPLETE WORKING ELECTRICAL EMERGENCY SYSTEM IN ACCORDANCE WITH APPLICABLE CODES AND AUTHORITIES HAVING JURISDICTION.
 - CONTRACTOR SHALL PROVIDE AN ELECTRICAL PANEL TO ACCOMMODATE THE PROPOSED LAYOUT PRIOR TO WIRING.
 - ELECTRICAL CONTRACTOR SHALL PROVIDE LABOR AND EQUIPMENT TO MAINTAIN ELECTRICAL SERVICE TO THE EXISTING STRUCTURE DURING CONSTRUCTION.
 - SMOKE AND HEAT DETECTORS SHALL RECEIVE THEIR OPERATING POWER FROM THE ELECTRICAL SYSTEM AND SHALL HAVE BATTERY OPERATING BACK UP. SMOKE AND HEAT DETECTORS SHALL BE ARRANGED SO THAT THE ACTIVATION OF ANY DETECTOR CAUSES AN ACTIVATION OF ALL DETECTORS AND SHALL BE CLEARLY AUDIBLE THROUGHOUT THE BUILDING OVER BACKGROUND NOISE LEVELS WITH ALL INTERVENING DOORS CLOSED.
 - LISTED OR LABELED EQUIPMENT SHALL BE INSTALLED AND USED IN ACCORDANCE WITH ANY INSTRUCTIONS INCLUDED IN THE LISTING OR LABELING.

- LEGEND:**
- EMERGENCY LIGHT WITH BATTERY BACKUP
 - SMOKE DETECTOR
 - HEAT DETECTOR
 - EXIT SIGN (Light Panel DCA-AC-18)
 - HORN & STROBE WITH BATTERY BACKUP
 - HORN WITH BATTERY BACKUP
 - FIRE EXTINGUISHER IN CABINET
 - EMERGENCY EXIT TRAVEL PATH
 - 12' x 12' (FROM WALL) MEASURING TRAVEL PATH DEPARTURE POINT

PROJECT
SSA+S CLASSROOM ADDITION

OWNER
Sarasota School of Arts + Sciences
645 CENTRAL AVENUE
SARASOTA, FLORIDA 34236
PROJECT NUMBER 06-13

ARCHITECT
JONATHAN PARKS ARCHITECT
Lic. No. AA-26001174
P. O. BOX 25333
SARASOTA, FLORIDA 34237
tel (941) 365-5121 fax (941) 365-5120

GENERAL CONTRACTOR
SOUTHERN CROSS CONTRACTING
CC0025894
6000 DRAGON PLACE
SARASOTA, FLORIDA 34238
tel (941) 927-1919 fax (941) 927-8886

MECHANICAL ENGINEER
JIM McDONALD
CACO 5960
HEATING & COOLING
tel (941) 365-7774 fax (941) 362-9889

SPRINKLER CONSULTANT
DOLPHIN FIRE SPRINKLER
CC0034192
8227 BLAINE CT.
SARASOTA, FLORIDA 34240
tel (941) 378-9493

DRAWINGS

CONSTRUCTION DOCUMENTS

ISSUED	No.	Date	Description

SCALE
AS NOTED

DRAWN BY
CL, JH, PP

DESIGN BY
JP, JH, CL

DATE
AUG 16, 2006

SHEET TITLE
FIRST-FLOOR LIFE SAFETY PLAN

SEAL
8-16-06
JONATHAN PARKS ARCHITECT

SHEET NUMBER
LS1.2

H2
LS1.2
SECOND FLOOR LIFE SAFETY PLAN
SCALE: 1/4"=1'-0"

Florida leads the nation in a charter school movement. But by taking a big risk to build a new \$6.5 million campus, a small Gulf Coast charter school is setting the curve.

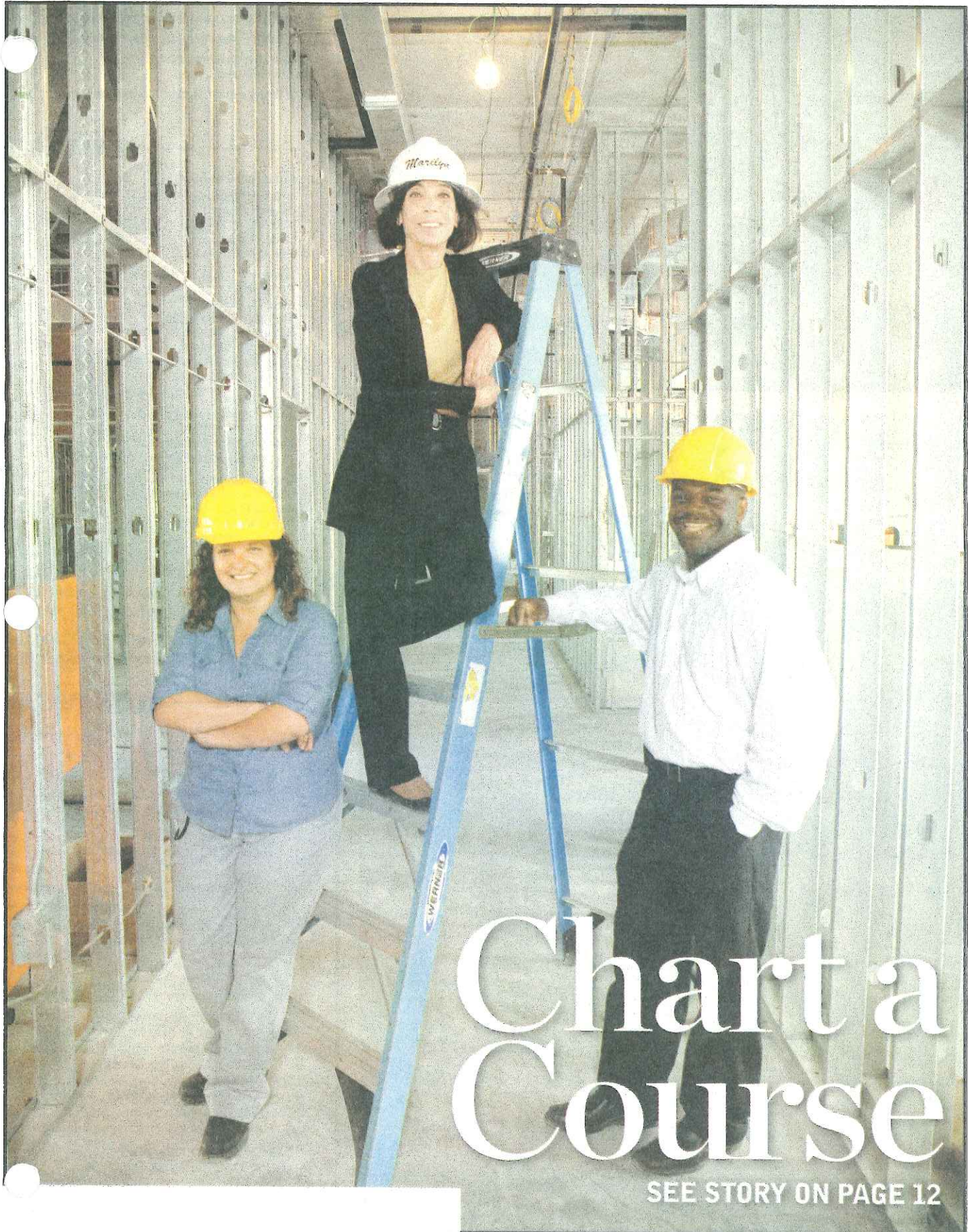


Chart a Course

SEE STORY ON PAGE 12



Mark Wemple
Sarasota School of the Arts and Sciences, an independently run charter middle school, is building a three-story education building next to its current facility, near downtown Sarasota. Pictured here are Assistant Principal **Tara Tahmash**, Interim Principal **Marilyn Highland** and Assistant Principal **Carl Williams**.

GULF COAST

Business Review

The Daily News Source for Gulf Coast Business Leaders

Back to School

By Mark Gordon | Deputy Managing Editor - Friday, May 06, 2011

REVIEW SUMMARY

School. Sarasota School of the Arts and Sciences*Industry.* Education*Key.* The independently run charter school is building a new, \$6.5 million education complex.

Sarasota School of the Arts and Sciences Interim Principal Marilyn Highland was justifiably anxious April 1.

Highland had called the charter middle school's 42 teachers in for a special meeting. The gathering, however, wasn't about curriculum changes or standardized tests. Instead, it was a rare chance for teachers to see itemized budget items and explicit operations costs for a specific school — their school.

Highland sought teachers' input on how and where to make cuts, critically important given the 681-student school is building a new campus, a \$6.5 million project. The meeting was a stark distinction to middle schools statewide run by county school districts, which normally don't have that kind of independent financial flexibility.

"I believe if you have collaborative decisions," says Highland, "you don't get all the negativity."

What Highland got, though, was more than 60 suggestions on where to cut costs. Ideas ranged from eliminating the Earth Day movie to blocking long distance calls to bringing in consultants instead of sending teachers out of the area or state for conferences. Indeed, the teachers were serious, if not downright enthusiastic, about a budget that will live strictly within the school's means.

The meeting was also a peek into how the school, with sixth- to eighth-graders, has defied traditional charter-school wisdom. The fact that it has stayed open every year since 1997 is a feat in and of itself, considering the uneven success for charter schools in Florida and nationwide the past decade.

That success in spite of the odds is now on center stage: The school is building an entire new campus next door to its current facility, a project that includes a 42,930-square-foot, three-story educational building and a 10,670-square-foot gym/community center.

The new school building is scheduled to open by the first day of the 2011-2012 school year. It's a vast upgrade in style and substance over the current school, which is in the Rosemary District, just north of downtown Sarasota. That building is a former plumbers supply warehouse, where some teachers cram into parts of the cafeteria to teach classes. It has lots of holes and leaks.

"It's an old building that wasn't meant to be a school," says Tara Tahmosh, an assistant principal and eighth-grade language arts teacher at the school. "It was time for the building to match everything else that goes on in the school."

Local leader

The school, which goes by SSA+S, was one of the first five charter schools in the state when a group of Sarasota parents founded it 14 years ago. It has always been run independently, while national companies, such as Fort Lauderdale-based Charter Schools USA or Arlington, Va.-based Imagine Schools, run most of the other charter schools in Florida.

The school struggled in the late 1990s and early 2000s, both academically and financially, says school board

President Larry Eger, who also runs the public defender's office in Sarasota and Manatee counties. A combination of management issues and what Eger admits was a board that meddled were the core problems.

"In the first year we really tried to micromanage the principal," says Eger. "We succumbed to trying to please everyone and in the process we drove a really good principal away."

With 50 sixth-grade students in its inaugural class, SSA+S opened without a physical home. It initially rented space at Girl's Inc. in Sarasota, a nonprofit organization. The next year it moved to a church in the Rosemary District, not far from its current home.

Officials chose the Rosemary District so the school could be close to Sarasota's arts and cultural hub, which was the core focus of the curriculum when the school opened. The Van Wezel Performing Arts Center, the Asolo Theatre and Selby Public Library are all nearby.

The curriculum, which included multiple education partnerships with those facilities and other entities, eventually paid off.

In fact, after five years of struggles, the school is now one of the top-performing middle schools in Sarasota County, according to data from the Florida Department of Education. For example, SSA+S earned an A ranking five years in a row from the state, based on students' composite scores on the Florida Comprehensive Assessment Test.

The school has also been a consistent county leader since 2005 in students who meet high standards in reading, math and writing. In writing, for instance, 100% of the school's students met high standards in the 2008-09 academic year, the education department reports.

Moreover, SSA+S achieved an Adequate Yearly Progress mark for gains tracked by the federal No Child Left Behind legislation for the 2009-10 school year. Only 23% of all schools in Florida earned that recognition last year.

"There were times when we thought the plane would crash, but we righted (it) and have succeeded beyond anyone's expectations," Eger says. "I don't think it would be overly boastful if I say this is one of the best charter schools in the state."

Hope builds

The school made a bold decision to leverage that success last year with the construction project.

The overhaul began in June with a demolition of three existing buildings in the 700 block of Central Avenue. Hollywood-based MG3 Developer Group is the lead contractor behind the replacement, a three-story education building with classrooms, a band room and a cafeteria.

The project includes some other features. For example, the school donated 20 feet of its land to the city, which makes room for more parking spaces. Sarasota city officials also closed a portion of nearby Seventh Street and pavers will be placed there to create a true campus feel. Finally, the city sought a storefront effect for the building, so the ground floor will have windows, where people who walk by can see what's going on.

Carl Williams, an SSA+S assistant principal who oversees the construction, says the project has run relatively smoothly, with only minor delays. A pleasant surprise, says Williams, is the permit process with the city has been efficient. "That's been a blessing," says Williams, "because if those don't come through that can slow everything down."

Another blessing: The school's credit rating in 2010, a triple B-minus, was strong enough to warrant \$11.04 million in education bonds issued by Sarasota County to pay for the project. With such a high risk, independent charter schools rarely qualify for bonds financing, says Richard Moreno, an executive with Building Hope, a national organization that supports charter schools.

"Very few independent schools can pull off a project like this," says Moreno, who consulted with SSA+S through a Florida-based affiliate of Building Hope. "It's very impressive. The school has done an amazing turnaround."

While the bonds made the project possible, the school's commitment to frugality played a prominent role in the early going. Teacher salaries, for instance, make up 60% of the school's operating budget, says Highland, a figure at least 20% lower than most public schools.

Plus, most of the teachers hold dual roles and are cross-trained in several areas, just like cash-strapped businesses have been doing for years.

Big dreams

That "run it like a business" approach is apropos because several board members and administrators consider Sarasota businessman and philanthropist Harvey Vengroff an unsung hero of SSA+S.

Vengroff, who built a billion-dollar global commercial debt collection firm based in Sarasota, is a past winner of the Business Review's Entrepreneur of the Year award. He loaned the school \$900,000 in 2004 so it could buy two buildings from him that it currently occupies.

The school has since repaid the loan to Vengroff, who owns several commercial buildings and hundreds of apartments in the Sarasota-Bradenton region. The school paid \$3.4 million for the buildings in total. "Without Harvey's patience and desire for us to succeed," says Eger, "we never would have made it."

Now administrators are geared up for their next big moment, with the new building no more than five months away. School officials expect to add about 70 students next year, bringing the total to 750 — the maximum allowed in the school's charter. At least 350 more potential students are on a wait list.

The school plans to hire a few teachers for the new classes. It has received more than 300 résumés for the one or four positions, with applicants coming everywhere from England and Belgium to Canada and Montana.

The energy at the school from the construction project has also invigorated Highland, who retired after 30 years in Florida public schools in 2004. Highland was a school counselor, an assistant principal and a principal. Her last stop was principal of Bay Haven School of Basics Plus, a Sarasota County magnet elementary school.

Highland, an SSA+S board member, taught psychology classes at Argosy University in Sarasota after she retired. She took on the interim principal role when Pepar Anspaugh, the school's former executive director, retired late last year.

Even though she knows it's a temporary gig, Highland still looks forward to the first day of classes next year. "I'm having a blast," Highland says. "This is a wonderful place."

Government Watch

The Florida Legislature strengthened charter schools during the 2011 session, a move supported by Gov. Rick Scott.

One bill in particular makes it easier for high-performing charter schools to expand. The bill, passed 31-8 by the Senate April 28, allows those charter schools to sign 15-year agreements with school districts, which is three times longer than most current deals. The bill also makes it easier for high-performing charter schools to open new schools and add students to current schools.

A similar version of the Senate bill weaved its way through the House the week of May 2, according to the News Service of Florida. The House also passed a bill during the session that expands the potential reach of virtual charter schools in Florida.



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Sarasota charter school gets a bigger campus

By *Christopher O'Donnell*

Published: Monday, December 5, 2011 at 3:08 p.m.

With 750 students, the Sarasota School of Arts and Sciences charter school long ago outgrew the former plumbing warehouse it occupies on Central Avenue.

Space is so tight the cafeteria doubles as three classrooms. So at lunchtime, some teachers haul their teaching materials in a cart to empty classrooms; after lunch, they move back.

That daily upheaval will come to an end this weekend when the school moves into a new \$6.5 million, three-story school building next door to its current site at 645 Central Ave.

The 40,000-square-foot building includes 31 classrooms and a music room big enough to accommodate the school's 72-piece band. It also includes martial arts and dance studios and a performing arts room with a stage.

It will mean students no longer have to leave campus for dance and martial art classes that are held at a ballroom the school leases. Lack of space also meant the school had to rent classroom space at the nearby Renaissance Plaza.

"Our biggest excitement is we will all fit into the building and people won't have to be sharing spaces," said Principal Marilyn Highland.

Now in its 15th year, the school was one of the first charter schools in Sarasota County.

It raised the money for the new building through a \$11.4 million bond sale that will be paid back over 30 years. The additional money was used to pay off a mortgage on the existing school.

Repayments will come from capital funds allocated to charter schools by state lawmakers and from its operating budget.

As a high-performing charter, the school receives 98 percent of the the per-student allotment of taxpayer dollars that would normally go to the school district. Typically, charter schools receive 95 percent.

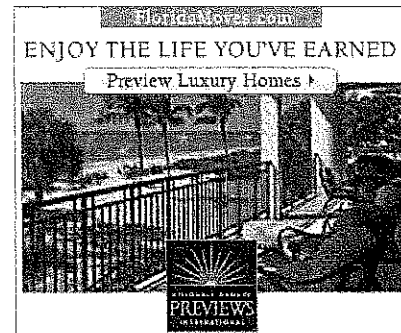
Once the move is complete, the old school will be demolished to make way for a new 10,000-square-foot gymnasium.

When that is complete around March, students will no longer have to travel for physical education classes to a nearby park or a basketball court owned by a local church.

Some students have already had a tour of the new school. How did they react?

"It smells new; it's beautiful. Some worry they will get lost," Highland said. "There's excitement and enthusiasm."

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Sarasota School Of Arts & Sciences Builds Anew

Tuesday, November 02, 2010

Sarasota

A Sarasota charter middle school that has received accolades for its teaching is getting a new building.

The Sarasota School of Arts & Sciences at 645 Central Avenue in the Rosemary District broke ground on a three-story facility on Oct. 27. Its board president, Laurence Eger, says the new building will serve as a showcase for talented faculty and exceptional students.

"Our school has probably one of the most diverse student populations in the Sarasota area," says Eger, who is an attorney with the Public Defender's office in addition to leading the school's board. "It's an A-grade school on all levels. And we will now have a facility that will match the excellence of the programs we offer. We have an outstanding academic program and finest teachers in the state, and now we'll have a building to adequately showcase those attributes."

Eger says that the first phase of the project, which includes construction on the three-story facility, is expected to be completed in March, 2011. The second phase, in which the existing school facility will be replaced with a new gymnasium, is scheduled for completion in 2012.

Eger helped found the school in 1996. It opened its doors to its first 50 students in August of 1997. Executive Director Pepar Anspaugh, joined its administration in January 2001, and his philosophy of "The Holistic Approach of the Total Child" has led the school to acquire Adequate Yearly Progress for the 2009-2010 school year and an "A" school rating. Its mission statement embraces diversity and a teaching method that promotes learning as a way of life.

Writer: Missy Kavanaugh

Source: Laurence Eger, Sarasota School of Arts & Sciences



buildinghope

QUALITY/RESULTS/GROWTH FOR PUBLIC CHARTER SCHOOLS

Charter School Services Corp.

June 22, 2010

Sarasota School of Arts and Sciences
645 Central Avenue
Sarasota, FL 34236

RE: New Facility Project

To Whom It May Concern;

I would like to take this opportunity to thank the project staff (Pepar Anspaugh, Missy Wachob and Jamie Bailey) at Sarasota School of Arts and Sciences (SSAS) for their outstanding work and dedication during the financing process.

The staff led by Mr. Anspaugh has allowed the school to realize its vision of a state of the art facility to augment its educational programs. The hard work provided by the project staff allowed for a smooth process in securing the needed financing for the project. To secure the bond financing for the project required extensive documentation and analysis. The staff, in addition to their normal duties, rose to the occasion and provided far-reaching support to the financing team thus reducing the school costs of issuing the bonds.

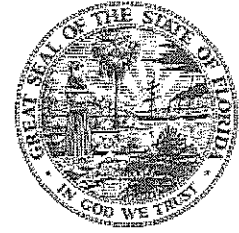
I estimate the savings provide to the school by Mr. Anspaugh and his team to be approximately 1.5% of the project. This estimate is based on other comparable transactions that I have been involved where a project manager is retained to provide the services accomplished by the project staff.

If you have any questions or require additional information please contact me at any time.

Sincerely,

Richard Moreno
Executive Director

**FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN**



School Name: SARASOTA SCHOOL OF ARTS/SCIENCES

District Name: Sarasota

Principal: Tara Tahmosh-Newell

SAC Chair: Tara Tahmosh-Newell

Superintendent: Lori White

Date of School Board Approval: 1997

Last Modified on: 10/16/2012

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Tara Tahmosh-Newell	B.S. Secondary English Education M.Ed. Ed Leadership Secondary English Education 6-12 ESOL K-12 Educational Leadership K-12	12	3	SSA+S school grade of A, 100% met AYP Rated 12th middle school in the State of Florida
Assis Principal	Carl Williams	B.A. Int. Social Sciences M.Ed. Ed Leadership Middle Grades Integrated ESE K-12 Ed. Leadership K-12	2	3	SSA+S, school grade of A, 100% met AYP Rated 12th middle school in the State of Florida

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Name	Degree(s)/ Certification (s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
No data submitted				

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1 We will continue to utilize teams when interviewing for any vacancy. We started this last summer and it has been very successful. We use Teach In Florida to find qualified teachers. Mentors have been assigned to each new teacher, and the mentor and Department Head work collaboratively with the new teacher.	Administration, Mentors, Department Heads	Ongoing	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
43	4.7%(2)	14.0%(6)	62.8%(27)	11.6%(5)	34.9%(15)	232.6% (100)	2.3%(1)	0.0%(0)	16.3%(7)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
			Utilize the Sarasota County Induction

Brian Sutliff	Patricia Sanchez	Same subject area.	Program, including the checklist, evaluation forms, and attached activities.
Kylie Gannon	Meghan Burrows	Same subject Experienced mentor	Utilize the Sarasota County Induction Program, including the checklist, evaluation forms, and attached activities.
Trevor Bliss	Megan Cushman	Same subject Experienced mentor	Utilize the Sarasota County Induction Program, including the checklist, evaluation forms, and attached activities.
Lauren Watson	Miles Digati	Same subject	Utilize the Sarasota County Induction Program, including the checklist, evaluation forms, and attached activities.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

[Empty text box]

Career and Technical Education

[Empty text box]

Job Training

[Empty text box]

Other

[Empty text box]

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Tara Tahmash-Newell, Principal
Carl Williams, Assistant Principal
Georgia Plath, ESE Liaison
Mike Mapes, Guidance Counselor
Sarah Shepherd, Teacher

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

CARE Team information is reported to the SWST.
Bimonthly meetings occur, with updates on current students in the RtI process, as well as new students that may need interventions.
Interventions are developed and recorded.
Interventions are presented to the family and teachers.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The RtI leadership team has several members that also complete the school improvement plan, therefore the process of both efforts are seamless with the incorporation of goals that help all students achieve.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Tier II data sources and management systems include: FAIR reports, READ 180 reports, SRI scores, and Vmath reports.
Tier III data sources and management systems include: individual instruction gathered by ESE, resource, and regular education teachers.

Tier II & III behavioral interventions are developed using Functional Behavior Assessments, teachers are informed, and complete bimonthly data reports.

Describe the plan to train staff on MTSS.

A district administrator, Rex Ingerick taught the faculty and staff the FBA process.
A short training was completed during the 2010-11 school year.
Teachers are trained on a one-on-one basis for each particular student in the process.

Describe the plan to support MTSS.

[Empty text box]

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Kylie Gannon, Department Head
Tara Tahmosh-Newell, Principal
Lauren Malecki, Language Arts teacher
James Deree, Language Arts teacher
Courtney Price, Language Arts teacher
Ericka Sciarrino, Language Arts teacher
Liz Smith, Language Arts teacher
Mary Boisclair, Reading Lab teacher
Della Lowe, Reading Lab teacher

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The language arts department is led by Kylie Gannon. She meets with administration once a month concerning literacy goals. The following week, she meets with her department, reports the information and assesses literacy needs.

What will be the major initiatives of the LLT this year?

Increasing nonfiction literacy within all subgroups.
Increasing academic vocabulary literacy.
Increasing computer-based testing in the classroom.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

[Empty text box for Pre-School Transition plans]

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

Department Heads meet each month with administration. They then meet with their respective department members once each month.
Grade level meetings also occur each month.
School wide staff meetings occur once per month.
Strategies are shared within each of these meetings.

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

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

[Empty text box for High Schools Only response]

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By the year 2013, there will be a minimum of a four percentage point increase for Level 3 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for Level 3 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance: Level 3 - 32%(237) Level 3,4,5 - 77%(571)	2013 Expected Level of Performance: Level 3 - 36% Level 3,4,5 - 79%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students scoring as proficient are scheduled into heterogenous classes slowing learning gains.	Teachers will utilize the differentiated instruction model to better meet the needs of the above proficient students in this heterogeneous model classroom.	Principal and assistant principal Department Heads	Lesson plans will be reviewed by department heads to ensure differentiated instructional processes are utilized on assessments.	Differentiated instruction will be evident in both lesson plans and in classroom observations.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.</p> <p>Reading Goal #2a:</p>	<p>By the year 2013, there will be a minimum of a four percentage point increase for Level 3 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for Level 3 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>Level 4,5 - 45%(334) Level 3,4,5 - 77%(571)</p>	<p>Level 4,5 - 49% Level 3,4,5 - 79%</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students above proficient scoring a level 4 or 5 stagnate within a heterogenous class.	<p>Advanced courses in: language arts mathematics science Gifted History</p> <p>Honors courses in: Algebra Geometry</p> <p>High School courses in: Speech Career Prep and Tech SpanishI</p>	Principal Assistant Principal	Review of yearly FCAT scores.	FCAT End of Course Exams

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.</p> <p>Reading Goal #2b:</p>	
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68%(451)	72%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students scoring as proficient are scheduled into heterogenous classes slowing learning gains.	Teachers will utilize the differentiated instruction model to better meet the needs of the above proficient students in this heterogeneous model classroom.	Principal and assistant principal Department Heads	Lesson plans will be reviewed by department heads to ensure differentiated instructional processes are utilized on assessments.	Differentiated instruction will be evident in both lesson plans and in classroom observations.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By the year 2013, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42%(72)	46%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in the lowest quartile may be significantly behind their peers who are at or above proficient levels.	Students from our lowest quartile will be scheduled into intervention courses and/or individual intensive reading courses depending upon level.	Guidance Counselor Principal	All students from our lowest quartile will have intensive reading instruction either as a stand alone class, as part of the fusion model, or through a Content Area Reading class.	Examine FCAT results and school wide student schedules to check accuracy of student

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your school's total population for SY 2012-2013 and the 5 year projection (2016-2017) is				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	83	84	86	87	89	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance: White 83%(418) Hispanic 71%(85) Black 42%(17) Asian 85%(17)	2013 Expected Level of Performance: White 88% Hispanic 77% Black 64% Asian 81% Exceeded AMO Target

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:

42%	52%			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
41%	62%

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
66%	78%

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading	6-8 Reading Intervention Course - READ 180 Lab	Florida Reading Association	Mary Boisclair - (Reading Instructor) Della Lowe - (Reading Instructor)	3 day conf. to the Florida Reading Association in Orlando, Florida Oct. 18, 19, 20, 2012	Written response report on how we are implementing this in our classroom.	Tara Tahmosh-Newell (Principal) Jamie Bailey (Human Resources/ Prof Dev.)
Reading Writing Civics	6-8 Language Arts	Core Connections 3210 W. San Juan St Tampa, FL 33629	All language arts instructors	August 13th: Intro to Common Core & FCAT Writing	November 7th: Follow-up workshop #1 January 15th: Follow-up Workshop #2 (ELA only)	Kylie Gannon (Department Head) Tara Tahmosh-Newell (Principal)

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No funding is required for the 2012-13 school year.			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No funding is required for the 2012-13 school year.			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Florida Reading Conference	Reading Strategies	Title II	\$398.00
			Subtotal: \$398.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$398.00

End of Reading Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.				
1. Students scoring proficient in listening/speaking.				
CELLA Goal #1:				
2012 Current Percent of Students Proficient in listening/speaking:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students read in English at grade level text in a manner similar to non-ELL students.				
2. Students scoring proficient in reading.				
CELLA Goal #2:				
2012 Current Percent of Students Proficient in reading:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students write in English at grade level in a manner similar to non-ELL students.				
3. Students scoring proficient in writing.				
CELLA Goal #3:				
2012 Current Percent of Students Proficient in writing:				
Problem-Solving Process to Increase Student Achievement				

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No funding is required for the 2012-13 school year.			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No funding is required for the 2012-13 school year.			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No funding is required for the 2012-13 school year.			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No funding is required for the 2012-13 school year.			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

Middle School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:			By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3,4,5) Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Level 3 - 28%(324) Level 3,4,5 - 77%(618)			Level 3 - 30% Level 3,4,5 - 79%		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students scoring as proficient are scheduled into heterogenous classes slowing learning gains.	Teachers will utilize the differentiated instruction model to better meet the needs of the above proficient students in this heterogeneous model classroom.	Principal and assistant principal Department Heads	Lesson plans will be reviewed by department heads to ensure differentiated instructional processes are utilized on assessments.	Differentiated instruction will be evident in both lesson plans and in classroom observations.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	By the year 2013, there will be a minimum of a two percentage point increase for Level 4,5 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a one percentage point increase for Level 4,5 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 4,5 - 40% (294) Level 3,4,5 - 77% (618)	Level 4,5 - 41% Level 3,4,5 - 78%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students above proficient scoring a level 4 or 5 stagnate within a heterogenous class.	Advanced courses in: language arts mathematics science Gifted History Honors courses in: Algebra Geometry High School courses in: Speech Career Prep and Tech SpanishI	Principal Assistant Principal	Review of yearly FCAT scores.	FCAT End of Course Exams

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (455)	72%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students scoring as proficient are scheduled into heterogenous classes slowing learning gains.	Teachers will utilize the differentiated instruction model to better meet the needs of the above proficient students in this heterogeneous model classroom.	Principal and assistant principal Department Heads	Lesson plans will be reviewed by department heads to ensure differentiated instructional processes are utilized on assessments.	Differentiated instruction will be evident in both lesson plans and in classroom observations.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	By the year 2013, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70%	74%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in the lowest quartile may be significantly behind their peers who are at or above proficient levels.	Students from our lowest quartile will be scheduled into intervention courses and/or individual intensive reading courses depending upon level.	Guidance Counselor Principal	All students from our lowest quartile will have intensive reading instruction either as a stand alone class, as part of the fusion model, or through a Content Area Reading class.	Examine FCAT results and school wide student schedules to check accuracy of student.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal #				
		The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your school's total population for SY 2012-2013 and the 5 year projection (2016-2017) is				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	84	86	87	89	90	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
Mathematics Goal #5B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Asian 92%(17) Hispanic 73%(89) Black 40%(19) White 81%(412)	Asian 93% Hispanic 81% Black 68% White 88%

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
Mathematics Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

53%	61%			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
48%	64%			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
68%	78%			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Algebra End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>1. Students scoring at Achievement Level 3 in Algebra.</p> <p>Algebra Goal #1:</p>	<p>By the year 2013, there will be a minimum of a four percentage point increase for Level 3 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for Level 3 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>Level 3 - 46%(48) Level 3,4,5 - 100%(104)</p>	<p>Level 3 - 50% Level 3,4,5 - 100%</p>

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.</p> <p>Algebra Goal #2:</p>	<p>By the year 2013, there will be a minimum of a two percentage point increase for Level 4,5 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a one percentage point increase for Level 4,5 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>Level 4,5 - 54%(56) Level 3,4,5 - 100%(104)</p>	<p>Level 4,5 - 58% Level 3,4,5 - 100%</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students above proficient scoring a level 4 or 5 stagnate within a heterogenous class.	Advanced courses in: language arts mathematics science Gifted History	Principal Assistant Principal	Review of yearly FCAT scores.	FCAT End of Course Exams

1	Honors courses in: Algebra Geometry			
	High School courses in: Speech Career Prep and Tech SpanishI			

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Algebra Goal #				
		3A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.				
Algebra Goal #3B:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra.				
Algebra Goal #3C:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.	
Algebra Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra.	
Algebra Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
68%	78%

The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

End of Algebra EOC Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Geometry.				
Geometry Goal #1:				
2012 Current Level of Performance:	2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.					
Geometry Goal #2:					
2012 Current Level of Performance:	2013 Expected Level of Performance:				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students above proficient scoring a level 4 or 5 stagnate within a heterogenous class.	Advanced courses in: language arts mathematics science Gifted History Honors courses in: Algebra Geometry High School courses In: Speech Career Prep and Tech SpanishI	Principal Assistant Principal	Review of yearly FCAT scores.	FCAT End of Course Exams

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will	Geometry Goal #

reduce their achievement gap by 50%.

3A

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.

Geometry Goal #3B:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry.

Geometry Goal #3C:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.

Geometry Goal #3D:

2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry.				
Geometry Goal #3E:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

End of Geometry EOC Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
LEARN Testing Components	8th/ Algebra & Geometry	Sarasota County Schools	Stacey Brebaugh (instructor) Don Miller (instructor) Kevin Corwin (instructor) David Sellars (instructor)	October 26th 9 AM - 4 PM	Math Department Meeting 11/6	Tara Tahmosh-Newell (Principal) Kevin Corwin (Math Dept. Head)
KAGAN	Classroom Management	Sarasota County Schools	Francesca Turner (instructor)	October 26th	Lesson Plans, Behavior Plans, Math Department Meetings	Kevin Corwin (Math Dept. Head)

PDA - ESE Assessment	All subjects (ESE)	Sarasota County Schools	Don Miller (instructor) Kevin Corwin (instructor)	9/11, 10/2 with web-enhancement for 60 hours total	10/30 Session	Kevin Corwin (math Dept. Head)
LEARN Basic Training	All subjects	Sarasota County Schools	Kevin Corwin (instructor) Stacey Brebaugh (instructor) Karia Specht (instructor)	Summer Session	Assessment Math Department Meetings	Tara Tahmosh-Newell (Principal) Kevin Corwin (Math Dept. Head)
Very Best Treatments for ADHD & The Processing Disorders	All subjects (ESE)	Premier Education Solutions Inc.	Georgia Plath (ESE Liaison)	12/12	Department Meeting	Tara Tahmosh-Newell (Principal)

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No funding is required for the 2012-13 school year.			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No funding is required for the 2012-13 school year.			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Very Best Treatments for ADHD & The Processing Disorders	Workshop	Title II	\$189.00
			Subtotal: \$189.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No funding is required for the 2012-13 school year.			\$0.00
			Subtotal: \$0.00
			Grand Total: \$189.00

End of Mathematics Goals

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3,4,5) Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Level 3 - 50% (116)
Level 3,4,5 - 70% (164)

Level 3 - 54%
Level 3,4,5 - 72%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students scoring as proficient are scheduled into heterogeneous classes slowing learning gains.	Teachers will utilize the differentiated instruction model to better meet the needs of the above proficient students in this heterogeneous model classroom.	Principal and assistant principal Department Heads	Lesson plans will be reviewed by department heads to ensure differentiated instructional processes are utilized on assessments.	Differentiated instruction will be evident in both lesson plans and in classroom observations.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3,4,5) Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 4,5 - 21% (48) Level 3,4,5 - 70% (164)	Level 4,5 - 25% Level 3,4,5 - 72%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1.	Students above proficient scoring a level 4 or 5 stagnate within a heterogeneous class.	Advanced courses in: language arts mathematics science Gifted History Honors courses in: Algebra Geometry High School courses in: Speech Career Prep and Tech SpanishI	Principal Assistant Principal	Review of yearly FCAT scores.	FCAT End of Course Exams

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:				
2012 Current Level of Performance:	2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core: Reading Writing Civics		Core			November 7th: Follow-up	

Science	6-8 Science	Connections 3210 W. San Juan St Tampa, FL 33629	All science instructors	August 13th: Intro to Common Core & FCAT Writing	workshop #1 January 15th: Follow-up Workshop #2 (ELA only)	Tara Tahmosh- Newell (Principal)
GLOBE Project GLOBE Certification Training	6-8 Earth, Life, and Physical Science	GLOBE Research Project Boulder, CO	Eric Bailey Julia Calderon Miles Digati Carlos Hernandez Sara Kuhar Lauren Watson	July 6-July 13 September 22	Meeting once a month Science Department Meeting 10/15	Tara Tahmosh, Principal Carlos Hernandez, Science Dept Head

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No funding is required for the 2012-13 school year.			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No funding is required for the 2012-13 school year.			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No funding is required for the 2012-13 school year.			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No funding is required for the 2012-13 school year.			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 75% are currently demonstrating 3.0 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student groups where 75% or more are currently demonstrating 3.0 or higher on the writing essay. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:

96%(227)	96%			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 75% are currently demonstrating 4.0 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student groups where 75% or more are currently demonstrating 4.0 or higher on the writing essay. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70%(165)	74%

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading Writing Civics Science	6-8 Language Arts	Core Connections 3210 W. San Juan St Tampa, FL 33629	All language arts instructors	August 13th: Intro to Common Core & FCAT Writing	November 7th: Follow-up workshop #1 January 15th: Follow-up Workshop #2 (ELA only)	Kylie Gannon (Department Head) Tara Tahmoush-Newell (Principal)

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No funding is required for the 2012-13 school year.			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No funding is required for the 2012-13 school year.			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core and FCAT Writing Training Workshop	Common Core writing for all core teachers; FCAT writing for all language arts and ESE teachers.	Title II	\$2,250.00
			Subtotal: \$2,250.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No funding is required for the 2012-13 school year.			\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,250.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students scoring at Achievement Level 3 in Civics.					
Civics Goal #1:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students scoring as proficient are scheduled into heterogenous classes slowing learning gains.	Teachers will utilize the differentiated instruction model to better meet the needs of the above proficient students in this	Principal and assistant principal Department Heads	Lesson plans will be reviewed by department heads to ensure differentiated instructional processes are utilized on assessments.	Differentiated instruction will be evident in both lesson plans and in classroom observations.

	heterogeneous model classroom.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Civics.	
Civics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core: Reading Writing Civics Science	6-8 Social Studies	Core Connections 3210 W. San Juan St Tampa, FL 33629	All Social Studies teachers	August 13th: Intro to Common Core & FCAT Writing	November 7th: Follow-up workshop #1 January 15th: Follow-up Workshop #2 (ELA only)	Tara Tahmosh-Newell (Principal)
NGSSS Civics Standards for Florida	7th Grade/Civics	Lou Frey Institute of Politics and Government at UCF and the Florida Joint Center for Citizenship Online	Liz Smith (Civics Instructor)	Open enrollment and completion until July 2012	Department Meetings	Department Head

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No funding is required for the 2012-13 school year.			\$0.00
			Subtotal: \$0.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
No funding is required for the 2012-13 school year.			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No funding is required for the 2012-13 school year.			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No funding is required for the 2012-13 school year.			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Civics Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
<p>1. Attendance</p> <p>Attendance Goal #1:</p>	<p>ATTENDANCE GOAL - RATE For the attendance year 2012-2013, the attendance rate will increase. If the current attendance rate is less than 90%, there will be a minimum 4% increase. If the current percentage of attendance is 90% or greater, the school will maintain or increase the percentage.</p> <p>ATTENDANCE GOAL- ABSENCES By the year 2013, there will be a decrease of students who are absent ten or more days. When 40% or more of the students have ten or more absences annually, there will be a minimum of a 4 percentage point decrease. If less than 40% of the students have ten or more absences annually, there will be a minimum of a 2 percentage point decrease .</p> <p>ATTENDANCE GOAL- TARDY By the year 2013, there will be a decrease of students who are Tardy ten or more days. When 30% or more of the students have ten or more Tardies annually, there will be a minimum of a 4 percentage point decrease. If less than 30% of the students have ten or more Tardies annually, there will be a minimum of a 2. percentage point decrease. If the current percent of Tardies is 10% or less, the school can maintain or decrease the percentage.</p>
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95% (746/785)	95%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
330	299
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

not available		not available			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent support	Contract commitments signed by students and parents addresses requirements for being in school and being on time to school. Letters are automatically sent starting this year when attendance patterns and tardy patterns first appear.	Carl Williams, Assistant Principal Michael Reed, Attendance Officer	Review data every 4 weeks	County records

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content / Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No budget is needed for this goal.			\$0.00
Subtotal:			\$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No budget is needed for this goal.			\$0.00
Subtotal:			\$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No budget is needed for this goal.			\$0.00
Subtotal:			\$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No funding is required for the 2012-13 school year.			\$0.00

Subtotal: \$0.00
Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension Suspension Goal #1:	By the year 2013, there will be a reduction of suspensions from the previous year. If the current percentage of suspensions is 10% or less, the school will maintain or decrease the percentage. If the current percentage is between 11-49%, the school will reduce the percentage by 5%. If the current percentage is 50% or higher than the previous year, the school will reduce the percentage by 10%.				
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions				
1	1				
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School				
1	1				
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
181	142				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
93	75				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students missing school for out-of-school suspensions miss critical instruction.	We will be utilizing an in-school suspension program as needed.	Mr. Carl Williams, Assistant Principal	Data will be examined at the end of the school year	County reports

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No budget is needed for this goal.			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No budget is needed for this goal.			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No budget is needed for this goal.			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

** When using percentages, include the number of students the percentage represents (e.g., 70% {35}).*

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Increase parent volunteer hours by 10%
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
3,215.50 hours	3,537 hours
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Increase parent involvement through required volunteer hours and attendance at PTSS meetings	1. Parents of two-member households are required by contract commitment to volunteer 10 hours per school year. Parents of one-member households are required to volunteer 5 hours per school year. These will be closely monitored this year for the first time. 2. Attendance at all PTSS meetings is required for each family. Attendance will be closely monitored this year for the first time.	1. PTSS and administration 2. PTSS and administration	Records will be monitored in both areas throughout the school year and letters will be sent to those in violation.	1. Volunteer hour records 2. Attendance records
2	Increase communication with parents about all aspects of SSA+S	Ed Line will be used by all staff	Each teacher	Parent feedback on climate survey	Climate survey

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No budget is needed for this goal.			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No budget is needed for this goal.			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No budget is needed for this goal.			\$0.00
			Subtotal: \$0.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:				
1. STEM		SSA+S incorporate STEM experiences for 100% (245) of our eighth grade students to focus on awareness of various science careers in the Science, Technology, and Mathematics fields through science fair, career ed, and partnerships.		
STEM Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content / Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No funding is required for the 2012-13 school year.			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No funding is required for the 2012-13 school year.			\$0.00
			Subtotal: \$0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
GLOBE Training	Science department trained for a week at GLOBE in Colorado.	GLOBE Grant	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No funding is required for the 2012-13 school year.			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:				
1. CTE				
CTE Goal #1:		100% (245) of 8th grade students will complete CHOICES online. Small groups will then meet to correlate clusters with career goals.		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Career Development	6-8	Florida School Counselor Association	Mike Mapes (Guidance Counselor)	11/1-11/3	Presentation to the Social Studies Department	Tara Tahmash-Newell (Principal)

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No funding is required for the 2012-13 school year.			\$0.00
			Subtotal: \$0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No funding is required for the 2012-13 school year.			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Florida School Counselor Association	Conference	Title II	\$150.00
			Subtotal: \$150.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No funding is required for the 2012-13 school year.			\$0.00
			Subtotal: \$0.00
			Grand Total: \$150.00

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	No funding is required for the 2012-13 school year.			\$0.00
CELLA	No funding is required for the 2012-13 school year.			\$0.00
Mathematics	No funding is required for the 2012-13 school year.			\$0.00
Science	No funding is required for the 2012-13 school year.			\$0.00
Writing	No funding is required for the 2012-13 school year.			\$0.00
Civics	No funding is required for the 2012-13 school year.			\$0.00
Attendance	No budget is needed for this goal.			\$0.00
Suspension	No budget is needed for this goal.			\$0.00
Parent Involvement	No budget is needed for this goal.			\$0.00
STEM	No funding is required for the 2012-13 school year.			\$0.00
CTE	No funding is required for the 2012-13 school year.			\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	No funding is required for the 2012-13 school year.			\$0.00
CELLA	No funding is required for the 2012-13 school year.			\$0.00
Mathematics	No funding is required for the 2012-13 school year.			\$0.00
Science	No funding is required for the 2012-13 school year.			\$0.00
Writing	No funding is required for the 2012-13 school year.			\$0.00
Civics	No funding is required for the 2012-13 school year.			\$0.00
Attendance	No budget is needed for this goal.			\$0.00
Suspension	No budget is needed for this goal.			\$0.00
Parent Involvement	No budget is needed for this goal.			\$0.00
STEM	No funding is required for the 2012-13 school year.			\$0.00
CTE	No funding is required for the 2012-13 school year.			\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount

Reading	Florida Reading Conference	Reading Strategies	Title II	\$398.00
CELLA	No funding is required for the 2012-13 school year.			\$0.00
Mathematics	Very Best Treatments for ADHD & The Processing Disorders	Workshop	Title II	\$189.00
Science	No funding is required for the 2012-13 school year.			\$0.00
Writing	Common Core and FCAT Writing Training Workshop	Common Core writing for all core teachers; FCAT writing for all language arts and ESE teachers.	Title II	\$2,250.00
Civics	No funding is required for the 2012-13 school year.			\$0.00
Attendance	No budget is needed for this goal.			\$0.00
Suspension	No budget is needed for this goal.			\$0.00
Parent Involvement	No budget is needed for this goal.			\$0.00
STEM	GLOBE Training	Science department trained for a week at GLOBE in Colorado.	GLOBE Grant	\$0.00
CTE	Florida School Counselor Association	Conference	Title II	\$150.00
				Subtotal: \$2,987.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	No funding is required for the 2012-13 school year.			\$0.00
Mathematics	No funding is required for the 2012-13 school year.			\$0.00
Science	No funding is required for the 2012-13 school year.			\$0.00
Writing	No funding is required for the 2012-13 school year.			\$0.00
Civics	No funding is required for the 2012-13 school year.			\$0.00
Attendance	No funding is required for the 2012-13 school year.			\$0.00
STEM	No funding is required for the 2012-13 school year.			\$0.00
CTE	No funding is required for the 2012-13 school year.			\$0.00
				Subtotal: \$0.00
				Grand Total: \$2,987.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority
 Focus
 Prevent
 NA

Are you a reward school: Yes No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

No. Disagree with the above statement.

If NO, describe the measures being taken to Comply with SAC Requirement

As a charter school, our school advisory council is comprised of our board of directors.

Projected use of SAC Funds	Amount
	\$0.00

Describe the activities of the School Advisory Council for the upcoming year

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Sarasota School District SARASOTA SCHOOL OF ARTS/SCIENCES 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	90%	91%	99%	76%	356	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	74%	80%			154	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	76% (YES)	80% (YES)			156	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					666	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Sarasota School District SARASOTA SCHOOL OF ARTS/SCIENCES 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	87%	97%	72%	342	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	70%	79%			149	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	61% (YES)	79% (YES)			140	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					631	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Selected Internal Control Practices for Charter Schools

Introduction

The purpose of this document is to provide charter schools with a list of key internal control practices to benchmark against. Charter schools should have internal controls in place to provide reasonable assurance that their goals and objectives are accomplished; laws, regulations, and good business practices are complied with; assets are safeguarded; and accurate and reliable data are maintained.

The document should be used as a guide in assessing the adequacy of controls in a charter school, but should not be used in place of management's judgment nor should it be considered all-inclusive. The practices identified in this document are indicators of an effective system of internal controls. Charter schools should compare these to its current practices and determine if the charter school's internal controls can be improved. When considering the implementation of any control, charter schools should be reminded that the cost of internal control should not exceed its expected benefits.

The objective of internal controls is to provide management with reasonable, but not absolute, assurance that goals are met; operations are efficient and effective; assets are safeguarded; laws, regulations, and policies are adhered to; and accurate, timely, and reliable data are maintained. Internal control touches all activities of the school, extending beyond the simply the accounting and financial functions. It is important to note that even the best internal controls may breakdown due to management override, collusion, mistake, faulty judgment or cost constraints.

An understanding of the components of internal control is facilitated by referring to relevant audit standards. For example, the AICPA divides internal control into five interrelated components¹: the control environment, risk assessment, control activities, information and communication and monitoring. The overall control environment of the school sets the tone of its people and is the foundation for all other components of internal control by providing discipline and structure.

The school's assessment of relevant risks (any threat to achieving the school's business objectives) helps it form a basis for determining how the risks should be managed. Control activities are those policies and procedures that help ensure that management directives are carried out. The communication of information must be done in a form and time frame that enable people to carry out their responsibilities. Monitoring is an

¹ AICPA Statement on Auditing Standards #78

internal process that assesses the quality of the school's internal control performance over time.

Since this document identifies selected control practices, it focuses on the third component of internal control: control activities. Control activities can be in the form of preventative controls intended to deter inappropriate events from happening. Detective controls are designed to detect and correct undesirable events that have already occurred. Corrective controls either remedy the circumstances that allowed the unauthorized activity or return conditions to what they were before the violation. Control activities can typically be summarized in the following general categories: performance reviews (e.g. actual performance compared to budget), information processing controls, physical controls and segregation of duties.

Before moving to the list of control practices, it is important to highlight a challenge facing charter schools in the area of segregation of duties. Adequate segregation of duties requires that no single individual should have control over two or more phases of a transaction or operation (separate authorization, recordkeeping and custody). While segregation of duties is a basic, key internal control it can be difficult to achieve in charter schools because of relatively small size of these organizations. Appropriate segregation of duties increases the likelihood that innocent errors will be found and corrected and makes deliberate fraud more difficult because it requires collusion of two or more persons. Management should assign responsibilities to ensure a crosscheck of duties and implement additional compensating controls to address the increased risk when duties cannot be adequately segregated.

Compensating controls are less desirable than the separation of duties because compensating controls generally occur after the transaction is complete. However, in some circumstances, charter schools do not have the staff resources to establish adequate separation of duties. In such instances a school should implement compensating controls such as establishing procedures for the periodic review of accounting records to ensure they are up- to-date, complete and accurate; reviewing bank statements and reconciliations on a monthly basis to ensure that cash receipts are properly accounted for and cash disbursements agree with the board's authorizations. Other compensating controls may include periodically pulling and reviewing the supporting documents for selected transactions, taking periodic counts of equipment or other tangible assets and comparing the counts to accounting records to ensure equipment and supplies are on-hand. A less effective compensating control is the preparation and/or review of budget and trend analysis of expenditures. While this does not provide the specific detailed review, it can be a way to identify problem areas where further detailed review needs to take place.

I. Governance

1. The charter school's Conflict of Interest Policy and Employee Handbook addresses conflict of interest transactions with board members and employees. Conflicted transactions should be avoided if at all possible. If such transactions are unavoidable, they should be fully and completely disclosed.
2. The board requires corrective action for issues reported in the CPA's management letter, audit reports, the Single Audit, and consultant reports and ensures that follow-up occurs.
3. The board has established the minimum policies and procedures concerning charter school operations.
4. The board engages in active oversight of the school by routinely receiving and discussing the fiscal reports including: budget status reports, interim financial statements, and cash flow projections.
5. Board members are cognizant of their duties of care, loyalty and obedience. The duty of care requires a board member to be familiar with the organization's finances and activities and to participate regularly in its governance. Duty of loyalty requires that any conflict of interest, real or possible, always be disclosed in advance of joining a board and when they arise. A board has a duty of obedience to insure that the organization complies with applicable laws and regulations and its internal governance documents and policies.
6. The charter school has a long-term financial plan (budget) for both capital projects and operating expenses. Long-term is typically defined as five years, but should at a minimum be consonant with the life of the school's charter.
7. The board ensures that it has the cumulative financial knowledge and expertise to oversee the financial operation of the school and is cognizant of the risks of fraud.
8. Training opportunities are provided, if needed, for board members, school leadership and business staff to ensure they understand their duties and responsibilities and the data provided to them.
9. The charter school's information systems are economical, efficient, current, and up-to-date.
10. The charter school has disaster recovery plan. All computer files are secured with passwords or other controls, backed-up on a regular basis, and stored at an offsite location.

11. Controls are monitored and periodically assessed to determine if they are working effectively.
12. The charter school periodically rotates financial duties or requires all staff to take vacations during which time another staff member performs the duties of the staff on vacation.
13. Committees of the board are established in accordance with Education Law requirement (at least 3 members) and no more committees are established than necessary to efficiently govern the school.
14. A board authorized employee will carry out audit and fiscal oversight responsibilities. This employee will report all findings back to board.

Strategic Planning

15. The charter school establishes a dashboard of key performance indicators that it monitors regularly.
16. When needed to refocus or shift the school's mission, the charter school develops a written strategic plan that includes goals and objectives, performance measures, and strategies to accomplish the goals and objectives. The strategic plan should be considered in developing the charter school's financial plans and budgets.
17. The charter school compares goals and objectives to actual performance, and makes corrections as necessary.

Budget Development and Budget Administration

18. The charter school's board authorized employee will bring to the board's attention items such as the budget timeline, preparation, administration, and budget transfers.
19. The board can articulate the charter school's budgetary objectives including addressing areas such as funding priorities, maintenance of reserves and fund balance, incurrence of short and long-term debt, and replacement of fixed assets.
20. The charter school has procedures in place to ensure that the budget remains in balance throughout the year.
21. The charter school has procedures in place establishing for making budget transfers when required, as well as, material increases/decreases in the budget.

A formal budget amendment should be used to document any material increase or decrease to the budget.

22. The charter school has procedures to maintain and project cash balances throughout the year. Encumbrance accounting, or other methods, may be employed to accomplish this. Year-end cash projections are made regularly, so that the available balance is as accurate as possible and to help ensure the budget is not overspent.
23. The charter school has procedures to compare actual to budgeted expenditures and actual to budgeted revenues along with procedures to project revenue collections and future expenditure needs for the remainder of the year. If a shortfall in projected revenues is expected, or if expenditures are expected to be unexpectedly higher in some areas, the charter school takes timely action to address the issues.
24. A budget status report is provided to the board on a monthly basis and to the individuals responsible for controlling spending.

II. Accounting and Reporting

Assessing Financial Condition

1. The charter school ends the school year with an operating surplus or a planned (not unexpected) deficit.
2. The charter school maintains a reasonable level of unrestricted net assets. The amount should be sufficient to permit the charter school to address shortfalls in revenue or unanticipated expenses.
3. The charter school's unrestricted net assets is at least two percent (or other board designated benchmark) of the subsequent year's budget at year end. The school is aware of the concept of "expendable net assets" (unrestricted net assets less net fixed assets plus debt obtained for long-term purposes) when assessing its financial position.
4. The charter school analyzes the effects of long-term debt on its current and future budgets.

Financial Accounting and Reporting

5. The charter school's accounting system facilitates the preparation of periodic financial reports, including year-end financial statements, in accordance with

generally accepted accounting principles. The charter school contracts with an outside accounting agency to prepare financial reports.

6. The charter school's accounting system is integrated with key business functions including accounts payable, budgeting, general ledger, inventory/depreciation, requisitions and purchase orders, accounts receivable, and payroll.
7. All accounting transactions are supported by adequate documentation. Journal entries are supported by an explanation of the reason for the entry, the amount and evidence of supervisory approval.
8. All accounting records (journals and ledgers) are kept up-to-date and balanced monthly.
9. Revenue, expenditure, payroll, general journal, and general ledger detail reports are printed at year-end and a copy is retained.
10. The charter school has adequate separation of duties for cash receipts, deposits, cash disbursements, disbursement approval, recording transactions, and bank and account reconciliations. Adequate separation of duties requires separating four basic functions - authorization, custody, record keeping, and verification/reporting.
11. The charter school has a working purchase order system that ensures that funds are available before orders are placed. Purchase order will not be issued if there are insufficient funds.
12. The charter school prepares cash flow projections to help determine borrowing needs and the timing and term(s) of investments.
13. Each year after filing its Form 990 with the IRS, the charter school should prepare a copy for public disclosure omitting the names and addresses of all contributors. The charter school must make available "public inspection" a copy of IRS Form 990 and are required to provide copies on request to inquirers. Generally the IRS Form 990 copy should be made available on the same day if the request is made in person or within thirty days in response to written requests made via regular mail, e-mail, facsimile or private delivery. The charter school is allowed to charge for actual postage and a modest copying fee as specified in the regulation. The regulation also notes that those schools that make their IRS Form 990 available on the Internet (in approved formats) would not be required to distribute photocopies.

Auditing

14. The annual financial statements audit and the federal Single Audit, if applicable, are completed and submitted by the due dates.
15. Corrective action plans are prepared for all findings cited in audit reports.

State and Federal Grants

16. All State and federal grant reports are filed on time.
17. The charter school ensures it applies for all the grant funds that a) it is entitled to receive and b) makes sense to pursue after assessing the administrative and other burdens associated with grant. In addition, the charter school has procedures in place so that there is adequate communication and sharing of information within the school concerning active grants.
18. The charter school has considered the appropriateness of including an indirect cost allocation for all applicable grants. Some charter schools may decide to use all of the grant funds for direct costs only.
19. All charges to grants are supported by adequate documentation.
20. Charter school staff is familiar with federal and State compliance requirements for all grants.

III. Revenue and Cash Management

Cash Receipts and Revenue

1. The board has authorized all charter school bank accounts.
2. Procedures are in place to periodically verify that only board-authorized accounts have been established. The charter school's contracted auditor confirms all bank account signature cards for authenticity.
3. Employees who handle cash are bonded.
4. Only board-authorized individuals collect cash and pre-numbered receipt forms are used when the funds are collected.

5. Someone independent of other cash and record keeping functions opens the mail, restrictively endorses all checks, establishes a record of all funds received, and prepares the deposit slip.
6. Someone independent of the record keeping function verifies the funds were, in fact, deposited into the bank. Generally, the person who makes the initial cash receipt list should be the person who checks their list to actual deposits.
7. All cash and checks are kept in a secure location and deposited in the bank on a timely basis. All checks are kept at the office of Cavanaugh & Company, LLP which is located at: 2381 Fruitville Road, Sarasota, FL 34237.
8. Cash balances on the bank statements are reconciled to the cash balances on the accounting records on a monthly basis.
9. The bank account reconciler should obtain bank statements directly from the bank (via mail, pick-up, or other means).
10. The individual responsible for the bank account reconciliations should not have any duties related to cash receipts and disbursements.
11. Once the reconciliations are completed, someone independent of the process should review them for completeness and to ensure they do not include outdated reconciling items.
12. The charter school's management has the collective knowledge to be aware of the revenue and in-kind services to which it is entitled and has procedures in place to ensure it receives the revenue or in-kind services it is entitled to.

Cash Management and Investments

13. The charter school has a procedure to determine if excess cash is available for investment and such amounts are transferred to interest bearing accounts to maximize revenue.
14. A summary record of key information is maintained for all investments to properly monitor and account for investments.
15. The charter school is aware of the risks associated with the limit of FDIC insurance on its deposit accounts and takes reasonable steps to mitigate those risks when it concludes such risk is elevated.

16. Drawdown of grant funds is done in accordance with state and Federal requirements.
17. The charter school has a board approved Petty Cash Policy that is supported by adequate documentation, including the original receipts.

IV. Purchasing and Expenditures

Purchasing

1. The board establishes a purchasing policy and identifies individuals to be responsible for developing and administering the purchasing function and committing the charter school to purchases by approving purchase orders. The board has a finance policy that states all purchases over \$10,000.00 will need to be approved by said board.
2. The charter school establishes and maintains a list of vendors with whom it customarily conducts business.
3. Procedures are established for the initiation, approval, and use of purchase requisitions and purchase orders.
4. All purchase orders are pre-numbered, all numbers are accounted for, and all forms are strictly controlled.
5. All requisitions/purchase orders are reviewed for appropriateness and the necessity of the items ordered.
6. Upon receipt of goods, the charter school verifies the condition, quantity, and quality of the goods prior to payment.

Accounts Payable

7. An accounts payable subsidiary ledger is maintained and its balances are regularly reconciled with vendor statements and general ledger control accounts.
8. Invoices are compared to purchase orders and receiving reports to verify prices, terms, etc. prior to payment.
9. The charter school takes advantage of discounts offered by vendors, when feasible.

10. All consultant services are supported by signed and dated copies of contracts which provide the details, dates, and costs of the services to be provided.
11. All invoices are perforated or stamped at the time the check is signed for payment to prevent paying the same invoice twice.
12. The charter school has procedures to follow up at regular intervals on outstanding purchase orders over 30 days old.

Cash Disbursements

13. The charter school has authorized at least two individuals to sign checks.
14. The charter school requires two signatures on checks.
15. All checks are directly mailed by a board authorized employee.
16. All blank checks and other financial stationery are safeguarded against theft, loss, or misuse.
17. Checks are not written to "cash". Petty cash checks are written to a board authorized employee.

Payroll and Personnel

18. Charter school policies and practices prevent payments to employees in advance of services actually being rendered.
19. Prior supervisory approval is required for overtime.
20. The budget contains a separate line item for substitutes to permit analyzing its use and the potential need for additional staffing.
21. The charter school maintains adequate supporting documentation (e.g. time sheets, leave accruals, etc.) for payroll to ensure that payments are made only for services actually rendered.
22. Each hourly/contract employee must submit a time sheet or record of accrual usage for review and approval by a supervisor or management.
23. Authorizations are maintained to support all deductions from payroll checks.

24. Each payroll register is reviewed, approved, and certified by an employee designated by the board to ensure the payments are accurate and justified.
25. References and credentials are routinely verified to ensure prospective employees possess the necessary qualifications.
26. The charter school requires and maintains written authorizations for changes in salaries, hiring, etc.
27. The charter school has a system to track employee leave accruals.
28. The charter school requires periodic evaluations for all of its employees.
29. Duties are adequately separated so that the individual processing payroll transactions is different from the individuals with responsibility for the general ledger function, payroll distribution, and reconciliation of the payroll bank account.
30. All payroll changes are authorized and documented in writing.
31. Procedures are in place to comply with IRS and the state of Florida.
32. The charter school has procedures to ensure individuals working for the charter school are properly classified as employees (W-2s) or independent contractors (1099s) according to the circumstances.
33. The charter school has procedures to ensure current and prospective employees are fingerprinted.

Travel and Conferences

34. Attendance at conferences is approved in advance by the Principal.
35. The charter school pays for registration costs and lodging associated with said approved conferences.
36. The charter school's employee handbook requires employees to provide an oral or written account of the benefits derived from attendance at conferences.
37. The charter school has policies which describe the circumstances when it is appropriate for providing food and beverages at meetings, training, and conferences sponsored by the charter school.

V. Facilities, Equipment and Inventory Controls

Facilities Maintenance

1. The charter school has a long-range plan for educational facilities and equipment replacement purchases.
2. The charter school monitors its energy use and has considered ways to reduce energy use and expenses.

Facilities Construction

3. The charter school is aware of the requirements for planning, implementing, and completing school construction projects and has procedures to ensure it obtains the necessary approvals and building permits for school construction projects.
4. The charter school has systems in place to guard against the cost of construction, including charge orders, from exceeding the amount authorized and budgeted.
5. The charter school has a process for retaining records and considers it in determining whether the budget is overspent.
6. The charter school utilizes the appropriate professionals in the facilities construction process including architects, bond counsel and financial advisors, as needed.

Inventory Controls

7. Fixed asset account values are recorded at cost or fair market value at the time of acquisition.
8. The charter school has a depreciation policy that is in conformity with GAAP and maintains adequate documentation related to fixed assets.
9. An annual physical inspection is performed to determine that all assets are present, in usable condition, located in the assigned area, and accurately recorded on the fixed asset records.
10. The charter school has an individual assigned with the responsibility for maintaining a system to track its fixed assets inventory.
11. All assets, \$750.00 or over, are marked, inventoried, or tagged with ownership identification decals.

12. The inventory system includes all of the information necessary to maintain complete and accurate records.
13. The inventory system is updated to ensure that changes in assets, such as location or disposition, are reflected in the inventory system.
14. Charter school property, equipment, and inventory are secured in a safe location.
15. The charter school has a policy for the use of charter school-owned assets, such as computers, iPads, and vehicles that limit the use to conducting official charter school business only. The policy should be prudent and reasonable.

VI. Student Related Data

Attendance

1. The charter school has a comprehensive attendance policy and procedures for taking attendance.
2. The charter school maintains a record of each student's presence, absence, tardiness, and early departure in a register of attendance.
3. The charter school records the reason for absence, tardiness, or early departure.
4. The charter school has a well documented system for attendance taking. The system should establish specific steps and identify the individuals responsible for the recording of attendance and communicating expectations to the individuals responsible for making entries in the attendance register.
5. Adequate controls over the input and access to data related to attendance have been implemented.
6. Student attendance records are reviewed to ensure records are current and accurate.

Reliability of Student Performance Data

7. The charter school has assigned staff responsibility for the accumulation of test score, enrollment, and cohort data.

8. The charter school provides adequate guidance, instruction, and training to the parties responsible for student performance data and reporting.
9. Charter school staff review data published on the School Report Card.
10. The charter school has controls to ensure student performance data (i.e. FCAT, enrollment, attendance, test results, etc.) are secured, input is reliable, and output is accurate.
11. The charter school follows the district and state policies and procedures to ensure all students who should be tested are tested.

**SARASOTA SCHOOL OF ARTS
AND SCIENCES, INC.**

**A CHARTER SCHOOL AND
COMPONENT UNIT OF
THE SCHOOL BOARD OF SARASOTA COUNTY**

**FINANCIAL STATEMENTS
June 30, 2012**

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INDEPENDENT AUDITOR'S REPORT

Board of Directors
Sarasota School of Arts and Sciences, Inc.
Sarasota, Florida

We have audited the accompanying financial statements of the governmental activities and General Fund of Sarasota School of Arts and Sciences, Inc. (a Charter School and component unit of the School Board of Sarasota County, Florida) as of and for the year ended June 30, 2012, which collectively comprise the Charter School's basic financial statements as listed in the table of contents. These financial statements are the responsibility of the management of the Charter School. Our responsibility is to express opinions on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Charter School's internal control over financial reporting. Accordingly, we express no such opinion. An audit also includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements, assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinions.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and General Fund of Sarasota School of Arts and Sciences, Inc. as of June 30, 2012, and the respective changes in financial position and budgetary comparison for the General Fund for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated November 1, 2012, on our consideration of the Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

Accounting principles generally accepted in the United States of America require that Management's Discussion and Analysis on pages 3 through 7 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Mauldin & Jenkins, LLC

Bradenton, Florida
November 1, 2012

SARASOTA SCHOOL OF ARTS AND SCIENCES, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA

MANAGEMENT'S DISCUSSION AND ANALYSIS

June 30, 2012

(Unaudited)

The following pages represent the Management's Discussion and Analysis (MD&A) of Sarasota School of Arts and Sciences, Inc. ("School") It depicts and reviews the financial picture and activities as of June 30, 2012.

The intent of this MD&A is to present a picture and assessment of the School's financial performance in an effort to more clearly demonstrate to readers the results of this year's financial operation. Readers should also review the basic financial statements and notes to enhance their understanding of Sarasota School of Arts and Sciences, Inc.'s financial performance.

Using the Financial Statements

This financial report includes a series of financial statements and notes to those financial statements. These statements are organized so the reader can understand Sarasota School of Arts and Sciences, Inc. as a financial whole, or as an entire operating entity.

The Statement of Net Assets and the Statement of Activities provide information about the activities of the school as a whole, presenting both an aggregate view of the School's finances and a longer-term view of those finances. The General Fund statements provide more detail. These statements show how services were financed in the short-term as well as what financial resources remain for future spending.

Financial Highlights

Statement of Net Assets

	<u>2012</u>	<u>2011</u>	<u>\$ Change</u>	<u>% Change</u>
Current and other assets	\$ 3,398,377	6,115,734	(2,717,357)	
Capital assets	<u>7,884,005</u>	<u>8,422,291</u>	<u>(538,286)</u>	
Total assets	<u>\$ 11,282,382</u>	<u>14,538,025</u>	<u>(3,255,643)</u>	-22%
Current liabilities	\$ 766,896	628,717	138,179	
Noncurrent liabilities	<u>10,793,758</u>	<u>11,018,675</u>	<u>(224,917)</u>	
Total liabilities	<u>\$ 11,560,654</u>	<u>11,647,392</u>	<u>(86,738)</u>	-1%
Invested in capital assets, net of related debt	\$ (2,811,380)	473,479	(3,284,859)	
Restricted	1,429,696	1,499,992	(70,296)	
Unrestricted	<u>1,103,412</u>	<u>917,162</u>	<u>186,250</u>	
Total net asset deficit	<u>\$ (278,272)</u>	<u>2,890,633</u>	<u>(3,168,905)</u>	-110%

SARASOTA SCHOOL OF ARTS AND SCIENCES, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA

MANAGEMENT'S DISCUSSION AND ANALYSIS

June 30, 2012

(Unaudited)

Total Assets decreased by -22% (\$3,255,643) for the year ended June 30, 2012, compared to the year ended June 30, 2011. This decrease was mainly attributed to the demolition of the school's original, main school facility. Phase two of the school's construction process required the demolition of the main building, which is now our new gymnasium.

Total Liabilities decreased by 1% for the year ended June 30, 2012, compared to the year ended June 30, 2011. This decrease was largely due to a principal reduction of \$209,420 associated with the long-term debt and capital leases.

Capital Assets and Long-Term Debt Administration

Capital Assets

	Governmental Activities		
	2012	2011	Change
Capital assets, not being depreciated:			
Land	\$ 77,625	77,625	--
Construction in progress	1,023,281	3,710,614	(2,687,333)
Total capital assets not being depreciated	1,100,906	3,788,239	(2,687,333)
Capital assets, being depreciated:			
Building and improvements	\$ 6,355,608	4,912,164	1,443,444
Furniture, fixtures and equipment	921,103	710,203	210,900
Motor vehicles	152,064	156,574	(4,510)
Property under capital leases	402,721	532,165	(129,444)
Total capital assets being depreciated	\$ 7,831,496	6,311,106	1,520,390

Sarasota School of Arts and Sciences, Inc. has invested in a variety of capital assets including real property, building improvements, furniture, fixtures, and other equipment. Total capital assets at June 30, 2012, amount to \$7,884,005, net of accumulated depreciation.

See Note C to the financial statements for a detail of the activity during the fiscal year and other related information.

Long-Term Debt

	Governmental Activities		
	2012	2011	Change
Bonds payable and capital leases	\$ 10,936,070	11,060,847	(124,777)

SARASOTA SCHOOL OF ARTS AND SCIENCES, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA

MANAGEMENT'S DISCUSSION AND ANALYSIS

June 30, 2012

(Unaudited)

Long-term debt at June 30, 2012, consisted of bonds payable and obligations under capital leases. The bonds had a year-end balance of \$10,891,372 and the capital lease obligations had a balance of \$44,698.

See Note E to the financial statements for a detail of the activity during the fiscal year and other related information.

Statement of Activities

	<u>2012</u>	<u>2011</u>	<u>\$ Change</u>	<u>% Change</u>
Revenues				
Program Revenues				
Operating grants and contributions	\$ 34,457	38,142	(3,685)	
Capital grants and contributions	--	42,000	(42,000)	
General Revenues				
Local	5,835,166	5,751,067	84,099	
Investment return	15,215	36,095	(20,880)	
Total revenues	<u>5,884,838</u>	<u>5,867,304</u>	<u>17,534</u>	0%
Expenses				
Instruction	3,203,246	3,480,465	(277,219)	
Support services				
Pupil personnel services	34,993	36,196	(1,203)	
Instructional media services	93,610	80,485	13,125	
Instructional staff training	8,813	21,603	(12,790)	
Board	51,742	25,586	26,156	
General administration	48,947	111,572	(62,625)	
School administration	715,077	730,453	(15,376)	
Fiscal services	28,242	52,706	(24,464)	
Pupil transportation services	111,836	82,394	29,442	
Operation of plant	342,686	314,062	28,624	
Maintenance of plant	286,125	335,508	(49,383)	
Loss on disposal of capital assets	123,440	--	123,440	
Interest and fiscal charges on long-term debt	725,698	735,494	(9,796)	
Total expenses	<u>5,774,455</u>	<u>6,006,524</u>	<u>(232,069)</u>	-4%
Special Item				
Loss on demolition of school building	3,279,288	--	3,279,288	
Change in net assets	(3,168,905)	(139,220)	(3,029,685)	
Beginning net assets	<u>2,890,633</u>	<u>3,029,853</u>	<u>(139,220)</u>	
Ending net assets (deficit)	<u>\$ (278,272)</u>	<u>2,890,633</u>	<u>(3,168,905)</u>	-110%

SARASOTA SCHOOL OF ARTS AND SCIENCES, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA

MANAGEMENT'S DISCUSSION AND ANALYSIS

June 30, 2012

(Unaudited)

Total Revenue increased by 0% (\$17,534) for the year ended June 30, 2012, compared to the year ended June 30, 2011. This increase was due to sustained student population and a small increase to state and local funding.

Total Expenses decreased by -4% (\$232,069) for the year ended June 30, 2012, compared to the year ended June 30, 2011. This decrease was due to a concerted effort to reduce expenses for budget purposes and the reduction of the expenses related to our building project.

The largest revenue source for Sarasota School of Arts and Sciences, Inc. is the Florida Education Finance Program (FEFP), which allocates funds based on the number and type of students enrolled in our school. Grants and fundraising account for the second largest source of revenue.

Special Item

During 2012 Sarasota School of Arts and Sciences, Inc. demolished the old school building and the gymnasium and sport facility is now being constructed on that site. The remaining asset value of the old building was \$3,279,288 and was removed from capital assets. This resulted in a loss being recorded.

General Fund Budgetary Highlights

During the year there were no increases or decreases in budget appropriations between the original budget and final amended budget.

Economic Factors and Next Year's Budget

The viability, and the future goals of Sarasota School of Arts and Sciences, Inc., is based on the continuation of conservative, yet innovative and creative, financial management. This management style has allowed the School to construct the new educational facilities. Moving into the school building midyear did not deter us from continuing to meet the academic needs of our student body as reflected in our "A" Grade earned from the Florida Department of Education. Our School was awarded the designation of "High Performing Charter School" by the state of Florida, which has given us many advantages including a reduction of 3% in our sponsor cost. In addition, our school was rated by the Florida Department of Education, scoring 12th in the State, and 1st in all of Sarasota, Manatee, and Charlotte counties. We have been able to maintain our savings account; with a year-end unrestricted cash amount of \$1,131,633. We were extremely pleased that we were able to maintain our BBB- rating from Standards and Poors.

SARASOTA SCHOOL OF ARTS AND SCIENCES, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA

MANAGEMENT'S DISCUSSION AND ANALYSIS

June 30, 2012

(Unaudited)

The goal for the 2012-2013 school year is to maintain our student population of 750; our waiting list allows us to fill any spaces made by attrition. This stable student population and the full time equivalent (FTE) revenue that it brings, along with the additional financial support of a continued portion of the District's 1.5 mil contribution to charter schools in the amount of \$303,150, will allow us to meet our Debt Service Ratio without cutting into or diminishing any of our outstanding programs and curricula offered at the Sarasota School of Arts and Sciences, Inc. The aforementioned revenue will permit us to continue our stellar academic program, meet and exceed our student technology needs, build our athletics' program, as well as cyclical replacement of furniture and materials. We do expect our unrestricted cash amount to decrease in the 2012-2013 school year end, as we expense out-of-pocket costs at the completion of the construction project. All of the achievements discussed above, coupled with our successful financial management techniques, will ensure that Sarasota School of Arts and Sciences, Inc. continues to be Sarasota County's highest performing middle school.

Requests for Information

This financial report is designed to provide a general overview of Sarasota School of Arts and Sciences, Inc.'s finances for those with an interest in the entity's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Principal.

For further information contact:

Tara Tahmosh-Newell, Principal
645 Central Avenue
Sarasota, Florida 34236
Telephone: 941-330-1855, Ext. 454
taratahmosh@ssas.org

SARASOTA SCHOOL OF ARTS AND SCIENCES, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA
STATEMENT OF NET ASSETS
June 30, 2012

ASSETS	Governmental Activities
Current assets	
Cash	\$ 1,131,633
Restricted cash	834,598
Accounts receivable	86,374
Prepaid items	78,690
Total current assets	2,131,295
Noncurrent assets	
Restricted cash	835,783
Capital assets, net of accumulated depreciation	7,884,005
Unamortized bond costs	408,554
Other assets	22,745
TOTAL ASSETS	\$ 11,282,382
LIABILITIES AND NET ASSETS	
Current liabilities	
Accounts payable	\$ 2,589
Accrued salaries payable	156,748
Retirement plan payable	40,840
Accrued interest payable	353,561
Note payable	70,846
Current portion of bonds payable	125,000
Current portion of capital leases payable	17,312
Total current liabilities	766,896
Noncurrent liabilities	
Bonds payable	10,766,372
Capital leases payable	27,386
Total liabilities	11,560,654
Net asset deficit	
Invested in capital assets, net of related debt	(2,811,380)
Restricted	
Debt service	1,314,536
Renewal and replacement funds	115,160
Unrestricted	1,103,412
Total net asset deficit	(278,272)
TOTAL LIABILITIES AND NET ASSETS	\$ 11,282,382

The notes to financial statements are an integral part of this statement.

SARASOTA SCHOOL OF ARTS AND SCIENCES, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA
STATEMENT OF ACTIVITIES
Year Ended June 30, 2012

	Expenses	Operating Grants and Contributions	Capital Grants and Contributions	Net (Expense) Revenue and Changes in Net Assets
Functions/Programs				
Governmental activities				
Instruction	\$ 3,203,246	34,457	--	(3,168,789)
Support services				
Pupil personnel services	34,993	--	--	(34,993)
Instructional media services	93,610	--	--	(93,610)
Instructional staff training	8,813	--	--	(8,813)
Board	51,742	--	--	(51,742)
General administration	48,947	--	--	(48,947)
School administration	715,077	--	--	(715,077)
Fiscal services	28,242	--	--	(28,242)
Pupil transportation services	111,836	--	--	(111,836)
Operation of plant	342,686	--	--	(342,686)
Maintenance of plant	286,125	--	--	(286,125)
Loss on disposal of capital assets	123,440	--	--	(123,440)
Interest and fiscal charges on long-term debt	725,698	--	--	(725,698)
	<u>\$ 5,774,455</u>	<u>34,457</u>	<u>--</u>	<u>(5,739,998)</u>
General revenues				
Local				5,835,166
Investment return				15,215
Total general revenues				5,850,381
Special Item				
Loss on demolition of school building				3,279,288
Change in net assets				(3,168,905)
Net assets, July 1, 2011				2,890,633
Net assets, June 30, 2012				\$ (278,272)

The notes to financial statements are an integral part of this statement.

SARASOTA SCHOOL OF ARTS AND SCIENCES, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA
BALANCE SHEET—GENERAL FUND
June 30, 2012

ASSETS		
Cash		\$ 1,131,633
Restricted cash		1,670,381
Accounts receivable		86,374
Prepaid items		78,690
Other assets		<u>22,745</u>
TOTAL ASSETS		<u>\$ 2,989,823</u>
LIABILITIES AND FUND BALANCE		
Liabilities		
Accounts payable		\$ 2,589
Accrued salaries payable		156,748
Retirement plan payable		40,840
Note payable		<u>70,846</u>
Total liabilities		271,023
Fund balance		
Nonspendable		
Prepaid Items		78,690
Restricted		
Renewal and replacement funds		115,160
Debt service		1,314,536
Unassigned		<u>1,210,414</u>
Total fund balance		<u>2,718,800</u>
TOTAL LIABILITIES AND FUND BALANCE		<u>\$ 2,989,823</u>

The notes to financial statements are an integral part of this statement.

SARASOTA SCHOOL OF ARTS AND SCIENCES, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA
RECONCILIATION OF THE BALANCE SHEET—GENERAL FUND
TO THE STATEMENT OF NET ASSETS
June 30, 2012

Total fund balance, Balance Sheet, General Fund	\$	2,718,800
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Amounts reported in the Statement of Net Assets are different because

Capital assets used in governmental activities are not financial resources and, therefore, not reported in the General Fund.

Capital assets	8,932,402	
Less accumulated depreciation	<u>(1,048,397)</u>	7,884,005

Other noncurrent assets used in governmental activities are not financial resources and, therefore, not reported in the General Fund.

Bond issue costs		408,554
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Noncurrent liabilities are not due and payable in the current period and, therefore, not reported in the General Fund.

Bonds payable	(10,891,372)	
Accrued interest payable	(353,561)	
Capital leases payable	<u>(44,698)</u>	<u>(11,289,631)</u>

Total net assets, Statement of Net Assets		<u>\$ (278,272)</u>
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The notes to financial statements are an integral part of this statement.

SARASOTA SCHOOL OF ARTS AND SCIENCES, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE—
BUDGET AND ACTUAL—GENERAL FUND
Year Ended June 30, 2012

	<u>Budgeted Amounts</u>			
	<u>Original</u>	<u>Final</u>	<u>Actual</u>	<u>Variance</u>
Revenues				
Federal through local	\$ 44,000	44,000	68,905	24,905
State through local	4,376,804	4,376,804	4,112,228	(264,576)
Local	<u>1,677,688</u>	<u>1,677,688</u>	<u>1,703,705</u>	<u>26,017</u>
Total revenues	<u>6,098,492</u>	<u>6,098,492</u>	<u>5,884,838</u>	<u>(213,654)</u>
Expenditures				
Current				
Instruction	3,027,252	3,027,252	2,911,244	116,008
Pupil personnel services	35,361	35,361	34,993	368
Instructional media services	88,000	88,000	93,610	(5,610)
Instructional staff training	14,500	14,500	8,813	5,687
Board	9,500	9,500	39,630	(30,130)
General administration	38,432	38,432	33,478	4,954
School administration	785,010	785,010	665,777	119,233
Fiscal services	55,000	55,000	28,242	26,758
Pupil transportation services	131,852	131,852	111,836	20,016
Operation of plant	324,500	324,500	341,346	(16,846)
Maintenance of plant	234,333	234,333	285,454	(51,121)
Capital outlay	3,106,258	3,106,258	3,235,336	(129,078)
Debt service				
Principal	120,000	120,000	209,420	(89,420)
Interest and fiscal charges	773,363	773,363	713,205	60,158
Contingency	<u>675,000</u>	<u>675,000</u>	<u>--</u>	<u>675,000</u>
Total expenditures	<u>9,418,361</u>	<u>9,418,361</u>	<u>8,712,384</u>	<u>705,977</u>
Other financing sources (uses)				
Capital lease proceeds	<u>--</u>	<u>--</u>	<u>83,621</u>	<u>83,621</u>
Total other financing sources	<u>--</u>	<u>--</u>	<u>83,621</u>	<u>83,621</u>
Net change in fund balance	<u>(3,319,869)</u>	<u>(3,319,869)</u>	<u>(2,743,925)</u>	<u>575,944</u>
Fund balance, July 1, 2011	<u>5,462,725</u>	<u>5,462,725</u>	<u>5,462,725</u>	<u>--</u>
Fund balance, June 30, 2012	<u>\$ 2,142,856</u>	<u>2,142,856</u>	<u>2,718,800</u>	<u>575,944</u>

The notes to financial statements are an integral part of this statement.

SARASOTA SCHOOL OF ARTS AND SCIENCES, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND
BALANCE—BUDGET AND ACTUAL—GENERAL FUND TO THE STATEMENT OF ACTIVITIES
Year Ended June 30, 2012

Net change in fund balance (actual), Statement of Revenues, Expenditures and Changes in Fund Balance, Budget and Actual, General Fund	\$	(2,743,925)
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Amounts reported in the Statement of Activities are different because

The General Fund reports capital outlays as expenditures. However, in the Statement of Activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. This is the amount by which capital outlays exceeded depreciation expense in the current period.

Capital outlay expenditures	3,235,336	
Less current year depreciation	<u>(370,894)</u>	2,864,442

Debt proceeds provide current financial resources in the General Fund, but issuing debt increases noncurrent liabilities in the Statement of Net Assets. Repayment of principal is an expenditure in the General Fund, but the repayment reduces noncurrent liabilities in the Statement of Net Assets. This is the amount by which repayments exceeded proceeds.

Principal payments on bonds payable and capital leases	209,420	
New capital leases	<u>(83,621)</u>	125,799

The net effect of various transactions involving capital assets (i.e., sales) is to decrease net assets.

Loss on demolition of school building	(3,279,288)	
Loss on disposal of capital assets	<u>(123,440)</u>	(3,402,728)

In the Statement of Activities, some revenues and expenses do not require the source or use of current financial resources and, therefore, are not reported as a revenue or expenditure in the General Fund.

Change in accrued interest	3,120	
Amortization of current year bond discount	(1,022)	
Amortization of current year bond cost	<u>(14,591)</u>	<u>(12,493)</u>

Change in net assets, Statement of Activities	\$	<u><u>(3,168,905)</u></u>
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SARASOTA SCHOOL OF ARTS AND SCIENCES, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA

NOTES TO BASIC FINANCIAL STATEMENTS

NOTE A: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Reporting Entity: Sarasota School of Arts and Sciences, Inc. (the "Charter School") is a not-for-profit corporation formed on February 10, 1997, pursuant to Chapter 617, Florida Statutes, Florida Not-For-Profit Corporation Act. The governing body of the corporation is a Board of Directors of no less than seven members. The Charter School is dedicated to teaching principles of academic excellence and social responsibility to grades 6 – 8 through involvement of students, faculty, parents, mentors, and the community. The Charter School's curriculum emphasizes the arts and sciences encouraging students to learn, think and explore by traditional and nontraditional means.

The general operating authority of the Charter School is contained in Section 1002.33, Florida Statutes. The Charter School operates under a charter of the sponsoring school board, the School Board of Sarasota County, Florida. The current charter is effective until June 30, 2013, and may be renewed by mutual agreement between the Charter School and the School Board. The Charter School is a component unit of the Sarasota County School Board.

Criteria for determining if other entities are potential component units which should be reported within the Charter School's basic financial statements are described in Governmental Accounting Standards Board (GASB) Statement No. 14, as amended by GASB Statement No. 39. The application of these criteria provide for identification of any entities for which the Charter School is financially accountable and other organizations for which the nature and significance of their relationship with the Charter School are such that exclusion would cause the Charter School's basic financial statements to be misleading or incomplete. Based on these criteria, no component units are reported within the reporting entity of the Charter School.

Basis of Presentation: The basic financial statements of the Charter School have been prepared in accordance with accounting principles generally accepted in the United States of America (GAAP) as applied to governmental units. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The GASB has issued a codification of governmental accounting and financial reporting standards. This codification and subsequent GASB pronouncements are recognized as GAAP for state and local governments.

Government-wide and Fund Financial Statements: The Charter School's basic financial statements include both government-wide (reporting on the Charter School as a whole) and fund financial statements (reporting on the General Fund only). Both the government-wide and fund financial statements present governmental activities only. The Charter School has no business-type activities.

SARASOTA SCHOOL OF ARTS AND SCIENCES, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA

NOTES TO BASIC FINANCIAL STATEMENTS

NOTE A: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

In the government-wide Statement of Net Assets, the Charter School reports on a full accrual, economic resource basis, which recognizes all long-term assets and receivables as well as long-term debt and obligations. The Charter School's net assets are reported in three parts (as applicable), invested in capital assets, net of related debt; restricted net assets; and unrestricted net assets.

The government-wide Statement of Activities demonstrates the degree to which the direct expenses of a given function (or segment) are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function or segment. Program revenues include: (1) charges to customers or applicants who purchase, use, or directly benefit from goods, services, or privileges provided by a given function or segment; and (2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function or segment. Unrestricted grants and contributions and other items not properly included among program revenues are reported instead as general revenues.

The financial transactions of the Charter School are reported in an individual fund in the fund financial statements. This fund is accounted for by providing a separate set of self-balancing accounts that comprise its assets, liabilities, fund equity, revenues, and expenditures.

The individual generic fund type in the Charter School's financial statements is a governmental fund. The focus of the governmental fund's measurement (in the fund statements) is upon determination of financial position and changes in financial position (sources, uses and balances of financial resources) rather than upon net income.

The only governmental fund utilized by the Charter School is the General Fund. The General Fund is the general operating fund of the Charter School and is used to account for all of its financial resources.

Measurement Focus, Basis of Accounting, and Financial Statement Presentation: The government-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of the related cash flows.

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the School considers revenues to be available if they are collected within 60 days of the end of the current period. When grant terms provide that the

SARASOTA SCHOOL OF ARTS AND SCIENCES, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA

NOTES TO BASIC FINANCIAL STATEMENTS

NOTE A: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

expenditure of resources is the determining factor for eligibility for Federal, State and other grant resources, revenue is recognized at the time the expenditure is made. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, as well as expenditures related to compensated absences and claims and judgments, are recorded only when payment is due.

Revenues for current operations received from the School Board of Sarasota County, Florida, pursuant to the funding provisions included in the Charter School's charter are considered to be susceptible to accrual and so have been recognized as revenues of the current fiscal period. All other revenue items are considered to be measurable and available only when cash is received by the Charter School.

Budgetary Basis of Accounting: Budgets are presented on the modified accrual basis of accounting. During the fiscal year, expenditures were controlled at the fund level.

For the year ended June 30, 2012, expenditures exceeded appropriations for various functions. These were covered by positive variances in other functions which resulted in a net total positive variance overall.

Cash: The Charter School's cash consists of demand deposits with financial institutions insured by federal depository insurance. The Charter School has no cash equivalents.

Capital Assets: Capital assets are capitalized at cost, or estimated historical cost for assets where actual historical cost is not available. Donated assets are recorded at fair market value at the date of donation. The Charter School maintains a capitalization threshold of \$500 for capital asset additions. Capital assets are recorded in the entity-wide financial statements, but are not reported in the fund financial statements. All capital assets are depreciated using the straight-line method over their estimated useful lives. Useful lives vary from 5 to 40 years for buildings and improvements, 3 to 10 years for furniture, fixtures, and equipment, 5 years for motor vehicles, and 5 to 7 years for property under capital leases.

Fund Equity: Fund equity at the governmental fund financial reporting level is classified as "fund balance." Fund equity for all other reporting is classified as "net assets."

Fund Balance: Generally, fund balance represents the difference between the assets and liabilities under the current financial resources measurement focus of accounting. In the fund financial statements, governmental funds report fund balance classifications that comprise a

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NOTES TO BASIC FINANCIAL STATEMENTS

NOTE A: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

hierarchy based primarily on the extent to which the Charter School is bound to honor constraints on the specific purposes for which amounts in those funds can be spent. Fund balances are classified as follows:

- *Nonspendable:* Fund balances are reported as nonspendable when amounts cannot be spent because they are either: (a) not in spendable form (i.e., items that are not expected to be converted to cash) or (b) legally or contractually required to be maintained intact.
- *Restricted:* Fund balances are reported as restricted when there are limitations imposed on their use either through the enabling legislation adopted by the Charter School or through external restrictions imposed by creditors, grantors or laws or regulations of other governments.
- *Committed:* Fund balances are reported as committed when they can be used only for specific purposes pursuant to constraints imposed by formal action of the Board of Directors. Only the Board of Directors may modify or rescind the commitment.
- *Assigned:* Fund balances are reported as assigned when amounts are constrained by the Charter School's intent to be used for specific purposes, but are neither restricted nor committed. Currently there is no one authorized to assign fund balances.
- *Unassigned:* Fund balances are reported as unassigned as the residual amount when the balances do not meet any of the above criterion. The Charter School reports positive unassigned fund balance only in the General Fund. Negative unassigned fund balances may be reported in other funds should the Charter School establish other funds at a later time.

Flow Assumptions: When both restricted and unrestricted amounts of fund balance are available for use for expenditures incurred, it is the Charter School's policy to use restricted amounts first and then unrestricted amounts as they are needed. For unrestricted amounts of fund balance, it is the Charter School's policy to use fund balance in the following order:

- Committed
- Assigned
- Unassigned

Net Assets: Net assets represent the difference between assets and liabilities in reporting which utilizes the economic resources measurement focus. Net assets invested in capital assets, net of related debt, consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowing used (i.e., the amount that the Charter School has spent) for the acquisition, construction or improvement of those assets. Net assets are reported as restricted using the same definition as used for restricted fund balance as described in the section above. All other net assets are reported as unrestricted.

SARASOTA SCHOOL OF ARTS AND SCIENCES, INC.
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NOTES TO BASIC FINANCIAL STATEMENTS

NOTE A: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

The Charter School applies restricted resources first when an expense is incurred for purposes for which both restricted and unrestricted net assets are available.

Revenue Sources: Revenues for current operations are received primarily from the School Board of Sarasota County pursuant to the funding provisions included in the Charter School's charter. In accordance with the funding provisions of the charter and Section 1002.33(17), Florida Statutes, the Charter School reports the number of full-time equivalent (FTE) students and related data to the School Board of Sarasota County. Under the provisions of Section 1011.62, Florida Statutes, the School Board of Sarasota County reports the number of full-time equivalent (FTE) students and related data to the Florida Department of Education (FDOE) for funding through the Florida Education Finance Program (FEFP). Funding for the Charter School is adjusted during the year to reflect the revised calculations by the FDOE under the Florida Education Finance Program and the actual weighted full-time equivalent students reported by the Charter School during the designated full-time equivalent student survey periods.

The Charter School also receives Federal awards for the enhancement of various educational programs. Federal awards are generally received based on applications submitted to and approved by various granting agencies. For Federal awards in which a claim to these grant proceeds is based on incurring eligible expenditures, revenue is recognized to the extent that eligible expenditures have been incurred.

Additional revenues are derived from various fund-raising activities, contributions, and interest earned.

Estimates: The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

NOTE B – CASH

Cash: Custodial credit risk is the risk that in the event of bank failure, the Charter School's deposits may not be returned. The Charter School can mitigate this risk by depositing funds in financial institutions insured by federal depository insurance. At June 30, 2012, the carrying amount of the Charter School's deposits was \$2,802,014 and bank balances were \$2,826,887. The Charter School had uninsured balances at June 30, 2012 of \$2,076,887.

SARASOTA SCHOOL OF ARTS AND SCIENCES, INC.
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NOTES TO BASIC FINANCIAL STATEMENTS

NOTE B – CASH (CONTINUED)

Restricted Cash: At June 30, 2012, the Charter School reported restricted cash in the amount of \$1,670,381. These funds are restricted by a Loan and Trust Agreement with Sarasota County, Florida, related to the Educational Facilities Revenue Bonds, Series 2010, and are restricted for project related costs in the amount of \$240,685, bond reserves in the amount of \$835,783, renewal and replacement funds in the amount of \$115,160, and capitalized interest in the amount of \$478,753.

NOTE C: CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2012, was as follows:

	<u>Beginning Balance</u>	<u>Additions</u>	<u>Deletions</u>	<u>Ending Balance</u>
Governmental activities				
Capital assets, not being depreciated				
Land	\$ 77,625	--	--	77,625
Construction in progress	<u>3,710,614</u>	<u>2,852,963</u>	<u>5,540,296</u>	<u>1,023,281</u>
Total capital assets not being depreciated	<u>3,788,239</u>	<u>2,852,963</u>	<u>5,540,296</u>	<u>1,100,906</u>
Capital assets, being depreciated				
Building and improvements	4,805,091	5,569,626	4,021,792	6,352,925
Leasehold improvements	107,073	--	104,390	2,683
Furniture, fixtures and equipment	710,203	269,422	58,522	921,103
Motor vehicles	156,574	--	4,510	152,064
Property under capital leases	532,165	83,621	213,065	402,721
Total capital assets being depreciated	<u>6,311,106</u>	<u>5,922,669</u>	<u>4,402,279</u>	<u>7,831,496</u>
Less accumulated depreciation for				
Building and improvements	775,253	159,224	743,355	191,122
Leasehold improvements	20,380	10,439	30,373	446
Furniture, fixtures and equipment	470,997	93,959	54,730	510,226
Motor vehicles	73,403	30,413	4,510	99,306
Property under capital leases	337,021	76,859	166,583	247,297
Total accumulated depreciation	<u>1,677,054</u>	<u>370,894</u>	<u>999,551</u>	<u>1,048,397</u>
Total capital assets being depreciated, net	<u>4,634,052</u>	<u>5,551,775</u>	<u>3,402,728</u>	<u>6,783,099</u>
Capital assets, net	<u>\$ 8,422,291</u>	<u>8,404,738</u>	<u>8,943,024</u>	<u>7,884,005</u>

SARASOTA SCHOOL OF ARTS AND SCIENCES, INC.
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NOTES TO BASIC FINANCIAL STATEMENTS

NOTE C: CAPITAL ASSETS (CONTINUED)

Depreciation expense in the amount of \$370,894 for the year ended June 30, 2012, was allocated to the following governmental functions:

Instruction	\$ 292,002
Board	12,110
General administration	15,469
School administration	49,300
Operation of plant	1,342
Maintenance of plant	671
	<u>370,894</u>
	<u>\$ 370,894</u>

NOTE D: SHORT-TERM DEBT

In June 2012, the Charter School signed an agreement to finance their property insurance premiums for fiscal year 2012-2013. The total premiums for this policy are \$78,691 and the Charter School made a down payment of \$7,845. Therefore, the remaining balance of \$70,846 has been recorded as a short-term note payable. The policy will be paid over 10 months starting July 27, 2012, at an interest rate of 6.72%. The entire policy is recorded as a prepaid expense/expenditure.

NOTE E: LONG-TERM DEBT

Long-term debt activity for the year ended June 30, 2012, was as follows:

	Beginning Balance	Additions	Reductions	Ending Balance	Due Within One Year
Governmental activities					
Bonds payable	\$ 11,040,000	--	(120,000)	10,920,000	125,000
Less discount	(29,650)	--	1,022	(28,628)	--
	<u>11,010,350</u>	<u>--</u>	<u>(118,978)</u>	<u>10,891,372</u>	<u>125,000</u>
Capital leases payable	<u>50,497</u>	<u>83,621</u>	<u>89,420</u>	<u>44,698</u>	<u>17,312</u>
	<u>\$ 11,060,847</u>	<u>83,621</u>	<u>(29,558)</u>	<u>10,936,070</u>	<u>142,312</u>

SARASOTA SCHOOL OF ARTS AND SCIENCES, INC.
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NOTES TO BASIC FINANCIAL STATEMENTS

NOTE E: LONG-TERM DEBT (CONTINUED)

The Charter School executed a Loan and Trust Agreement with Sarasota County, Florida, for the issuance of \$11,040,000 in Educational Facilities Revenue Bonds dated June 28, 2010. Pursuant to this agreement, the proceeds of the bond are to be used to: (1) refinance certain obligations of the Charter School, which has resulted in the current refunding of the outstanding Sarasota County, Florida Industrial Development Revenue Bond, Series 2004; (2) refinance other indebtedness of the Charter School; (3) finance the construction of certain educational facilities; (4) fund a debt service reserve; (5) fund capitalized interest for a period of one year after their issuance; (6) pay a termination fee on an interest rate swap related to the refunded bond; and (7) pay the costs of issuance.

The issue consists of \$1,000,000 of term bonds due July 1, 2017, with an interest rate of 5.20%, \$3,505,000 of term bonds due July 1, 2030, with an interest rate of 6.75%, and \$6,535,000 of term bonds due July 1, 2040, with an interest rate of 6.50%. All three series of term bonds are subject to mandatory sinking fund redemption on July 1 of each year as follows:

	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2013	\$ 125,000	703,873	828,873
2014	135,000	697,113	832,113
2015	140,000	689,963	829,963
2016	150,000	682,423	832,423
2017	160,000	674,363	834,363
2018-2022	945,000	3,211,163	4,156,163
2023-2027	1,315,000	2,835,156	4,150,156
2028-2032	1,830,000	2,309,344	4,139,344
2033-2037	2,545,000	1,597,213	4,142,213
2038-2041	3,575,000	562,088	4,137,088
	<u>\$ 10,920,000</u>	<u>13,962,699</u>	<u>24,882,699</u>

As security for the obligation to make all payments due, and to perform all obligations, the Charter School grants a security interest of its revenues, deposit accounts, goods, equipment, inventory, fixtures, accessions and investment property.

The bonds contain certain restrictions and covenants. At June 30, 2012, the Charter School was in compliance with the debt covenants.

SARASOTA SCHOOL OF ARTS AND SCIENCES, INC.
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NOTES TO BASIC FINANCIAL STATEMENTS

NOTE F: CAPITAL LEASES

The Charter School leases a copier under a capital lease agreement. The lease began in September 2011 and expires in September 2016. The lease includes monthly payments of \$799, and a fair market purchase option at the end of the lease term.

The Charter School leases a bus under a capital lease agreement. The lease began in September 2009, and expires in September 2012. The lease includes monthly payments of \$2,804.

Future minimum lease payments under these capital leases are as follows:

<u>Year Ending June 30</u>		
2013	\$	18,002
2014		9,588
2015		9,588
2016		<u>8,990</u>
Total minimum lease payments		46,168
Less amount representing interest		<u>1,470</u>
Present value of minimum lease payments	\$	<u><u>44,698</u></u>

NOTE G: RETIREMENT PLAN

The Charter School sponsors a defined contribution pension plan that covers all full-time employees that have met certain age and service requirements. The School's contributions to the plan are 6% of eligible employees' wages. Employees are vested in the plan according to a schedule. For the year ended June 30, 2012, the School's retirement plan contributions were \$129,605.

SARASOTA SCHOOL OF ARTS AND SCIENCES, INC.
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NOTES TO BASIC FINANCIAL STATEMENTS

NOTE H: LOCAL REVENUE SOURCES

The following is a schedule of local revenue sources and amounts:

Source	Amount
Federal through local	
IDEA grant	\$ 37,500
Florida merit money	29,053
Education Jobs grant	2,352
Subtotal	68,905
State through local	
Base funding (less administrative fee)	2,943,600
Reading instruction	27,452
School Recognition funds	47,670
Classroom for Kids	680,583
Discretionary lottery	2,296
Instructional materials	59,701
Other miscellaneous state revenue	166,096
Charter school capital outlay	184,830
Subtotal	4,112,228
Local	
Discretionary local effort	510,308
Referendum millage allocation	682,230
Local capital outlay millage funds	416,160
Grants/donations/fundraising	76,880
Other miscellaneous revenue	18,127
Subtotal	1,703,705
Total	\$ 5,884,838

SARASOTA SCHOOL OF ARTS AND SCIENCES, INC.
A CHARTER SCHOOL AND COMPONENT UNIT OF
THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA

NOTES TO BASIC FINANCIAL STATEMENTS

NOTE I: CONSTRUCTION COMMITMENT

During March 2010, the Charter School entered into an agreement with a contractor for the demolition of existing school structures, and the architectural, engineering and construction services to build a new three story building and freestanding gym and sports facilities. The original amount of the contract was \$6,500,000 with \$350,000 for design/pre-construction work and \$6,150,000 for the construction of the buildings. On July 18, 2011, the Charter School entered into an amendment for this contract. The agreement increased the contract from \$6,500,000 to \$7,093,485 which was due to issues the contractor encountered during the installation of the air conditioning. The agreement also granted an absolute credit to the School to apply against a rain tank change order in the amount of \$20,485. The agreement also granted a conditional credit to the school totaling \$15,985, if the temporary certificate of occupancy was not issued for the three story main structure by August 15, 2011, and a credit of \$15,985 for each month thereafter until the temporary certificate of occupancy was issued. The project completion date was not met and the total credits due the school totaled \$84,425. This is included in accounts receivable as of June 30, 2012, and was credited against building expenditures.

During the year, the new school was opened and the old school building was demolished resulting in a loss on the disposal of \$3,279,288. The gymnasium and sport facility is now being constructed on that site and costs incurred to date in the amount of \$1,023,281 have been recorded in construction in progress. The anticipated completion date is November 2012.

NOTE J: INVESTED IN CAPITAL ASSETS, NET OF RELATED DEBT

During 2012 the Charter School demolished the old school building and the remaining asset value of \$3,279,288 was removed from capital assets and a loss was recorded. The bonds issued for the construction of the new school included a defeasance of \$2,924,251 relating to bonds that were issued for the construction of the old school building that no longer exists. The resulting effect is a negative balance in "Invested in capital assets, net of related debt" of \$(2,811,380) as of June 30, 2012.

NOTE K: SUBSEQUENT EVENTS

The Charter School has evaluated all subsequent events through November 1, 2012, the date the financial statements were available to be issued.



**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON
COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL
STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT
AUDITING STANDARDS***

Board of Directors
Sarasota School of Arts and Sciences, Inc.
Sarasota, Florida

We have audited the financial statements of the governmental activities and General Fund of Sarasota School of Arts and Sciences, Inc., (a Charter School and component unit of the School Board of Sarasota County, Florida) as of and for the year ended June 30, 2012, which collectively comprise the Charter School's basic financial statements and have issued our report thereon dated November 1, 2012. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

Management of the Charter School is responsible for establishing and maintaining effective internal control over financial reporting. In planning and performing our audit, we considered the Charter School's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Charter School's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the Charter School's internal control over financial reporting.

Our consideration of internal control over financial reporting was for the limited purpose described in the preceding paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be significant deficiencies or material weaknesses and therefore, there can be no assurance that all deficiencies, significant deficiencies, or material weaknesses have been identified. However, as reported as Finding 12-01 in the Management Letter under the heading *Current Year Findings and Recommendations*, we identified a certain deficiency in internal control over financial reporting that we consider to be a material weakness.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the Charter School's financial statements will not be prevented, or detected and corrected on a timely basis. We consider finding 12-01 described in

the accompanying schedule *Current Year Findings and Recommendations* to be a material weakness.

A significant deficiency is a deficiency, or combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Charter School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that is required to be reported under *Government Auditing Standards*.

The Charter School's response to the finding identified in the Management Letter is provided on page 29. We did not audit the Charter School's response and, accordingly, we express no opinion on it.

This report is intended solely for the information and use of the Board of Directors, management and the Auditor General of the State of Florida and is not intended to be and should not be used by anyone other than these specified parties.

Mauldin & Jenkins, LLC

Bradenton, Florida
November 1, 2012



MANAGEMENT LETTER

Board of Directors
Sarasota School of Arts and Sciences, Inc.
Sarasota, Florida

We have audited the financial statements of Sarasota School of Arts and Sciences, Inc. (a Charter School and component unit of the School Board of Sarasota County, Florida) as of and for the year ended June 30, 2012, and have issued our report thereon dated November 1, 2012.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and *Government Auditing Standards* issued by the Comptroller General of the United States. We have issued our Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*. Disclosures in that report, dated November 1, 2012, should be considered in conjunction with this management letter.

Additionally, our audit was conducted in accordance with the provisions of Chapter 10.850, Rules of the Auditor General, which governs the conduct of charter school and similar entity audits performed in the State of Florida. This letter includes the following information, which is not included in the aforementioned auditor's reports.

- Section 10.854(1)(e)1., Rules of the Auditor General, requires that we determine whether or not corrective actions have been taken to address findings and recommendations made in the preceding annual financial audit report. Matters required to be disclosed are reported in the *Summary Schedule of Prior Audit Findings*.
- Section 10.854(1)(e)2., Rules of the Auditor General, requires a statement be included as to whether or not the Charter School has met one or more of the conditions described in Section 218.503(1), Florida Statutes, and identification of the specific condition(s) met. In connection with our audit, we determined that the Charter School did not meet any of the conditions described in Section 218.503(1), Florida Statutes.
- Section 10.854(1)(e)3., Rules of the Auditor General, requires that we address in the management letter recommendations to improve financial management. Matters required to be disclosed are reported under the heading *Current Year Findings and Recommendations*.
- Section 10.854(1)(e)4., Rules of the Auditor General, requires that we address violations of provisions of contracts or grant agreements, or abuse, that have an effect on the financial statements that is less than material but more than inconsequential. In connection with our audit, we did not have any such findings.

- Section 10.854(1)(e)5., Rules of the Auditor General, provides that the auditor may, based on professional judgment, report the following matters that have an inconsequential effect on the financial statements considering both quantitative and qualitative factors: (1) violations of provisions of contracts or grant agreements, fraud, illegal acts, or abuse, and (2) deficiencies in internal control that are not significant deficiencies. In connection with our audit, we did not have any such findings.
- Section 10.854(1)(e)6., Rules of the Auditor General, requires the name or official title of the charter school to be disclosed in the management letter. The official name of the charter school is Sarasota School of Arts and Sciences, Inc.
- Pursuant to Sections 10.854(1)(e)7.a. and 10.855(11), Rules of the Auditor General, we applied financial condition assessment procedures. It is management's responsibility to monitor the Charter School's financial condition, and our financial condition assessment was based in part on representations made by management and the review of financial information provided by same.

Pursuant to Chapter 119, Florida Statutes, this management letter is a public record and its distribution is not limited. Auditing standards generally accepted in the United States of America require us to indicate that this letter is intended solely for the information and use of the Board of Directors and management, and the State of Florida Office of the Auditor General, and is not intended to be and should not be used by anyone other than these specified parties.

Mauldin & Jenkins, LLC

Bradenton, Florida
November 1, 2012

Current Year Findings and Recommendations

12-01 Audit Adjustments

The Charter School is responsible for accurate financial reporting which includes detecting and preventing misstatements in the financial statements, as well as within the underlying records. Our audit revealed several misstatements related to the following: (1) the correction of instructional material and capital outlay receivable posted incorrectly; (2) the recording of capital assets and a capitalized lease; and (3) the recording of a receivable. Audit adjustments were also reported in the prior two year management letters.

During the past year the Charter School has made progress in correcting this finding and the numbers of entries identified during the audit were reduced significantly. Although the number of findings were reduced we still identified some entries that needed to be made to the original trial balance that were material in nature. Therefore, based on the amount of the adjusting entries made as a result of the audit, the Charter School has a material weakness regarding the fairness of financial reporting.

Therefore, we recommend that the Charter School continue to improve the identification of adjusting entries needed throughout the year to ensure all revenues and expenses are properly recorded in the correct period to improve the fairness of the financial information.

Management's Response

Upon receipt of the monthly and year end financials from our outside accountant, Sarasota School of Arts and Sciences, along with our Board of Directors, will perform a review of all recorded transactions, with particular attention to transactions associated with receivables and capital assets. Our Financial Manager and outside accountant will confer throughout the year to maintain accurate balance sheets. All amounts will be verified to insure they have been properly recorded which will improve the accuracy of our financial statements.

SARASOTA SCHOOL OF ARTS AND SCIENCES, INC.
 A CHARTER SCHOOL AND COMPONENT UNIT OF
 THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS

Audit Finding	Title/ Program	Brief Description	Status	Comments
2011 Management Letter 11-01	Financial Statements	The Charter School is responsible for accurate financial reporting which includes detecting and preventing misstatements in the financial statements, as well as within the underlying records. Our audit revealed several misstatements related to the following: (1) the accrual of instructional material and capital outlay revenue; (2) the recording of debt transactions; and (3) the accrual of expenses.	Not Corrected	See Finding 12-01 in the Current Year Findings and Recommendations
2010 Management Letter 10-01				



CLASSROOM ON WHEELS

ACE @ SCTI
ADULT & COMMUNITY ENRICHMENT
SARASOTA COUNTY TECHNICAL INSTITUTE
SARASOTA COUNTY SCHOOL DISTRICT

December 10, 2012

Ms. Tara Tahmosh-Newell, Principal
Sarasota School of Arts and Sciences
645 Central Avenue
Sarasota, FL 34236

Dear Ms. Tahmosh-Newell, Principal:
Ms. Wachob, Comptroller:

Ms. Bailey, Administrative Assistant:
Ms. Braun, Registrar:

Near of the end of the fall session I took ill, so this letter has been delayed, but our gratitude is not diminished. On behalf of the Adult Senior Students of CLASSROOM ON WHEELS, we want to extend our sincere gratitude to you for your participation in our Fall 2012 session. We recognize the time you have put forth to prepare and meet with us. We are grateful for your efforts.

Our classes with you have enriched our knowledge of the work and services provided by the Sarasota School of Arts and Sciences. We also learned the differences between public schools and charter schools in Sarasota County School District. We came away from our classes with you most impressed with what we observed in the classrooms that we visited. The students were very polite, well-mannered, interactive in the classrooms, and proud of their school. Please share with the Service Learning Club our appreciation for their Hostess gifts. We appreciated your power-point presentation and the opportunity for Q and A with the administrative staff. Many of our students were unaware of your school, and they very much appreciated the opportunity to be informed of all that you do to provide an education for your students. We also enjoyed seeing your newly built school facility.

Through our classes with you, we have become aware of yet another aspect of education provided in Sarasota County. It is now our task to support you by enlightening others of the services you provide and your involvement in OUR Community.

Most Sincerely,


Brenda Lee Hickman
Instructor of CLASSROOM ON WHEELS
2110 Lusitania Drive
Sarasota, FL 34231 (941) 921-9392
BrendaLeeHickman@comcast.net

CLASSROOM ON WHEELS



ACE @ SCTI

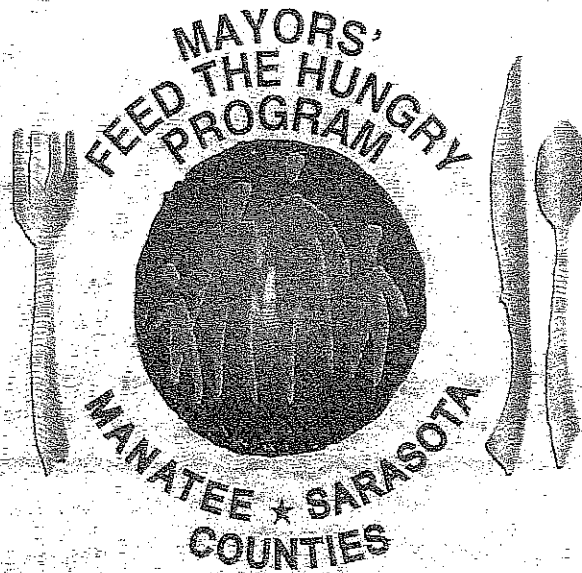
ADULT & COMMUNITY ENRICHMENT

SARASOTA COUNTY TECHNICAL INSTITUTE

SARASOTA COUNTY SCHOOL DISTRICT

CLASSROOM ON WHEELS is a program of the Adult and Community Enrichment @ SCTI, a part of the Sarasota County School District and located at the Sarasota County Technical Institute. The CLASSROOM ON WHEELS program has been in continuous service for 39 years. There are three sessions per year – Winter, Spring and Fall. The sessions are each 8 weeks long. Each week the classes meet with a different person, business, organization, or service that represents a part of OUR Community and bi-county area. Our topics generally include Arts, Culture, Business/Industry, Education, Government, Health, Historical Beginnings, Horticulture and Agriculture, Housing, Religion and Social Services. Our travel territory generally includes Sarasota and Manatee Counties. Since 1974, we have visited and learned about over 1,300 places and people in our area. We travel in our customized bus. Our students are Senior Citizens who are active adults, interested in learning, and who generally make the Sarasota area their home, permanently or seasonally. We register about 120 students for each the Winter, Spring and Fall sessions. The classes are held on Wednesday, Thursday and Friday mornings for about 1 to 1½ hours with 35-40 students per class. The 3 class meeting dates with a given topic host are spread over the 8-week period. This program is an excellent resource for long-time residents as well as newcomers to OUR Community. For more information, please contact Brenda Lee Hickman, Instructor of this program at 921-9392 or email BrendaLeeHickman@comcast.net

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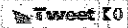
Sarasota School of Arts & Sciences

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Young scientists show off projects

By **JENNIFER SHEA** Correspondent

Published: Wednesday, February 8, 2012 at 1:00 a.m.

Last Modified: Tuesday, February 7, 2012 at 7:45 p.m.

More than 600 students throughout Sarasota County journeyed to Robarts Arena last week to compete in the Regional Science Fair.

Elementary students in grades 3-5, middle school students and seasoned high school scientists -- 44 schools in all -- participated in the event.

Britton Brown is in seventh grade at Epiphany Cathedral School in Venice. Britton said that this is her second year at the Regional Science Fair.

"Last year I did a butterfly project," she said. "This year, I did Biomimicry."

Britton's project tested the efficacy of solar panels that blend with nature and are more pleasing to the eye -- versus the traditional rectangular ones.

Uniting environmental beautification and the harvesting of energy is not a simple task; the traditional to Britton, sadly, "The rectangle panel produced a lot more energy."

MaST Research Institute at Sarasota High School had 26 qualifying projects in the regional competition.

For MaST junior Jackie Mogensen, saving the planet is a priority.

"I'm not really into engineering," she said. "Things that save our environment -- that is my passion."

"Power conversion, absorbance and the efficiency of polymer solar cells -- those are the things that really interest me," she said.

The University of California at Berkeley is Jackie's "dream school."

"I would love to take both science and journalism," she said.

Andy Harshman and John Stevenson are the co-directors of the

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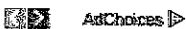
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MaST Research Institute at Sarasota High.

Both said that they noticed a distinct increase in the rigor and quality of projects at the 2012 Regional Science Fair.

"This is our fourth year and I definitely see a few more projects -- but also, better-quality projects," Harshman said.

Stevenson noted that the increase is "important because it clearly shows that students have an interest in science, technology and engineering."

Both of the directors of the MaST program added that they noticed more sophisticated middle school projects in addition to the traditional excellence of the high school projects.

Stevenson added that he anticipates explosive growth in the MaST program "to accommodate the middle school students with a science and math focus."

Jennifer Stringer teaches chemistry and coordinates the Science Fair at North Port High School.

Stringer clearly understands the importance of the Regional event. "Two years ago we did not participate, last year we had 21 entries, but this year we brought 40 kids," Stringer said. Some of the North Port students worked in partnership on their projects; the school entered a total of 18 projects.

Stringer added that the community-wide focus on STEM -- science, technology, engineering and math -- has been encouraging to her students.

"So, I think that we really need to support the interests of the students," she said.

Shelby Hinds is in MaST; her project used hair to absorb oil spills.

"It is critical that we find a method to absorb oil," Shelby said.

"After the Exxon Valdez accident, 26 different species were wiped out."

The erudite, articulate junior added, "It is not just the marine life -- the chemicals that are normally used in spill clean-up attack red blood cells.

"It was really bad for the people who worked on the clean-up."

Shelby designed three oil booms. "I thought that the most effective would be the cage boom, but the large cone design worked like a filter.

"It worked really well."

Sarasota School of Arts & Science sent 18 budding scientists to the

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Beatrice Kelly, 11, compared political bias as it relates to network and cable news.

"I was not judging if people were smart," she explained, "I just wanted to know how many people are open to learning about both sides of an issue."

Beatrice and her friend Ashlyn Downey-Hayes were guided by their science teacher, Lauren Watson, aka "The amazing Mrs. W," as Beatrice calls her.

The school participates in the science fair every year "because it is important to teach the incorporation of science into everything we do," Watson said. "Science applies to everything."

The McIntosh Middle School Hawk team was represented by 18 gifted scientists. Ian Anderson, 11, dreams of a career in aerospace engineering.

His adviser is Dorothy Rieger. "Mrs. Rieger requires that we have a project, but I would do it anyway. Being a part of this will help me get into a really good college," the physics enthusiast added.

Ben Lopez, 13, has a fabulous "fauxhawk"; thanks to Rieger, the budding chemist said that he understands the correlation between his dream job in culinary arts and scientific research.

"She expects a lot from us," Ben said. "Science is fun -- but we always learn something.

"We have town hall discussions on coral reefs and we debate."

Last year, MaST student Garrett Moler won seven awards at the Regional Science Fair, including the prestigious Faulhaber award and the Intel International Science and Engineering award.

Garrett has continued work on his project, "Harvesting Wave Energy Using a Full Scale Piezo Buoy."

The technical words that Garrett and Dr. Fritz Faulhaber, a judge and mentor for young scientists, use are virtually a foreign language.

Harvesting energy from movement is a passion of Faulhaber. From cameras attached to animals in the wild to cell phones, Faulhaber and Garrett agree that extending the life of batteries and harvesting energy through movement is a crucial avenue of scientific study.

"This is a wonderful project," Faulhaber said. "The Piezo is very effective."

Brittany Wenger, a junior from Out-of-Door Academy, also won the Intel International Science award last year.

Brittany has continued her research in computer programming to eliminate outliers and human error in reading mammograms for malignant breast cancer.

Brittany built a program, "a Neural Network," she said, that is "malignancy sensitive up to 99.1 percent -- that is better than the commercial programs by five percent."

Brittany has not sought copyright protection for her program.

"I just want to put another tool in the tool belt of doctors who are treating women who may have breast cancer," she said. "I just want to help as many people as I can."

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McIntosh Middle School was represented by gifted scientists, from left, Ian Anderson, Dorothy Rieger, science teacher, Chris Gauvreau, Blase Correa, Cory Avrutis and Ben Lopez.

CORRESPONDENT PHOTO / JENNIFER SHEA

By JENNIFER SHEA

Correspondent

Published: Wednesday, February 8, 2012 at 10:56 a.m.

Last Modified: Wednesday, February 8, 2012 at 10:56 a.m.

Page 3 of 4

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Young scientists show off projectsBy JENNIFER SHEA

McIntosh Middle School was represented by gifted scientists, from left, Ian Anderson, Dorothy Rieger, science teacher, Chris Gauvreau, Blase...

HeraldTribune.com February 8, 2012 10:56 AM

<p>More than 600 students throughout Sarasota County journeyed to Roberts Arena last week to compete in the Regional Science Fair.</p><p>Elementary students in grades 3-5, middle school students and seasoned high school scientists — 44 schools in all — participated in the event.</p><p>Britton Brown is in seventh grade at Epiphany Cathedral School in Venice. Britton said that this is her second year at the Regional Science Fair.</p><p>"Last year I did a butterfly project," she said. "This year, I did Biomimicry."</p><p>Britton's project tested the efficacy of solar panels that blend with nature and are more pleasing to the eye — versus the traditional rectangular ones.</p><p>Uniting environmental beautification and the harvesting of energy is not a simple task; the traditional array may not be as attractive, but according to Britton, sadly, "The rectangle panel produced a lot more energy."</p><p>MaST Research Institute at Sarasota High School had 26 qualifying projects in the regional competition.</p><p>For MaST junior Jackie Mogensen, saving the planet is a priority.</p><p>"I'm not really into engineering," she said. "Things that save our environment — that is my passion.</p><p>Power conversion, absorbance and the efficiency of polymer solar cells — those are the things that really interest me," she said.</p><p>The University of California at Berkeley is Jackie's "dream school."</p><p>"I would love to take both science and journalism," she said.</p><p>Andy Harshman and John Stevenson are the co-directors of the MaST Research Institute at Sarasota High. </p><p>Both said that they noticed a distinct increase in the rigor and quality of projects at the 2012 Regional Science Fair.</p><p>"This is our fourth year and I definitely see a few more projects — but also, better-quality projects," Harshman said.</p><p>Stevenson noted that the increase is "important because it clearly shows that students have an interest in science, technology and engineering."</p><p>Both of the directors of the MaST program added that they noticed more sophisticated middle school projects in addition to the traditional excellence of the high school projects.</p><p>Stevenson added that he anticipates explosive growth in the MaST program "to accommodate the middle school students with a science and math focus."</p><p>Jennifer Stringer teaches chemistry and coordinates the Science Fair at North Port High School.</p><p>Stringer clearly understands the



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Hispanic heritage celebrated

By AIMEE CHOUINARD

Correspondent

Published: Wednesday, October 17, 2012 at 10:01 a.m.

Every seat in the cafeteria at Gocio Elementary School was filled as 40 students performed traditional dances of Colombia, Mexico, Brazil, Bolivia, Cuba, Venezuela and Spain as part of a Hispanic Heritage Celebration.

The Oct. 10 celebration, in honor of the 12 Latin American countries represented by the students who attend the Sarasota school, included dancing, a Capoeira demonstration, a vocal performance by Andres Monroy and a concert by singer Lily Cortes. The free event also included a parade of flags and a fashion show.



PHOTO BY AIMEE CHOUINARD

Students perform at the Gocio Elementary School Hispanic Heritage Festival. Far back (holding flags): Angie Orjueja, Olivia Debrosse and Dayan Ricardo. Back (white shirts): Hector Vasquez and Liam Ordenez. Front: Jaylan Jenkins and Angela Ortega.

Sarasota School of Arts and Sciences director and Spanish teacher Sonia Botero and Spanish teacher Patricia Sanchez lead the students involved in SSAS with assistance from parent volunteers and lead choreographer Angela Orjuela.

The Traditional Dance Group performs folk dances that represent customs of native Hispanic cultures at different school events and in neighboring communities.

Botero said the students range in age from 10 to 13 and practice their dances weekly.

Twelve-year-old Andres Monroy got involved in performing Latin American music because of Botero's encouragement. "I really like singing and acting. I like to sing in both English and Spanish," he said. "I rehearsed the song from Columbia that I sang, 'Que Bonita es Esta Vida,' for the past year."

Maculele Sarasota Capoeira performed a demonstration of the Afro-Brazilian martial art with students from the school who are age 6 and older.

Children from the audience were invited on stage to participate. Cortes finished the evening with a performance of bossa nova, mariachi and salsa music.

Ruth Rubenstein, Marsha Nigri, Dr. Pamela Buchanan, Sarah Swasey and Deborah Fipps of the school diversity committee organized the event.

For more information about Gocio Elementary, visit www.sarasotacountyschools.net/schools/gocio.

Walk to raise awareness of Alzheimer's disease

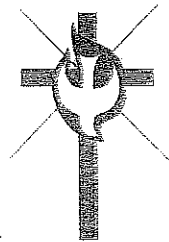
The Florida Gulf Coast Chapter of the Alzheimer's Association will host the local Alzheimer's Association Walk to End Alzheimer's.

The event will be Saturday at Payne Park, 2050 Adams Lane, Sarasota. Registration starts at 8 a.m., and the walk begins at 9 a.m.

About 700 people are expecting to participate. They also learn about Alzheimer's disease and how to get involved with the cause, advocacy opportunities, Alzheimer's research and clinical trial enrollment to support programs and services.



Saint Jude
Catholic Church



Blessed Carlos Manuel
Hispanic-American Center

February 29, 2012

Ms. Sonia Botero
Sarasota School of Arts & Sciences
645 Central Ave.
Sarasota, FL 34236

Dear Sonia:

On behalf of all of us at St. Jude Church/Hispanic-American Center, I thank you for the incredible performance by your students at our recent fundraising event on February 17th. It was obvious that the entire audience was fascinated by the presentation and thrilled with the caliber of talent in your group.

This event benefits the service programs at St. Jude which include a weekly food distribution program for those in need. There are a lot of struggling families challenged by the poor job market and payments for basics like rent and utilities. St. Jude depends on these fundraisers to provide assistance for these people.

Please convey our appreciation to your students and our wish for their continued success. Bless you for the time you devote to their training and the guidance you offer them.

Sincerely,

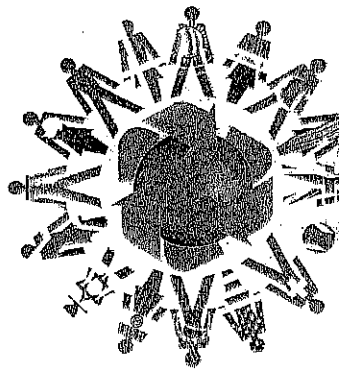
Kathy Schersten
Fundraising Chairman



Heron Creek Middle School

This Certificate is awarded to:
Ms. Botero and Students

In recognition of valuable contributions and
participation in our annual



ESOL Night

Signature: *Patricia Blawie*, Principal

Date: November 10, 2011

Signature: *[Signature]*, ESOL Teacher

Date: November 10, 2011

Certificate of Participation

This certificate is awarded to


The SSA+S Group

In recognition of participation in the

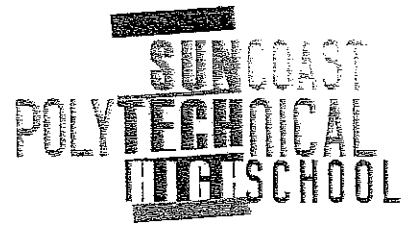
HISPANIC STUDENT FESTIVAL

December 10, 2011

Kelly Kirsehner, Director







May 31, 2011

To Sarasota School of Arts and Sciences:

The Traditional Dancers gave a great performance indeed! SPHS and all the 10th grade students want to thank you. It was impressive for our students to see the Traditional Dancers Club parading in their traditional dancing custom. It was even a better treat to have them perform during our "Cinco de Mayo" celebration.

We are grateful that the Traditional Dancers shared their knowledge of Latin-American music and dances with us. Ms. Botero is an extremely talented and dedicated teacher. The cultural program was absolutely terrific and the outstanding, authentic, traditional dancing customs were quite incredible and a beautiful sight. Our SPHS students certainly gained and expanded their knowledge of Spanish and Latin-American Folklore through this performance.

On behalf of the SPHS students and our teachers, we extend an invitation to please join us next year. Our staff and students from the Spanish Department hope to enjoy once more this outstanding, enlightening and educational program next year. We would like to extend our appreciation by sending you a small monetary donation for the students' dance club fund. This donation can support the expenses of maintaining, dry-cleaning or repairing the club's traditional dancing customs.

Queremos tener la oportunidad de agradecerle a Sarasota School of Arts and Sciences y a club de bailes típico nacionales Latinoamericanos por haber venido a SPHS. Nosotros sabemos que su tiempo es limitado y muy valioso. Estamos agradecido que hayan compartido con nosotros su programa de bailes. El programa estuvo absolutamente muy bien hecho y nuestros maestros y estudiantes les damos gracias. Los maestros del departamento de español al igual que los estudiantes adquirieron y expandieron sus conocimientos sobre la música y los bailes de México, Colombia y España.

Los estudiantes de SPHS, así también como nuestro maestro les queremos extenderle otra invitación para el próximo año. Esperaremos que nos visiten nuevamente y nos permitan disfrutar de su extraordinario programa.

Atentamente,

*Mrs. Mendez
Spanish Department*

CERTIFICATE OF PARTICIPATION

This certificate is awarded to

CLUB OF TRADITIONAL DANCE OF SARASOTA SCHOOL OF ARTS & SCIENCE

In recognition of participation in the
EIGHTH HISPANO FALL FESTIVAL

Sarasota, Florida
Saturday, November 6, 2010



Rev. Celestino Gutierrez
Rev. Celestino Gutierrez, Pastor

Saint Jude Catholic Church

MUSEUM OF FINE ARTS
S T . P E T E R S B U R G , F L O R I D A

Dr. John E. Schloder
Director

Sarasota School of Arts and Sciences
645 Central Avenue
Sarasota, FL 34236-4016

February 26, 2010

Dear Ms. Sonia Botero,

On behalf of the Museum of Fine Arts, I would like to thank you and the students in the Sarasota School of Arts and Sciences Club of Traditional Dance for participating in the Botero Family Day on February 20, 2010.

We were very pleased with the students' behavior in the Museum and their performances. The diversity of the dances, costumes, and the quality of performance contributed to the mission of the day. It was evident that the Museum visitors were engaged in the thirty minute performance highlighting the traditional dances of South America.

We wish you much success as you continue to inspire your students to become engaged in the arts and contribute to the community. We look forward to working with you on future partnerships.

Sincerely,



Anna Alexander
Assistant Curator of Education

PRESS RELEASE

For immediate release:

Sarasota School of Arts & Sciences leads District in algebra test scores.

100% of Sarasota School of Arts & Sciences 7th and 8th grade algebra students pass the state algebra end of course exam.

SARASOTA, FL. June 11, 2012 – Sarasota School of Arts and Sciences had 100% of their students pass the 2012 Florida algebra end of course exam. The district average was 47% and the state average was 59%. The school also had 54% of their students score a level 4 or 5 (on a 5-point scale). One student, Lazer Simon-Williams, earned a perfect score on the test.

The Florida EOC Assessments are part of Florida's Next Generation Strategic Plan for the purpose of increasing student achievement and improving college and career readiness. EOC assessments are computer-based, criterion-referenced assessments that measure the Next Generation Sunshine State Standards for specific courses, as outlined in their course descriptions. The first assessment to begin the transition to end-of-course testing in Florida was the 2011 Algebra 1 EOC Assessment.

New school Principal, Tara Tahmash-Newell, is very pleased with the results. "I am so proud of the achievement of our seventh and eighth grade students in spite of our transition to a new school building and principal. Our students' ability to adapt and overcome obstacles is admirable. I also attribute our success to our algebra curriculum, presented by our math teachers, that emphasizes structure and support, factors that are integral to performance."

Sarasota School of Arts and Sciences provides a small, intimate environment of academic excellence and enrichment, utilizing community partnerships as well as traditional and innovative teaching methods. Sarasota School of Arts and Sciences is an innovative public charter middle school located in the Historic Rosemary District of downtown Sarasota. This premier school is dedicated to the principles of academic excellence and social responsibility, via a multicultural and Service Learning educational process. The Developmental Domain Paradigm further creates an approach fostering an educational vehicle that carries all students to their optimum level of development in the cognitive, affective, and psychomotor domains. The cognitive and psychomotor developmental goals are achieved through a special contract system for students and parents. Cooperative learning techniques, effective teaching methods, successful classroom management procedures, involved parents, community mentors, business partnerships, small classes (18:1), physical education classes, and the interscholastic sports' program also promotes goal attainment, in these domains.

Contact:

Jamie Bailey, Executive Assistant
Sarasota School of Arts and Sciences
941-330-1855
<http://www.ssas.org>

###

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MIDDLE SCHOOL BASKETBALL: Yamaris Guevarez, Willow Weintraub built SSAS dynasty from the ground up

By Chris Dell, Herald-Tribune / Wednesday, February 22, 2012

SARASOTA – Winning will never get old for **Yamaris Guevarez** and the Sarasota School of Arts & Sciences girls basketball team.

SSAS has compiled a 38-1 record over the past three seasons and recently put the finishing touches on its middle school dynasty by capturing the Florida Gulf Coast League championships.

Guevarez poured in a game-high 17 points as the Lady Tigers routed Imagine School of North Port 49-6 in the finals at Braden River High, their second league title in three seasons.

“Yamaris is definitely one of the top 14 year-old girls in the area, I don’t see anyone better than her,” said SSAS coach **Greg Mulhollen**.

To say that SSAS manhandled its competition would be a massive understatement.

The Lady Tigers won all of their 13 games by double digits, held all but one opponent under 10 points and forced a running clock in the second half for all but one game.

Guevarez averaged a team-high 18 points to go along with eight rebounds and six assists despite never playing more than two and a half quarters on most nights.

Guevarez lost the lone game of her career in the finals of the Florida Gulf Coast League last season, a two-point loss at the hands of Venice Christian.

Since then the 14 year-old basketball junkie hasn’t stopped hoisting up jumpers on the practice courts with her older brother Eric.

“She’s the best we’ve had come through here in my 10 years coaching, and when we get our new gym we’re hanging her jersey up,” Mulhollen said.

Fellow eighth grader and three-year starter **Willow Weintraub** was also the team’s second-leading scorer while leading the Lady Tigers in steals and assists.

“We had great eighth grade leadership from Yamaris and Willow. They both started since sixth grade, played year-round basketball and knew what it took to win,” Mulhollen said.

“Over the years they really separated themselves from everyone else. They were pretty unstoppable together and fed off each other very well. Both players were very unselfish and always made their teammates better.”

Although Guevarez averaged roughly 15 minutes per game while playing six-minute periods, she will leave SSAS as

the school's all-time leading scorer in any sport.

The eighth-grader amassed more than 600 points in her three-year career and believes her team can beat anyone in the area, including the bigger public schools.

"We have good players from top to bottom on this team, and we have great chemistry and sportsmanship on the court," Guevarez said.

"Our starting five is stronger than any other middle school in the area, for both private and public schools and at Pine View."

Seventh graders **Jada Bennett** and **Madison Pack** will be key returnees for Mulhollen's ballclub next season as the school prepares to open a brand new basketball gym in August.

Bennett scored all 12 of her points in first quarter of the Lady Tigers' championship game while Pack finished with five rebounds and five blocks to go along with seven points.

SSAS led 23-2 after the first quarter and held North Port's leading scorer to just two points throughout the contest.

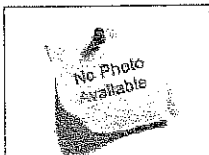
No team scored more than 17 points against the Lady Tigers all year.

Sixth-grader **Alyson Sera** will have big shoes too fill as she takes over the point guard position from Guevarez next season, and seventh-grader **Shanon Abbe** will also be a vital cog in the starting lineup.

Other key players for SSAS are **Jasmine Forschner**, **Jasmine Wilcox**, **Jessica Brackens** and **Mia Forschner**.

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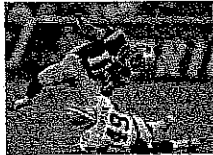
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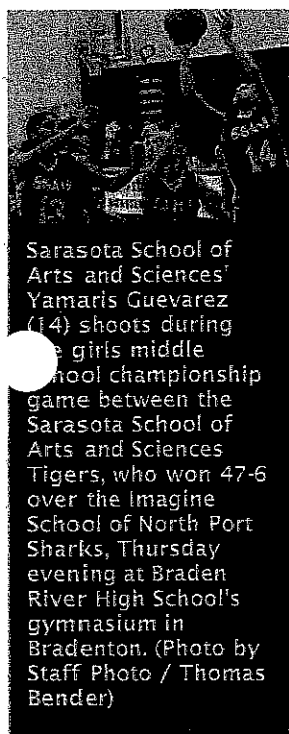
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MIDDLE SCHOOL BASKETBALL: SSAS Takes Crown

Tua. January 26, 2012 at 10:50 p.m. | By Chris Dell, Htpreps.com correspondent



Sarasota School of Arts and Sciences' Yamaris Guevarez (14) shoots during the girls middle school championship game between the Sarasota School of Arts and Sciences Tigers, who won 47-6 over the Imagine School of North Port Sharks, Thursday evening at Braden River High School's gymnasium in Bradenton. (Photo by Staff Photo / Thomas Bender)

SARASOTA SCHOOL OF ARTS & SCIENCES 49, IMAGINE SCHOOL AT NORTH PORT 6

Yamaris Guevarez poured in a game-high 17 points, and Sarasota School of Arts & Sciences routed Imagine School of North Port to win the Florida Gulf Coast League Championship on Thursday.

Seventh grader Jada Bennett scored all 12 of her points in the first quarter as SSAS never trailed en route to a 49-6 victory at Braden River High School.

Guevarez finishes as the all-time leading scorer in SSAS program history for any sport.

She led all players with nine rebounds to help the Lady Tigers cap a perfect 13-0 season.

Eighth grade point guard Willow Weintraub finished with 11 points to

go along with a team-high four steals and four assists.

Seventh grader Madison Pack chipped in with seven points, five rebounds and five blocks for SSAS.

The Lady Tigers used a box-and-one to hold North Port's leading scorer to just two points. They led by as many as 46 in the second half.

SSAS defeated Venice Christian 33-22 in the semi-finals at home on Tuesday, its closest game all year.

The boys' basketball team also turned in an undefeated season as the Tigers (13-0) beat Imagine School of North Port in a 44-11 nailbiter to capture the Florida Gulf Coast League Crown.

Florida Gulf Coast League is composed of private and charter institutions in Sarasota and Manatee Counties.

Latest Poll

Who gets your vote for HTPreps Player of the Week for Feb. 6-11?

- JaNhea Beisner, Charlotte
- Tre Bryant, Braden River
- Larry Cannon, Southeast
- Sal Contino, Lemon Bay
- Parker Del Medico, Cardinal Mooney
- Kaz Dymek, Booker
- A.J. Jones, Port Charlotte
- McKenzie Lantz, Sarasota Christian
- Jordan Smith, Palmetto
- Davion Stuarts, Charlotte
- Darby Toth, Port Charlotte
- Andrew Vartianen, Charlotte
- Sean Ware, Lemon bay

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MIDDLE SCHOOL BASKETBALL: SSAS Takes Crown

By Chris Dell, Herald-Tribune / Thursday, January 26, 2012

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false

Sarasota School of Arts & Sciences: Education with a Kick Flip?

October 12, 2010 by laurelparkmanagement



Dan Giguere, a physical education teacher at Sarasota School of Arts & Sciences, has an innovative method of helping middle school students learn—he gives them a skateboard.

I started teaching in 2003 and had the idea of starting a school sponsored skateboard team to utilize as a motivational tool in helping those athletes that don't play the traditional sports at the school. We started with approx. 15 students the first year and each year we have grown, now we average around 45-50 students that must maintain at least a 2.0 GPA and can't be a discipline problem in the classroom. Three years ago I started sk8skool to expand the concept into the local school system.

Dan has applied for funding through Pepsi's Refresh Project, and if sk8skool receives enough votes he intends to pack up his students and hit the road, visiting middle schools all over Florida and helping them organize their own skateboard team. Voting ends October 31.

Sarasota School of Arts & Sciences, located at 645 Central Avenue in downtown Sarasota, has received an "A" on its annual report card from the State of Florida for the past five years. According to their mission statement, "SSA+S is a middle school that presents a 'way of life,' regarding educational achievement, by instilling in its students the ability to develop learning skills by instructing via many neural pathways. This teaching technique, coupled with our

'Holistic Approach of the Total Child,' philosophy, focused on the Development Domain Paradigm, promotes a high level of mastery of relevant concepts and Sunshine State Standards of each content area.

“Moreover, by teaching via this method, the student develops learning procedures and adopts learning acquisition tools that in turn perpetuate even more significant learning gains in the cognitive, affective, and psychomotor domains, not only for middle school, but subsequently for high school and post secondary institutions.”

Interesting that a school known for academic rigor has inspired a skateboarding team, and that a sport once associated with juvenile delinquents is now being used to promote scholastic achievement. If you'd like to help Coach Dan's team realize their dream, vote for sk8skool here. For more information on SSA+S, check out their website.

SHOWSTOPPERS by Rachel S. O'Hara | Staff Photographer

SSAS takes on 'FAME JR.'



Taylor DeStasio, right, took a Polaroid of the class at Performing Arts school.

Students of Sarasota School of the Arts wanted the audience to remember their names after their performance of "FAME JR." Friday, April 20, and Saturday, April 21, at Booker High School.

The crowd enjoyed some of the more memorable numbers from the show, including "There She Goes/Fame," "Let's Play A Love Scene" and "Bring on Tomorrow."



Grace Lamb, played by Emily Griffiths, right, rolls her eyes at Goodman King, played by Chris Geeslin and Schlomo Metzenbaum, played by Bronson Byerley.



Ms. Esther Sherman, played by Lexie Curry, eighth grade, introduced the students to their fresh year at Performing Arts school.



Seventh-grader Pamela Kurpiewski sang her heart out during "There She Goes/Fame."



Hunter Day portrayed Nick Piazza, while Alex Weger played Serena Katz.



Jessica Polimeni loves dance!

Photos by Rachel S. O'Hara



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Florida ranks every school in state

By CHRIS O'DONNELL

Published: Monday, January 30, 2012 at 12:11 p.m.
Last Modified: Monday, January 30, 2012 at 5:52 p.m.

>CORRECTION<

Harlee Middle School was the lowest-ranked area middle school, according to rankings released by the Florida Department of Education this week. This previously published story incorrectly listed Lincoln Middle School as having that distinction.

In its continued push for greater transparency and accountability, the Florida Department of Education has again crunched test result data for parents and taxpayers to create a ranking of all 3,078 Florida public and charter schools from best to worst.

There were high and low spots for local schools with Pine View School for the Gifted in Sarasota County placing first among schools that combine high school students with other grade levels. But Rogers Garden Elementary School in Bradenton was ranked as the 11th worst elementary school in Florida, 1,784th out of 1,795 elementary schools.

State officials said the ranking was

Facts

THE RANKINGS

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Worst area school: Rogers Garden Elementary, Manatee County, No. 1,784

Of 583 Middle Schools:

1st place: Archimedean Middle Conservatory, Dade County

Top area school: Sarasota School for Arts and Sciences, No. 12

Worst area school: Harlee Middle School

Of 404 High Schools

1st place: Collegiate High School at Northwest Florida State College

Top area school: Lakewood Ranch High, Manatee County,

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compiled by using test results and other data to make it easier for parents to see how their schools are performing in comparison to other schools in their area or across the state.

The lists — including a district ranking released last week — are drawing attention. The district rankings were viewed more than 90,000 times in a week. The school rankings had notched more than 20,000 views by late afternoon, the state said.

"Floridians care about education and it is critical that our students have access to world-class schools that will give them a pathway to a successful career," Gov. Rick Scott said in a news release. "Measuring each school's performance helps gauge our progress toward that goal."

But critics question the value of a list that they say is mostly led by schools in affluent neighborhoods, or by specialist schools like Pine View that only accept top-performing students.

They fear it will give a wrong perception of how well schools are doing, given the challenges some schools inherently face.

"The FCAT was designed as a diagnostic tool to help teachers and parents improve student performance by showing a student's area of weakness. Instead, it has become the only measure the governor and the DOE use to measure our schools," said Florida Education Association President Andy Ford in a release.

The rankings are based on the same formula the state uses to grade schools.

Elementary and middle schools are judged on FACT results from 2011 and whether schools helped enough struggling students progress.

Schools are awarded points for each percent of students in the school enrolled for the full year, who score on grade level or higher on the FCAT and who make learning gains.

High schools are also assessed on graduation rates, and how many students take and pass college level courses such as Advanced Placement.

No. 78

Worst area school: Palmetto High, Manatee County, No. 382

Special categories

Combination elementary/middle schools

Top area school: Laurel Nokomis school, No. 10 of 194 schools

Combination high schools

Top area school: Pine View School for Gifted, Rank 1 of 55

Source: Florida Department of Education

COMPLETE RESULTS

Click on the highlighted links to get school rankings:

Sarasota County schools

Manatee County Schools

Charlotte County Schools

Critics say FCAT scores are a blunt measurement to gauge school performance and do not take into account levels of poverty. Children from poor homes typically score lower on the FCAT than their more affluent counterparts, statistics show.

That claim is reflected in the new ranking.

For example, the average percentage of students considered to be living in poverty at the top 10 ranked middle schools was less than 25 percent compared to 90 percent at the bottom 10 schools.

But the rankings do reveal that some poorer schools can rise up. Almost three-quarters of students at Beckham Elementary School in Dade County qualify for free or reduced-price meals, yet the school tied for fifth among all elementary schools in Florida.

Sarasota officials said they were pleased with the ranking of Pine View and also Top 10 rankings for Laurel Nokomis School among combination elementary-middle schools, and for Suncoast Polytechnical High School among high schools ranked only on the FCAT.

But some school officials said they will not be paying too much attention to the list.

"The rankings themselves don't really provide any additional information for us," said Scott Ferguson, Sarasota school district spokesman. "It certainly doesn't say anything about the quality of instruction. There are other factors like socio-economic and other factors that come into play."

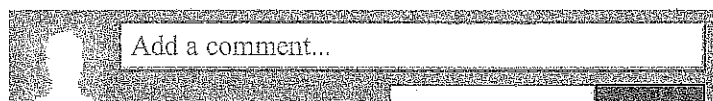
Last week, state education officials used the same data to rank districts, placing Sarasota fourth and Manatee 47th of Florida 67 school districts.

Monday's ranking confirmed that many schools in Manatee are struggling compared to other districts.

Of the district's 37 elementary schools, only 10 placed in the top half of the ranking. By contrast, only six of Sarasota's 24 elementary schools ranked in the bottom half.

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Four county schools make state's Top 20 lists

Date: February 2, 2012

by: Rachel Brown Hackney | Managing Editor

The Cheshire cat-like grins on the faces of faculty, students and staff at four Sarasota County District schools Tuesday were no mystery, thanks to the statewide publication of school rankings by the Florida Department of Education.

Pine View School in Osprey, which draws academically gifted students from all over the county, sat atop the rankings for schools combining multiple grades, including high-school classes. Its approximately 2,200 students are in second through 12th grades.

Sarasota School of Arts & Sciences was ranked 12th on the list of 583 middle schools meeting FDE criteria; Sarasota Middle School was ranked 16th.

Laurel Nokomis School, in Nokomis, which has about 1,100 students in kindergarten through eighth grade, ranked 10th for schools combining elementary and middle grades.

"We're excited to be the No. 1 middle school in Sarasota," SSAS Principal Marilyn Highland said Tuesday.

Highland and other members of the charter school's staff learned about the rankings Monday, she said.

"It was one of our teachers who came across the bulletin and sent it to us," Highland said. "We're just celebrating a lot of hard work."

She added: "I know I'm prejudiced, but the school is incredible."

Sarasota School of Arts & Sciences has 780 students this year in grades six through eight. Last year, its enrollment was 684, Highland said.

"It's truly rewarding," she said of the ranking, adding that the students "are the ones who do the work." Along with those striving students, she said, "and the teachers sweating blood and tears, we have tremendous parent support ... We have to give kudos to the parents as well."

At Pine View, Principal Steve Largo said, "Of course, we appreciate the recognition and acknowledgement of the efforts of our students and teachers, but every school on the list will tell you the same thing, that this ranking is just a snapshot of who we are as a school, and there are many other accomplishments that schools can celebrate."

Prominent rankings are not new to Pine View, Largo conceded. Over the past five years, the school has been featured in such national magazines as Newsweek, U.S. News & World Report and BusinessWeek. Asked his first response to the state rankings, Largo said, "Honestly, not too surprised. We have high expectations of our students, and they have high expectations of us."

The rankings were based on 2010-2011 point totals.

THE RANKINGS

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[Florida ranks every school in state](#)By CHRIS O'DONNELL



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Sarasota la # 4

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Romney El favorito de los hispanos

Según un estudio...
Según un estudio...
Según un estudio...
Según un estudio...
Según un estudio...



Sarasota la # 4 LOS MEJORES DISTRITOS ESCOLARES DE LA FLORIDA

SARASOTA. distritos del estado. Con 574 puntos, uno menos que el condado Martin y dos menos que Santa Rosa que ocupó el segundo lugar. Sarasota obtuvo nuevamente la calificación A que este año recibieron 30 distritos del estado.

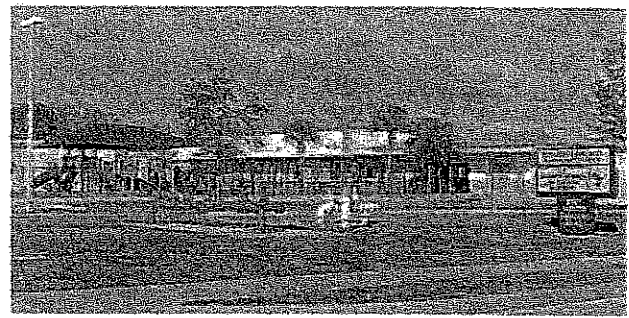
Esta clasificación es realizada por el Departamento de Educación del Estado de la Florida en su esfuerzo de establecer mediciones que ayuden a los padres y a los contribuyentes a conocer la calidad de la educación de sus hijos y a evaluar los distritos escolares.

La clasificación numérica está basada en el total de puntos de cada distrito derivado de los puntajes obtenidos por los estudiantes en las pruebas conocidas como FCAT.

Este año el distrito San Johns (San Agustín) obtuvo la primera posición, con 594 puntos, segundo Santa Rosa con 576, Martin 575, Sarasota, 574, Gilchrist 573. El condado Hillsborough ocupó el puesto 39, Manatee el 47 y Pinellas el 49, todos ellos con la calificación B. El último de la lista es el condado Madison que obtuvo 411 puntos y una calificación D.

Las calificaciones de algunos de los condados vecinos son Citrus 14, Charlotte 21, Pasco 34, Hernando 38, Polk 59 y DeSoto 64.

Ver **ESCUELAS** en la pág. 2A

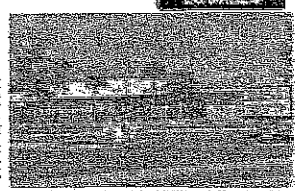


LOCALES

Sarasota la # 4

Los mejores distritos escolares de la Florida

Los mejores distritos escolares de la Florida fueron anunciados este jueves por el comisionado de educación de Florida, Gerard Robinson. Sarasota se clasificó en el número cuatro, gracias al trabajo duro del sistema escolar en colaboración con la comunidad. Tara Tahmosh designada esta semana directora de la escuela, Sarasota School of Arts and Sciences dijo a 7DIAS que, "se siente orgullosa de hacer parte de un distrito con tan alto rendimiento académico. El condado de Sarasota ayuda a cada escuela a tener éxito gracias a la contribución que los votantes hicieron a través del referendo y a las generosas contribuciones de las escuelas charter y públicas. Dicho apoyo económico, así como un grupo de profesores capacitados y motivados, ayudan a todos nuestros estudiantes a rendir académicamente, más allá de nuestras expectativas".



TEMPERATURA DE DISTRICTOS

A propósito de la Planilla de Income Tax 1040

¿Cómo son los Dependientes?

El artículo de la Planilla de Ingresos 1040 que se refiere a los dependientes es el más complicado de entender. Este artículo se refiere a las personas que pueden ser consideradas dependientes para fines de impuestos. Las personas que pueden ser consideradas dependientes incluyen a los hijos, esposas o esposos, padres, hermanos, hermanas, sobrinos, sobrinas, nietos, nietas, y personas que viven con usted y dependen de usted para su sustento.

¿Conozca sus Derechos?

¿Conozca sus Derechos? Este artículo le ayuda a entender sus derechos como votante en Florida. Incluye información sobre el registro de votantes, el día de las elecciones, y cómo votar. También se menciona la importancia de votar en las elecciones locales, estatales y federales.

Sarasota la # 4

Los mejores distritos escolares de la Florida

Viene ESCUELAS de la pág. 1A

Hillsborough obtuvo 517 puntos y bajó su calificación de A a B, mientras Manatee y Pinellas conservaron la B del año anterior.

El comisionado de educación de la Florida, Gerard Robinson, destacó al condado Monroe por estar entre los 10 primeros (ocupó el puesto # 8) gracias al trabajo duro del sistema escolar en colaboración con la comunidad. Tara Tahmosh designada esta semana directora de la escuela, Sarasota School of Arts and Sciences dijo a 7DIAS que, "se siente orgullosa de hacer parte de un distrito con tan alto rendimiento académico. El condado de Sarasota ayuda a cada escuela a tener éxito gracias a la contribución que los votantes hicieron a través del referendo y a las generosas contribuciones de las escuelas charter y públicas. Dicho apoyo económico, así como un grupo de profesores capacitados y motivados, ayudan a todos nuestros estudiantes a rendir académicamente, más allá de nuestras expectativas".

Creemos que los resultados del FCAT son la fotografía de lo que es el Distrito Educativo de Sarasota ya que son los únicos resultados que miden el éxito de nuestros programas educativos, concluyó Tahmosh que comenzará su trabajo como directora este 1ro. de febrero.

St. Jude Club Golf Annual
 "Como Siempre" "Memories" con St. Jude"

Evento el 17 de febrero 2012
 8:00 am en Star Ballroom, University of
 South Florida, Lakeland y Palm Bay Gardens

El Presidente, Presidente Honorario y Comité Organizador
 Presidente de Honor, Presidente Honorario y Comité Organizador

Por Favor: \$ 125 por persona

Referencias Esenciales
 Sobre la Organización y el Evento, Visite
 el sitio web de St. Jude Club Golf Annual

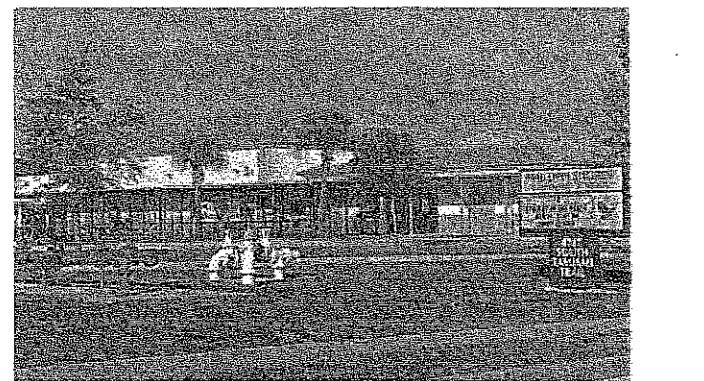
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Trabaja en equipo y comparte tus ideas para mejorar el sistema educativo de Hillsborough. Únete a nuestro equipo de trabajo y ayuda a mejorar el futuro de nuestro condado.

www.hillsboroughschools.org





Sarasota School of Arts and Sciences

645 Central Avenue

Sarasota, FL 34236

Phone: 941-330-1855

Fax: 941-330-1835

www.ssas.org



SARASOTA SCHOOL OF ARTS & SCIENCES

645 CENTRAL AVENUE, SARASOTA, FL 34236

TARA TAHMOSH - NEWELL, PRINCIPAL

RE: Reassignment Forms (Registration)

Please fill out all highlighted areas of the Sarasota County Reassignment form if you reside in Sarasota County.

These forms will notify your district school that you will be attending SSA+S in the fall. It also serves as your formal registration, and notes that you are officially enrolled with Sarasota School of Arts and Sciences.

If you reside in Manatee County: Please fill out and have notarized the Out of County Reassignment form. We will process this for you between the two counties.

On or before the first day of school at SSA+S, please fill out the remaining forms and bring in requested documentation. All forms must be complete and signed by a Parent/Guardian where noted in order for your student to start school.

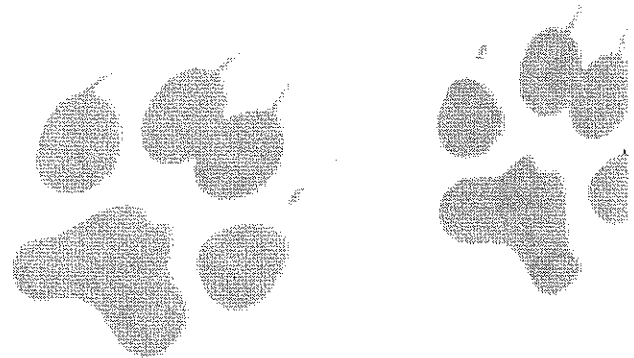
We look forward to working with your family and assisting your student with their transition in their new surroundings.

I am happy to assist in any way!

Best wishes,

Kimberly Braun

SSA+S / Registrar





SARASOTA SCHOOL OF ARTS & SCIENCES

645 CENTRAL AVENUE, SARASOTA, FL 34236

TARA TAHMOSH - NEWELL, PRINCIPAL

RE: Enrollment – Transferring from an out-of-county, out-of-state, home education, or private school

Dear Parents / Guardians of incoming students:

Congratulations! You are now on your way to becoming part of the SSA+S family, your next step is to **submit the following list of documents to Kim Braun, Registrar, to complete your registration.** Please note, if we do not receive this information in complete, your student's seat will automatically be reassigned to a student from our waiting list. This information is necessary to complete your registration, and to determine your student's proper placement, schedule, and any pertinent resources that your student may require. You may request any of this information from your student's current school. Any specific concerns may be directed to Kim Braun, Registrar, at 330-1855 ext 458 or kimbraun@ssas.org.

Florida Law requires one of each of the following:

- **Written Proof of Current Residence**
 - Recent Utility Bill
 - Mortgage or lease agreement
 - Property tax bill showing qualification for homestead exemption
- **Proof of date of birth (one of the following)**
 - Certified Copy of Birth Certificate
 - Baptismal Certificate showing date of birth and place of baptism with parent's sworn affidavit
 - Passport or certificate of arrival in U.S.
- **Proof of immunization verified with Blue HRS Form 680**
(This form is available from a private physician or the Health Department)

North County	South County
Phone #861-2784	Phone # 492-3800
Family Service Center Health Dept.	7820 South Tamiami Trl B2
2200 Ringling Blvd	Venice
Sarasota, East of US 301	Next to MCC Campus

- **Physical Exam within the previous 12 months signed and dated by a physician.**
 - a. If student has any health related concerns, doctor sign off will be required for the administering of medication or accommodations at SSA+S.
- **Proof of Custody**
If a parent is separated, divorced, or if another custodial situation exists, a copy of legal residential custody documentation is required. (A Copy of Court Order, or Affidavit).

SSA+S requires the following for new student schedules- New Student Schedules will not be created until all has been completed and received.

- Name and Addresses / phone #'s of previous school (s) attended.
- The most current Report Card
- Standardized Annual Test Scores or FCAT Scores
- If your student is participating in any ESE or 504 Plan program, we will need the most current copy of their 504 Plan, IEP, or EP – where applicable.



Something You Never Outgrow: Immunizations

State of Florida Immunization Requirement Guidelines for school entry for the 2012-2013 school year

Immunizations are required prior to entry into any Florida school.* Listed below are the shots needed for the 2012-2013 school year.

The following website is designed to answer parents' questions about vaccinating their children:

<http://www.sarasotahealth.org/services/immunizations-facts.htm>

Please contact your health care provider with any additional questions.

PLEASE BRING YOUR SHOT RECORDS WHEN YOU GO TO A HEALTH DEPT. CLINIC (see reverse for side for locations). Immunizations will not be given without a record of previous shots. If you need a copy of your child's shot record, it can be obtained from his/her health care provider or school.

Pre Kindergarten	4 DTPs (Diphtheria, Tetanus, Pertussis) 3 Polio 4 Hib (Haemophilus Influenzae Type B) 1 MMR (Measles, Mumps, Rubella) 3 Hepatitis B 1 Varicella (chicken pox)
Kindergarten and Grades 1-6	5 DTPs 4 Polio – KG – last dose needs to be given on/after 4th birthday 4 Polio for grades 1-6 2 MMRs 3 Hepatitis B 2 Varicella for KG and grades 1, 2, 3 and 4 1 Varicella (chicken pox) for grades 5 & 6
Grades 7-12	5 DTPs 4 Polio 2 MMRs 3 Hepatitis B 1 TDaP (grade 7, 8, 9 & 10) 1 TDaP or TD (grades 11 -12) 1 Varicella (chicken pox) for grades 7, 8, 9, 10 & 11

Are your family's routine immunizations current?

Infant immunizations should be completed by age 2.
Additional immunizations are required for Kindergarten and 7th grade entry. Adults need Immunizations too!

*Florida Statutes 1003.22 and 402.305, Florida Administrative Code Rule 64D-3.011, and Sarasota County School Board Rule 7.104.

Sarasota County Immunization Clinics

Sarasota County Health Department

PLEASE BRING YOUR SHOT RECORDS WHEN YOU GO TO A HEALTH DEPT. CLINIC (immunizations will not be given without a record of previous shots). If you need a copy of your child's shot record, it can be obtained from his/her health care provider or school.

North County

Sarasota Health and Human Services

2200 Ringling Blvd.,
Sarasota, FL 34237
Phone: 861-2784
Please call for hours.

South County

North Port Health Center

6950 Outreach Way
North Port, FL 34287
Phone: 861-3864
Please call for hours.

- Prior immunization records must be provided.
- No appointment needed.
- A parent or guardian must be present.
- Hours of operation are subject to change.

Low Cost School Physicals Available at Health Department Sites \$35.00 per child, by appointment at:

Child Health Center, 17th Street, Sarasota 861-1400
North Port Health and Family Service Center 861-3820



THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA
1960 LANDINGS BLVD SARASOTA, FLORIDA 34231

STUDENT REASSIGNMENT APPLICATION FOR SCHOOL YEAR 2012 -2013

MIDDLE or HIGH SCHOOL
SEE DIRECTIONS ON REVERSE SIDE

Instructions: PLEASE PRINT OR TYPE

Name of Student _____ Date of Birth ____/____/____ Sex ____
 (Last) (First) (Middle) (Mo/Day/Yr)

Florida Student Identification Number (if available) _____

Request permission to attend: SSATS/10083 Grade 6 From _____
 (School Name) (School Name)

Father's Name: _____ Telephone: Home _____ Work _____

Father's Address: Street _____ City _____ Zip _____

Mother's Name: _____ Telephone: Home _____ Work _____

Mother's Address: Street _____ City _____ Zip _____

Legal Guardian, if any _____ Telephone: Home _____ Work _____

Guardian's Address: Street _____ City _____ Zip _____

With Whom Does Student Live _____

The School Board may grant student reassignment based on evidence that meets one of the following requirements, provided there is space available: (See back for explanation) (Please check the appropriate reason(s) stated below)

- 1. Special Need (attach written description of special need)
 - 2. Moved during the school year (and wish to continue at current school) Indicate date address changed _____
 - 3. Moving into Attendance Area within 60 school days (Original/certified copy of lease or contract to build must be attached)
 - 4. Physical Health (Please attach supporting documentation-reasons must be certified by attending physician)
 - 5. Out of County students (Transportation will not be provided)
 - 6. Return to Attendance Area
 - 7. Volunteer (attend magnet school program or Charter School) Indicate Magnet Program or Charter School SSATS/10083
- ⇒ GRANTED _____ NOT GRANTED _____
- _____
PRINCIPAL OF MAGNET PROGRAM or CHARTER SCHOOL Date
- 8. Grandfathering (as determined by School Board action)

PARENT/SCHOOL AGREEMENT

I will require my child to follow/obey the published school rules and/or "Code of Student Conduct". If advised by the school that my child has a behavior or attendance problem, I will: (A) contact or come to the school when asked; and (B) take appropriate action to change or correct my child's behavior. If, in the judgment of the school principal, my efforts to change my child's behavior or attendance problem do not succeed, my child will be returned to his/her districted school immediately. In cases where a reassignment is granted, parents/guardians shall be responsible for transportation.

LEGAL NOTICE

FL. S. 837.06 False official statements. -- Whoever knowingly makes a false statement in writing with the intent to mislead a public servant in the performance of his official duty shall be guilty of a misdemeanor of the second degree, punishable as provided in s. 775.082, or s. 775.083.

IF OUR REQUEST FOR REASSIGNMENT IS GRANTED, WE WILL ABIDE BY THE SCHOOL BOARD POLICY AND THE GUIDELINES ON THE BACK.

SIGNATURE OF PARENT/GUARDIAN

DATE

PARENT:

• If reason #7 (Volunteer) is checked please return the completed form to the requested Magnet program or Charter School. If any other reason is checked the parent must attach required documentation and return this form to the address above.

GRANTED _____ NOT GRANTED _____

 SUPERINTENDENT'S DESIGNEE Date

-----TO BE COMPLETED BY BOARD-----

NOTE: The Board reserves the right to request any further information that may be relevant for consideration in connection with this application.

The School Board of Sarasota County, Florida has GRANTED _____ NOT GRANTED _____ this request for reassignment.

Date of Board Action



OUT OF COUNTY ASSIGNMENT REQUEST FORM

SCHOOL BOARD OF MANATEE COUNTY

Parent Information Center, 234 Manatee Ave E, Bradenton, FL 34208



STUDENT INFORMATION:

Name of Student _____ Date of Birth ____/____/____
Last First Middle

Address _____

Grade _____ Home Phone _____ School Last Attended _____

Legal Residence _____ / _____
County Zoned School Name

Request to enroll in _____ / _____
County Requested School Name

PARENT/GUARDIAN INFORMATION:

Parent/Guardian _____
Mother Father

Mother Employment Name _____ Business Phone _____

Father Employment Name _____ Business Phone _____

REASON FOR REQUEST: Check box(es) that apply

- Before/After School Childcare
- Medical Issues – Attach physician medical statement
- Moved and want to remain at the school
- Parent works at the school requested
- Parent works near the school requested
- Sibling is already attending the school
- Special Curriculum – List Curriculum preference _____
- Other: Explain _____

PARENT AGREEMENT:

Parents are responsible for transportation. Approval is contingent upon acceptance by the school district requested. Approval of this special assignment does not confer athletic eligibility. Special assignment may be revoked based on unsatisfactory conduct, attendance, and scholarship if the reason special assignment was granted is no longer applicable. If approved, this special assignment is valid only for the requested school year and expires at the end of that school year.

Parent / Legal Guardian Signature _____ Date _____

STATE OF FLORIDA / COUNTY OF MANATEE
SWORN TO AND SUBSCRIBED BEFORE ME THIS ____ DAY OF _____, 20____, BY
_____ WHO IS PERSONALLY KNOWN TO ME OR HAS PRODUCED
_____ AS IDENTIFICATION.

(NOTARY PUBLIC)

(NOTARY SEAL)

OFFICE USE ONLY

APPROVED: _____ DENIED: _____ DATE: _____

School Bus Transportation for students living in Manatee County

Registration Form / Lottery Policy

Transportation to / from Manatee County is not guaranteed, see noted policy herein.

Students will be selected for the Manatee County bus using the following:

- 1) Returning SSA+S students will receive priority and have a specific time period to register (Deadline is February 24, 2012)
- 2) All new incoming students for 2012-13, will then be placed in a lottery for any available seats
- 3) After all seats have been assigned, remaining students will be assigned a waiting list number
- 4) The lottery drawing will occur the first week of March 2012 and all families will be notified

For questions please contact Mr. Williams at 941-330-1855 ext 461 or via email at carlwilliams@ssas.org

If you are offered bus transportation be advised that a fee of \$30.00 a month/per household will be charged. (Students participating in free/reduced lunch should contact Ms. Wachob ext. 207 for assistance)

Student Name (*Print*) _____

DOB (mm/dd/yy): _____ Age: _____ Grade: _____ Gender (M/F): _____

Sibling currently attending SSA+S? _____

Address: _____

Morning Bus Stop: _____

After School Bus Stop: _____

Parent(s) or Guardian(s) Name (*Print*): _____

Emergency Phone #: _____ Home Phone #: _____

Sarasota County

SCHOOL BUS

Registration Information



**Sarasota County, FL
School Bus
Transportation Department
301 Old Venice Road
Osprey, FL 34229
941-486-2141**

THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA

STUDENT RE-REGISTRATION FORM - PLEASE PRINT



SCHOOL USE ONLY	TERMS ID # _____		SCHOOL NAME _____		
	ENTRY DATE _____	CODE _____	TEACHER/TEAM _____	APPT/REG DATE _____	TIME _____
	<input type="checkbox"/> ADDRESS VERIFICATION	<input type="checkbox"/> BIRTH CERTIFICATE	<input type="checkbox"/> LANGUAGE SURVEY	<input type="checkbox"/> BUS NUMBER	
<input type="checkbox"/> CUSTODY VERIFICATION	<input type="checkbox"/> IMMUNIZATIONS	<input type="checkbox"/> REASSIGNMENT	<input type="checkbox"/> CAR / WALK / BIKE		
<input type="checkbox"/> CUSTODY ALERT	<input type="checkbox"/> PHYSICAL	<input type="checkbox"/> PIN NUMBER	<input type="checkbox"/> AFTER SCHOOL CARE		

The following form contains the information we have for this student on the Sarasota County School Board's computer database. If any of this information is incorrect, cross it out and print the correct information. If the address is incorrect, attach proof of the correct address (copy of the FPL or water bill, or copy of the mortgage or lease). Please return this form to your child's school.

SPECIAL CUSTODY / HEALTH PROBLEMS WE SHOULD BE AWARE OF:					
STUDENT LEGAL NAME - Last		Jr., III, Etc.	FIRST	MIDDLE	Entering Grade
HOME TELEPHONE		UNLISTED <input type="checkbox"/> YES <input type="checkbox"/> NO		AKA / Nickname	
STREET ADDRESS - APT #			MAILING ADDRESS - APT # - if different		
CITY / STATE / ZIP			CITY / STATE / ZIP		
STUDENT SOCIAL SECURITY NUMBER		SEX <input type="checkbox"/> M <input type="checkbox"/> F	DATE OF BIRTH	BIRTH PLACE - City and State or Country	Born in the U.S.? Yes No
ETHNICITY: Hispanic/Latino Origin? <input type="checkbox"/> Yes <input type="checkbox"/> No		RACE: Please check all that apply:		Number of full years in U.S. Schools _____ U.S.: _____	
<input type="checkbox"/> AMERICAN INDIAN or ALASKA NATIVE		<input type="checkbox"/> ASIAN	<input type="checkbox"/> BLACK	<input type="checkbox"/> NATIVE HAWAIIAN or OTHER PACIFIC ISLANDER	<input type="checkbox"/> WHITE

STUDENT LIVES WITH: <input type="checkbox"/> BOTH PARENTS <input type="checkbox"/> MOTHER ONLY <input type="checkbox"/> FATHER ONLY <input type="checkbox"/> PARENT and STEP PARENT <input type="checkbox"/> OTHER:					
PARENT / GUARDIAN 1			PARENT / GUARDIAN 2		
NAME _____			NAME _____		
RELATIONSHIP _____			RELATIONSHIP _____		
TELEPHONE HOME _____ CELL _____			TELEPHONE HOME _____ CELL _____		
EDUCATION LEVEL - Please check one: WORK _____			EDUCATION LEVEL - Please check one: WORK _____		
1. <input type="checkbox"/> Didn't Complete Requirements for H.S. Diploma	4. <input type="checkbox"/> College Degree: Associate In Arts / Science	1. <input type="checkbox"/> Didn't Complete Requirements for H.S. Diploma	4. <input type="checkbox"/> College Degree: Associate In Arts / Science	2. <input type="checkbox"/> High School Diploma or Equivalent	5. <input type="checkbox"/> College Degree: Baccalaureate / Advanced Degree
2. <input type="checkbox"/> High School Diploma or Equivalent	5. <input type="checkbox"/> College Degree: Baccalaureate / Advanced Degree	3. <input type="checkbox"/> Post Secondary or College Credits	5. <input type="checkbox"/> College Degree: Baccalaureate / Advanced Degree	3. <input type="checkbox"/> Post Secondary or College Credits	

EMERGENCY CONTACTS and TELEPHONE - OTHER THAN PARENT / GUARDIAN					
Name	Relationship	Home Phone	Cell Phone	Work Phone	Pick-up Y or N

Release Information: - Please see back of this form for explanations of each of the items below. Then indicate your wishes for your child.

Directory Information [for all grades]:
Do you authorize the District to release Directory Information? YES NO

Media Release [for all grades]:
Do you grant permission for this child to participate in media activities? YES NO

Anonymous Survey [for grades 6-12 ONLY]:
Do you authorize the District to administer anonymous surveys to this child? YES NO

Military Access for Recruiting [for grades 9-12 ONLY]:
Do you authorize release of information for military recruiting purposes? YES NO

Please indicate your choice, I would like school-related information sent to my home in:

English only
 English and Spanish

YES NO Have parents/guardians moved within the last three years from another county/state due to working in agriculture, fishing, or dairy activities?

Florida Statutes 837.06 provides that whoever knowingly makes a false statement in writing with the intent to mislead a public servant in the performance of his/her official duty shall be guilty of a misdemeanor of the second degree.

PARENT/GUARDIAN SIGNATURE _____ DATE _____

We look forward to working with You and Your Child!

Lori M White

Sarasota School of Arts and Sciences

645 Central Avenue

Sarasota, FL 34236

Phone: 941-330-1855 / FAX: 941-330-1835

MEDICAL RELEASE FORM FOR OUT-OF-COUNTY OR OVERNIGHT TRAVEL

Instructions: Form must be signed and notarized.

Name of Student (Please Print): _____ Grade : _____
Last First Middle

Address: _____ Date Of Birth: _____

Home Phone : _____ Parent's Work Phone: _____ Cell Phone: _____

Other Emergency Contact Name: _____ Phone : _____

Medical Insurance Carrier: _____ Policy Group Number: _____

This application to travel and participate in activities or events sponsored by the Sarasota School of Arts and Sciences is entirely voluntary on our part. It is also agreed that we will abide by all the rules set down by Sarasota School of Arts and Sciences and their sponsor, the School Board of Sarasota County. Sarasota School of Arts and Sciences, and their sponsor, the School Board of Sarasota County, desire that students and parents or guardians of students have a thorough understanding of the implications involved in a student participating in a voluntary extracurricular activity. For this reason it is required that each student enrolled in Sarasota School of Arts and Sciences, his/her parents / guardians, read, understand, and sign this agreement prior to the student being allowed to participate in any out-of-county or overnight school field trip.

1. I/We, the undersigned, as parent, parents, or guardian, give my/our consent for the student identified herein to participate in this activity as a representative of his/her school.
2. I/We will not hold Sarasota School of Arts and Sciences, nor their sponsor, the School Board of Sarasota County, nor anyone acting on its behalf, responsible or liable for any injury occurring to the named student in the course of such activities or such travel. I/We release Sarasota School of Arts and Sciences, and their sponsor, the School Board of Sarasota County, its employees, and agents from all claims, costs, trips or extracurricular activities, including any claims, costs or damages arising from the negligence of Sarasota School of Arts and Sciences, and their sponsor, the School Board of Sarasota County, its agents, or employees.
3. I/We understand that school officials will complete accident insurance forms, if the student has school insurance, after which all claims under insurance policy, or policies, for injuries received while participating in school events, shall be processed by the student, his/her parents / guardians through the company agent handling the student's insurance policy, and not through the school officials.
4. I/We hereby accept financial responsibility for equipment or instruments lost by the student identified herein.
5. I/We authorize the school to transport and to obtain, through a physician of its own choice, any emergency medical care that may become reasonably necessary for the student in the course of such activities or such travel. I/We also agree that the expenses for such transportation and treatment shall not be borne by the school, its sponsor, or its employees.
6. I/We accept full responsibility and hereby grant permission for my son/daughter to travel on any approved school related trip. This statement remains in effect until the end of this school year unless cancelled by me in writing to the school.

Parent/Guardian Signature: _____ Date: _____

State of Florida:
County of Sarasota

Sworn to (or affirmed) and subscribed before me this _____ day of _____, 20____ by _____

(Name of Person Making Statement)

The foregoing instrument was acknowledged by:

_____ Personally known to me, or

_____ Produced Identification / Type of Identification Produced: _____

Notary Public Signature: _____ Name of Notary Public: Print, Stamp, or Type as Commissioned: _____

My Commission Expires: _____ Commission Number: _____

TURN OVER - 2 sided form

Sarasota School of Arts and Sciences
645 Central Avenue
Sarasota, FL 34236
Phone: 941-330-1855 / FAX 941-330-1835
www.ssas.org

A series of field trips have been planned for the 6th, 7th, and 8th grade classes this year. The permission slip below and on the reverse side of this form will serve as a blanket permission slip for all field trips your student will attend. Notification of all field trips will be sent home at least one week prior to said trip. The subsequent notification will provide with you all the details and costs, if applicable.

Field Trip Consent Form / Emergency Medical Treatment

Name of Student: _____ Grade: _____ Date of Birth: _____
Last First Middle

Home Address: _____
Street City Zip Code

Parent /Guardian: _____ Relationship: _____

Home Phone: _____ Work Phone: _____ Cell Phone: _____

Please list a person other than the parent or guardian who could be contacted in case of an emergency below:

Emergency Contact: _____ Phone #: _____

Is above student allergic to foods, medications, or insects? _____ Yes _____ No

If Yes, please list what they are and emergency medication/treatment, if any:

Does the above student have any chronic medical problems (such as asthma, diabetes, seizures)? _____ Yes _____ No

If Yes, please list and describe medical requirements for field trip: _____

Does the above student take any daily medication? _____ Yes _____ No

If Yes, please complete the medication treatment authorization form (if not previously on file in the school Health Room) and please list the medication and time to be administered:

Family Physician: _____ Physician Phone: _____

In case of serious illness or injury where immediate care is needed, the school or its representative has my permission to contact the appropriate emergency medical service. The emergency medical service has my consent to provide necessary treatment or transportation for my child. I then request that I be notified of the situation. The undersigned will be responsible for emergency treatment cost.

In the case of an accident or illness where immediate treatment of my child is not indicated, but where (s)he is unable to remain at the field trip, I request that the school contact me or my designee to arrange transportation for my child. If the school is unable to contact me, I request that the other person listed on this form be contacted and requested to care for my child. I understand that I must notify the school if there are any changes in this health emergency information.

In case of non-life threatening emergency, list hospital preference: _____

Parent/Guardian Signature: _____ Date: _____

TURN OVER – 2 Sided Form

Student Contract

As a student enrolled at Sarasota School of Arts and Sciences, I agree to the following commitments whether on or off campus in all school sponsored locations:

I will respect and speak courteously to all adults and classmates at all times.

I will remain actively on task and will not disrupt the learning of others in the classroom.

I understand that SSA+S has a zero tolerance policy regarding cheating.

I will support the school's stance on promoting tolerance and acceptance of all people by refraining from making any negative or demeaning comments about others.

I will not participate in any forms of bullying i.e. physical, verbal abuse and will report said offense if I witness that behavior by others.

I will not participate in public displays of affection and will keep my hands to myself at all times.

I understand that any acts of vandalism to school property; including textbooks, furniture and equipment may result in dismissal from SSA+S and a police investigation.

I will not bring materials or objects to school that will be disruptive to the educational process.

I will adhere to the student dress code and have read the "Code of Dress" standards in the Student Agenda Book.

I understand that excessive absences, tardies, detentions or any suspension may result in my dismissal from SSA+S.

I will not bring, use, distribute, or have in my possession and/or locker; any alcohol, drugs of any kind, weapons, or materials that could be used as weapons. Violating these regulations is an expellable offense and will be reported to the Sarasota School Board and Law Enforcement Officials.

I understand that I may be dismissed from SSA+S if this Student Contract is not followed.

Student Signature

Date

Print Student's Name

TURN OVER – 2 sided form

Parent/Guardian Contract

As a parent/guardian of a child enrolled at Sarasota School of Arts and Sciences, I agree to the following commitments whether on or off campus in all school sponsored locations:

I will at all times, support the SSA+S program, mission, Administration, Faculty, Staff, and PTSS (Parent-Teacher-Student Society). I will refrain from any verbal and/or physical abuse, threats, hostile, disparaging remarks or demanding attitudes.

I will read and review all the rules and procedures from the Student Agenda Book with my child.

I will abide by and follow the traffic pickup/drop off procedures ensuring that my child is on time for school every morning and will be picked up in a timely fashion at the end of the school day or any school sponsored activities that he/she attends or participates in.

I will support the school stance on tolerance and acceptance of all people. I will not support, defend, or excuse my child for the type of injurious behavior which may include, but is not limited to, physical and/or verbal abuse.

I will go to the main office when on the school campus and register as a visitor upon arrival.

I will send my child to school dressed in the appropriate school uniform.

If my child earns a detention, I will bring my child to school on time to serve their scheduled detention.

I will not allow my child to bring any prohibited items to school as outlined in the Student Agenda Book.

I will attend all PTSS meetings required in accordance with the PTSS Bylaws.

I agree to volunteer a minimum of 10 hours per school year for a two parent family.

Single parent volunteer commitments shall be a minimum of 5 hours per school year.

I have read and agree with the contents of the Student Contract. I realize that my child's continued attendance, during the school year, or from year to year, at SSA+S, rests upon them abiding by said rules and regulations.

If they fail to do this, I understand that we have been accorded Due Process by this instrument, and my child may be dismissed from SSA+S and returned to their districted school. I also understand that my failure to comply with my parent/guardian contract may result in my child being dismissed from SSA+S and returned to their districted school.

Parent/Guardian Signature

Date

Print Student's Name

TURN OVER – 2 sided form

**Sarasota School of Arts and Sciences
Student Fees
2012-2013**

Performing Arts/Field Trip Fee: **\$25.00**

Covers admission cost for your child to attend all scheduled plays for the 2012-2013 school year. You will be informed of the scheduled plays and dates. (Van Wezel or Asolo Theatre)

Science Lab Fee: **\$20.00**

Covers Science Lab consumables and Science-based field trips for the 2012-2013 school year. (Lab Fees, Mote, GWIZ or Selby Gardens)

Agenda Book: **\$10.00** *

This will provide your student with an agenda book, your student will be given this book on the first day of school. Replacement agenda books are sold at the front desk for \$10.00.

Locker Fee: **\$5.00** *

The school will provide the lock for your student's locker.

*If your student qualifies for the Free or Reduced lunch program, you will only need to pay for the student's Agenda Book and Locker Fee, the PA and Science fees are waived.

Proof of qualification is required. (\$15.00)

Total Due: \$60.00

If you have any questions, please contact Missy Wachob 330-1855 Ext 457

Please detach and attach with payment

Ways to Pay

Mail - check made payable to Sarasota School of Arts and Sciences
645 Central Avenue
Sarasota, FL 34236

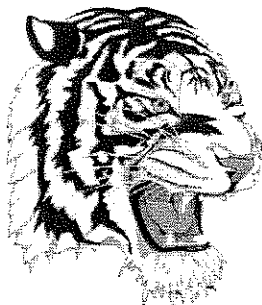
Deliver - you can bring the check with you to Schedule pick up.

Credit Card - Name on card _____

Card #				
Zip Code				Exp. Date
Security Card (3 digit # on back of card)				
Signature				

Student Name: _____

Grade: _____



SARASOTA SCHOOL OF ARTS & SCIENCES

645 CENTRAL AVENUE, SARASOTA, FL 34236

TARA TAHMOSH - NEWELL, PRINCIPAL

Current Custodial / Guardianship Disclosure and Notification

Concern for your student's well-being, safety and privacy is of the utmost importance. Up-to-date, custodial documentation is required by law, for all student records, at the time of enrollment, and should also be updated as changes occur in status. Non-compliance shall result in student withdrawal.

Name of Student: _____ Grade: _____
Last First Middle

Does the student reside with both parents, still married, and in the same household?

Circle one: Yes - No further paperwork is required, please sign and date below
No - Please fill out below and provide copies as required by county registration.

Student resides with: (circle those that apply)

Mother only or Father only

Parents are divorced or Legally separated

Primary Residential Parent and Step-Parent and / or Shared Parenting (50/50)

*** In regards to divorced or separated parents, items required from the original Dissolution / Divorce decree or Parenting Plan, include the first page with case number and parties involved, last page with court stamp date and all pages addressing custody and visitation only. Any custodial modifications / changes, from the original Dissolution, must also be submitted, including restraining orders or other limitations.*

Or student resides with:

Legal Guardian / Custodian(s): _____
*** Please provide temporary or permanent guardianship paperwork*

Are there any PENDING legal actions or custodial restrictions affecting the family? (Please explain):

Print Parent / Guardian Name: _____

Parent / Guardian Signature _____ Date: _____

Health History Form 2012/2013

Instructions: Complete this form and return it to the school office.

Student Name _____ Phone _____

DOB _____ Sex _____ School _____ Grade _____

Check next to any condition or illness that applies to your child. Note: For medication questions, mark the "yes" box only if child is taking medication now. Use the "Comments" section at the bottom of the page for explanations.		(Office Use Only) Code Number
1	Allergies <input type="checkbox"/> Food _____ <input type="checkbox"/> Medicine _____ <input type="checkbox"/> Ants <input type="checkbox"/> Wasps <input type="checkbox"/> Bee stings <input type="checkbox"/> Environmental allergies: List _____ <input type="checkbox"/> Other allergies: List _____ Specify reaction to allergy or allergen: <input type="checkbox"/> Rash <input type="checkbox"/> Swelling <input type="checkbox"/> Hives <input type="checkbox"/> Trouble Breathing <input type="checkbox"/> Vomiting <input type="checkbox"/> Diarrhea <input type="checkbox"/> Local Reaction <input type="checkbox"/> Takes medication for any allergies: Name medication(s) _____ Does child need a special diet? <input type="checkbox"/> Yes <input type="checkbox"/> No (If yes, school requires a prescription from a doctor.)	ALF ALM ALI ALE ALO
2	<input type="checkbox"/> Asthma: List triggers _____ Diagnosed at age ____ <input type="checkbox"/> Takes medication: Name medication(s) _____ Under doctor's care now? <input type="checkbox"/> Yes <input type="checkbox"/> No	AS
3	<input type="checkbox"/> Other frequent Respiratory Conditions: Describe _____	RC
4	<input type="checkbox"/> Attention Deficit/Hyperactivity Disorder (ADD/ADHD) <input type="checkbox"/> Takes medication: Name medication(s) _____	AD
5	<input type="checkbox"/> Blood disorder <input type="checkbox"/> Sickle cell anemia <input type="checkbox"/> Bleeding condition: Specify _____	BD - SI BC
6	<input type="checkbox"/> Cancer: Explain _____	CA
7	<input type="checkbox"/> Chickenpox-illness: At age _____	CX
8	<input type="checkbox"/> Convulsion or seizure: How long ago was the last one? _____ <input type="checkbox"/> Takes medication: Name medication(s) _____	CD
9	<input type="checkbox"/> Cystic Fibrosis <input type="checkbox"/> Takes medication: Name medication(s) _____	CF
10	<input type="checkbox"/> Diabetes (high blood sugar) <input type="checkbox"/> Hypoglycemia (low blood sugar)	DB - HY
11	<input type="checkbox"/> Digestive disorders: Explain _____	BBC GI
12	<input type="checkbox"/> Serious head injury: Explain _____	HIN
13	<input type="checkbox"/> Trouble hearing <input type="checkbox"/> Uses hearing aid	HI
14	<input type="checkbox"/> Heart condition: Explain _____ Under doctor's care for this condition? <input type="checkbox"/> Yes <input type="checkbox"/> No Any physical restrictions? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, explain _____	HC
15	<input type="checkbox"/> High blood pressure (Hypertension)	HP
16	<input type="checkbox"/> Kidney or bladder disorder Explain _____	KD
17	<input type="checkbox"/> Migraines: Under doctor's care for this condition? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Takes medication: Name medication(s) _____	MI
18	<input type="checkbox"/> Muscle/bone/mobility disorder: Explain _____	MBM
19	<input type="checkbox"/> Psychiatric diagnosis _____ <input type="checkbox"/> Takes medication: Name medication(s) _____	PD
20	<input type="checkbox"/> Surgery: What for? _____ Date _____	SG
21	<input type="checkbox"/> Vision problems: Explain _____ <input type="checkbox"/> Glasses <input type="checkbox"/> Contacts	VP
22	<input type="checkbox"/> Other medical condition(s) not listed: Explain _____	OC
23	<input type="checkbox"/> My child does not have any of the listed conditions or illnesses.	

Comments or other health information _____

Parent/Guardian Signature _____ Date _____

Student Name _____ (last) _____ (first) _____ (middle initial) _____ DOB _____ Sex _____

Home Address _____ Home Phone _____

Mailing Address (if different from home address) _____

Current School _____ Grade (2012-13 school year) _____ Teacher _____

Do not complete the shaded area – school personnel will fill in

Previous School _____ City _____ State _____

Mother/Guardian Name _____ Home Phone _____ Cell Phone _____

Work Hours: from _____ to _____ Work Phone _____ Email Address _____

Father/Guardian Name _____ Home Phone _____ Cell Phone _____

Work Hours: from _____ to _____ Work Phone _____ Email Address _____

Primary language spoken at home _____

Provide the information below for 3 persons you give permission to transport your child (identification will be required):

	<u>Name</u>	<u>Relationship</u>	<u>Home Phone</u>	<u>Day Work Phone</u>
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____

Family Physician _____ Phone _____

Family Dentist _____ Phone _____

Is child enrolled in Medicaid? Children Medical Services? Other? _____

Allergies (please specify) _____ Wears Glasses Wears Contacts

Other Health Concerns / Special Instructions / Required Medications, etc. _____

Custody Alert _____

Health Emergency Card

(PLEASE FILL OUT BOTH SIDES OF THIS CARD)



SARASOTA SCHOOL OF ARTS & SCIENCES

645 CENTRAL AVENUE, SARASOTA, FL 34236

TARA TAHMOSH - NEWELL, PRINCIPAL

Permission for a student to walk to/from school and/or alternative pick-up and drop-off procedures.

I give permission to Sarasota School of Arts and Sciences to allow my child:

- 1. To walk to and from school on a daily basis as needed.
- 2. To walk to another location from the school, (off school grounds) at the end of the school day, for pick-up, ie., the Selby Library, Parent's office or work location, etc. This document is not for permission to wait for pick-up in another area outside of designated pick-up and drop-off areas, such as other locations that are a block from the school in all directions.

Student Name (*Print*): _____

DOB (mm/dd/yy): _____ Age: ____ Grade: ____ Sex (M/F): ____

Address: _____

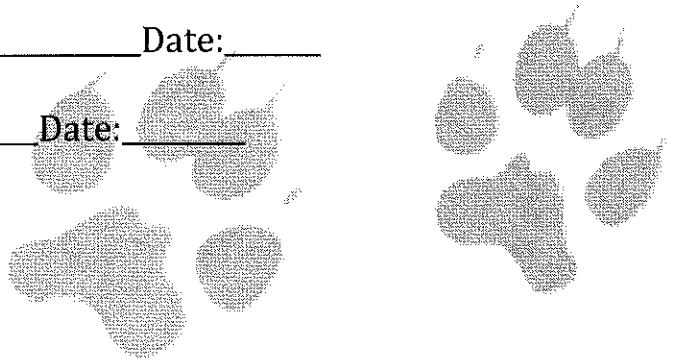
Parent(s) or
Guardian(s) Name (*Print*): _____

Emergency Phone #: _____ Home Phone #: _____

I agree that once my child has left the school campus, that I am responsible for his/her safety and activities. This statement remains in effect until the end of this school year unless cancelled by me in writing to the school. I realize that permission to "walk" removes my child from the controlled environment of the school setting and may present a higher risk of accident/injury to my child.

Parent's/Guardian's Signature _____ Date: _____

Student's Signature _____ Date: _____



2012-2013 Physical Education Elective Application

Student Name _____ Date _____

Grade Level _____



1. PE Course taken during this 2011-2012 School Year (circle all that apply)

Team Sports Dance Martial Arts

2. PE Course grade achieved up to today's date _____%

3. Please circle your #1 choice elective for 2012-2013 school year.

Team Sports- Coach M & Coach T
Mixed Dance- Mrs. Salazar
Personal Fitness & Skateboarding w/ Coach Dan
Latin Dance- Mrs. Salazar
Advanced Dance- Mrs. Salazar
Waiver (for medical reasons)

** Please see reverse side of this paper for class details and descriptions that will offer you information about each class.**

4. Below please state why you would like to take this course for an entire year and also how you feel you would be an asset to the course: ****If wanting *Dance*, how much dance experience do you have, in/out of school?**

5. Should your first choice not be available what would your next choices be?

2nd Choice _____

3rd Choice _____

**Requests are granted on a first come/ first serve basis. Also, the teacher recommendation is considered as well. **

PARENT SIGNATURE REQUIRED!

FILL OUT THIS FORM AND RETURN IT TO YOUR CURRENT ELECTIVES TEACHER!

Parent/Guardian Signature

****Personal Fitness/ Skateboarding with Coach Dan****

This class will be offered to 7th and 8th grade students that attend SSAS. This class will consist of achieving personal fitness goals by working with fitness bands, balance boards, running, stretching, and continual exercise each day of class. Within this class, students will master the 5 components of Physical Education which are muscular strength, muscular endurance, agility skills, balance, and coordination. Team Sports will also be played in this course.

Also, weekly trips to the Sarasota Skate Park will take place as well. Skateboarders will enjoy skateboarding at one of Florida's best skate parks. Also, students will learn the physics and science behind skateboarding and will create many things with Coach Dan's help.

****Team Sports with Coach M and Coach T****

This course will offer the chance to play team sports within your scheduled PE hour against your classmates. We will play Basketball, Football, Soccer, Kickball, Baseball, Lacrosse, Dodgeball, and many other sports that are within our curriculum. Dressing out for this class will be mandatory and is expected by every student. We will have fitness days weekly, that will include our distance running and running tests. Tournaments, individual and team challenges, as well as becoming more physically fit, are all components of this course. We will be in the new gymnasium and locker room facility upon completion.

****Mixed Dance with Mrs. Salazar****

This class will feature several different dance styles. This class is for students who are at a beginner/intermediate level. We will spend time focusing on the basics of Ballet, Jazz, Lyrical, & some Hip Hop techniques. Students will learn vocabulary relating to the varying styles and focus on body movement and a variety of steps. Students will be evaluated quarterly on the material. Students will also engage in Strengthening & Flexibility/ Pilates classes to work on range of motion and conditioning the body. Throughout the year students will have 2 choreography projects and a research projects which will be completed in class quarterly. Dress out clothes and dance shoes are required for this class and will be included in grading.

****Advanced Dance with Mrs. Salazar****

This class is for students who have several years of prior dancing experience in Ballet/Jazz/Contemporary styles. Students can be selected for this class by Ms. Salazar or students may request it by listing their experience in the explanation selection of the elective form. This class is also for students with experience whom would like to perform at school functions. This is for students who have a passion for various styles of dance and wish to pursue dance in the future or audition for VPA dance programs in high school. We will focus on the techniques for Ballet/Jazz/Contemporary styles. We will also focus on connecting emotionally to choreography and performance. Instruction will also include Strengthening & Flexibility/ Pilates classes to work on range of motion and conditioning the body. Students will have group choreography projects and a research project which will be completed in class quarterly. Dress out clothes and dance shoes are required for this class and will be included in grading.

****Latin/ Ballroom Dance with Ms. Salazar****

Latin dance class is new addition to the elective choices this year. Boys and girls are needed for this class! Students taking this class will review the basics learned in 6th grade dance and continue learning new steps in a variety of Latin & Ballroom partner dance styles. Styles featured will be Merengue/Salsa/Bachata/Cha Cha/Swing & varying styles of Tango. Salsa Rueda will also be included in this class. This is open to all 7th & 8th grade students! Dress out clothes and dance shoes are required for this class and will be included in grading.

Date / Time received _____

Arts Elective Application

Student Name _____ Date _____

Grade Level _____



1. Elective Course taken during this School Year (circle all that apply)

Band Chorus Performing Arts Technology Visual Arts

2. Elective Course grade achieved up to today's date _____%

3. Please circle your #1 choice elective for next year

Band, Concert Choir, Performing Arts, Technology, or Visual Arts

Specialty Courses (circle here and see back for guidelines):

Musical Theatre Class, 3D Design or High School Speech I

4. Below please state why you would like to take this course for an entire year and also how you feel you would be an asset to the course:

5. Should your first choice not be available what would your next choices be?

2nd Choice _____

3rd Choice _____

*****Please note that seats are given on a first come first serve basis and that preference is given to students with a B grade or above*****

PARENT SIGNATURE REQUIRED!

**FILL OUT THIS FORM AND RETURN IT TO YOUR 1ST CHOICE ELECTIVE TEACHER LISTED BELOW—
Bestreski in room #118, Carr - 415, Footland – 219, or Stone - 113**

Parent/Guardian signature

Musical Theatre Class –Mr. Stone

This class will be a performance-based class for 7th and 8th grade students who want to be a part of the new group, "Standing Ovation." Signing up for this class means you will have to be a part of the group and be willing to rehearse after-school and attend weekend performances if necessary. The class will consist of rehearsals for performances, musical theatre trips, the history of musicals, and projects.

3D Design- Mr. Carr

This is a foundation course in three-dimensional design. We will explore problems that help develop understanding of and sensitivity to the use of three-dimensional design fundamentals. Additionally, we will focus on the analysis of concepts as a basis for sculpture, ceramics, architecture, and industrial design.

High School Speech I – Ms. Price

This course is a high school performing arts' credit. This course will go towards their cumulative high school GPA. **Only 8th graders** are eligible to take this course.

**THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA
STUDENT SUPPORT SERVICES**

1960 Landings Blvd., Sarasota, FL 34231-3331
Phone: 941-927-9000 Fax: 941-361-6157

SCHOOL REGISTRATION DISCLOSURE FORM

Florida Statute 232.0205 requires the disclosure of previous school expulsions, arrests resulting in a change, and juvenile justice actions. Failure to provide accurate information can result in denial of educational participation.

Student Name: Last, First, Middle	Date of Birth	Social Security #
Street Address	City	State Zip Code
Home Telephone	Parent/Guardian Name	

Has the above named student ever been expelled from a school or school system? Yes No

If yes, complete the following section:

Approximate Date Began	Approximate Date Ended	Location of School	Reason for Expulsion

Has the above named student ever been arrested and/or charged with a juvenile or adult crime? Yes No

If yes, complete the following section: (three most recent events)

Approximate Date	Arrest	Charge	Juvenile	Adult	Reason

Has the above named student ever been involved with Juvenile Justice? Yes No

If yes, complete the following section:

Approximate Date Began	Approximate Date Ended	Status

The above information is correct and true.

Student Signature	Parent/Guardian Signature	Date
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The School Board of Sarasota County complies with State Statutes on Veterans' Preference and Federal Statute on non-discrimination on the basis of race, color, sex, religion, national origin, age, disability, marital status or sexual orientation.



SARASOTA SCHOOL OF ARTS & SCIENCES

645 CENTRAL AVENUE, SARASOTA, FL 34236

TARA TAHMOSH - NEWELL, PRINCIPAL

Thank you for your interest in Sarasota School of Arts and Sciences!

Here are some key areas of our website, www.ssas.org for your further review.

- Student section / Team News – weekly newsletter with general overview of happenings that week in class – grade level specific-archived throughout the year,
- Student section / Clubs & sports activities / Newspaper archives
- Teacher section – next to each teacher's picture / information – syllabi on the subjects they teach
- Parents section / Procedures
- Parents section / Awards and accolades & History
- Parent section / Transportation offerings
- Parent section / General Information page
- Registration page / Frequently Asked Questions about enrollment and the lottery process
- Tours, first Monday of each month by appointment only through the Registrar's office.

Lastly, if you have a student currently in the 5th grade, the applications for the 2013-2014 school year are available for online submittal starting August 1st, 2012 through December 1st, 2012. After December 1st, a lottery will be conducted to fill enrollment for the 2013-2014 school year. Results of the lottery will be mailed to applicants on or before the second week of January 2013.

If you have a student who is currently in the 4th grade, applications for the 2014-2015 school year will be available for online submittal, through on website, starting August 1st, 2013 through December 1st, 2013.

Please feel free to contact our office at anytime with any questions.

Best wishes,

Kimberly Braun
Registrar
941-330-1855 ext. 458
kimbrown@ssas.org





SARASOTA SCHOOL OF ARTS & SCIENCES

645 CENTRAL AVENUE, SARASOTA, FL 34236

TARA TAHMOSH - NEWELL, PRINCIPAL

Sarasota School of Arts and Sciences is funded by the state of Florida, **tuition free, multicultural, public charter middle school**, which strives for academic excellence while providing all students with a small, safe, and intimate learning environment. Visit our website for a long list of our most recent awards and recognitions!

Enrollment and Hours

Student applications are received online, from families residing in Sarasota and surrounding counties. If the number of applications received exceeds our enrollment capacity, a lottery process will be conducted to fill enrollment vacancies. A student must be in 5th grade or above to apply. Our enrollment policies are included on our website or can be requested from our front office.

Grades: 6-8 **Hours:** 9:00a.m. to 4:05p.m. **Enrollment:** 750 students **Class Size Average:** 22:1

Curriculum and Special Programs

SSA+S' curricula includes a program of studies based on the Florida Sunshine State Standards, with a focus on the holistic approach to educating the "total" child, via an interdisciplinary, thematic approach, focusing on the cognitive, affective and psychomotor domain, coupled with input from community partners and involvement in the service learning program.

Special Community Partnerships

Exclusively designed field trips to educational partner facilities, for classroom enrichment, throughout the year.

Embracing our Differences	G-Wiz Hands-on Museum
Mote Marine Laboratory	Ringling School of Art and Design
Marie Selby Botanical Gardens	Van Wezel Performing Arts Hall
Ringling Museum of Art	Holocaust Museum - St. Petersburg
Bishop Planetarium	Asolo Repertory Theatre

Service Learning

Mayor's Feed The Hungry Campaign	Humane Society
Salvation Army	SPARCC

Special Programs

Visual and Performing Arts Show Choir / "Danz" Team / Entertainers / Standing Ovation / Cheerleading / Chorus / Tiger Idol / So You Think You Can Dance?	Gifted Services / History Fair / Geography Bee	Physical Education & Interscholastic Florida Suncoast League Sports - basketball, volleyball, soccer, golf, skateboard team, cross country, and tennis
Band - Concert and Jazz Guitar Club Drum line	Advanced Academics for High School Credit - Spanish 1, Algebra 1 Honors, Geometry Honors, Speech 1	School-wide Violence Prevention - Bully Prevention Anti-Bullying Committee
Computer Technology / Graphic Arts / Ceramics / Pottery / Anime Club / Technology Club	Foreign Language - Spanish is required for 6 th and 7 th grade only, Spanish 1 optional for High School Credit for 8 th grade	Science Fair - all grade levels are required to participate with a project
VPA Portfolio Development	Read 180 Program / Math Lab	Health & Wellness Education
Student Council / NJHS / Eco-Tigers / Service Learning Club	Exceptional Student Education	Pre IB American History
8 th grade I. B. and MaST preparation	Model United Nations	Scholastic Book Fair

Phone: 941.330.1855

Fax: 941.330.1835

Web: <http://www.ssas.org>

Email: information@ssas.org

International Fair / Traditional Dance	School Newspaper - "The Independent"	Field Trip to Holocaust Museum
School Dances	E-pep and Career Choices Exploration	7 th gr Field Trip to St. Augustine
Celebration Dinner & Auction (adults only)	Arts Festivals & Gallery Exploration	8 th gr overnight Graduation Trip to Universal Studios
Immigration Day / Colonial American Day / Native American Day	PTSS Sponsored Events	Greek Day / Egypt Day / Explorer Day / Roaring 20's Day

Before & After school Options

Before School Care is a FREE service offered starting at 7:30am, and is supervised by faculty members. A Sarasota County Food and Nutrition supplied "Grab and Go" breakfast is offered, and microwaves are available.

After school Care Options: SSA+S offers various after school activities and clubs, with differing times and dates. Currently we do not offer a year-round, daily afterschool program.

Bus Transportation

Visit the SSA+S Website or contact Carl Williams, Assistant Principal, ext 461 for transportation needs.

SSA+S offers pocket pick-up throughout Sarasota County, utilizing Sarasota County School Bus routes. Manatee County residents are serviced by the SSA+S owned school buses for a minimal monthly fee. Pocket pick-up / drop off and seating availability is limited to a lottery draw for the Manatee County Bus. (see website)

Lunches

Students have the option of participating in the Sarasota County Food and Nutrition Lunch Program with the countywide menu, purchasing A la Carte items such as pizza, bagels, "Clux Deluxe" chicken sandwiches, or bringing their own personal packed lunch. Microwaves are available for use. Mylunchmoney.com is an optional online service, which allows families to add money to their student's lunch account and track purchases. Applications are available for the free and reduced lunch program through Sarasota County Food and Nutrition at 941-486-2199.

Uniforms

See the SSA+S website for full description of our strictly enforced dress code policy.

Uniforms may be purchased at:
Children's World Uniform Supply
4525 Bee Ridge Rd
Sarasota, FL 34233

www.childrensworlduniform.com

PHONE: 941-955-6999 / FAX: 941-955-6990

Communication and Parent Involvement

Parent / Student Contracts - are required standards of excellence for communication, behavior, and work ethics.

School website - contains upcoming events, an electronic copy of Team News, sports schedules, and the school calendar.

Student Agenda Books - contain a complete student / family handbook, general school information, a daily planner, and a hall pass sign off. The student agenda must be with them at all times.

Team News - is a weekly, grade-level specific newsletter outlining each classroom's activities for the upcoming week, long-term projects, school-wide fundraising and upcoming events, a hard copy of the attendance form, and a note to school. It is archived throughout the year online, under the student section.

Parent Teacher Student Society, Inc (PTSS) - 5 mandatory meetings per year + volunteer hours are required per family. (10hrs for 2 parent family & 5hrs for single parent family per year)

Edline - is an online service for parents and students to track their progress. (Activation codes are supplied to each family). This service also utilizes email communication to notify parents of upcoming events, volunteer opportunities, and school-wide correspondence.

Connect-Ed - is a telephone broadcast system used to notify parents of a student's unexcused absence from school that same day, detentions, and important notifications from our Administration or District School Board.

Raptor - is Security and Driver's License scanning system offering initial background checks / security risk, for visitor badge sign-in.

Partnerships and Alliances Linking Schools (PALS) - is a program that enhances educational opportunities for students through comprehensive community involvement by coordinating volunteer and business partnership activities within the school district. Background screenings are also run on every person who applies to be a part of the program, to help ensure children's safety.

Dress Code

School Uniform: Student dress will reflect appropriateness, modesty, and neatness. Any student whose attire or appearance is not within the regulations, or is dressed in a way that is deemed inappropriate will be issued a consequence.

A detention may be issued for violating the dress code.

Please note that the student contract and agenda book serve as the first written warning.

- ❖ **First offense** – Student will be required to copy entire dress code with behavior essay and parent signature.
- ❖ **Second offense**- Student will earn a detention.

STUDENTS HAVE A RESPONSIBILITY TO COMPLY WITH THE SCHOOL DRESS CODE.

- It is strongly encouraged that all students have a change of uniform clothing in their locker for emergency situations.
- PE uniforms or dance attire may only be worn during PE class and are not permitted to be worn underneath the school uniform or as alternate uniform clothing in the event of an accident.
- Students may not wear items or markings which are offensive, suggestive, indecent, or associated with gangs, encourage use of drugs, tobacco, alcohol, violence / weapons, or support discrimination on the basis of color, disability, national origin, marital status, race, religion, gender, or sexual orientation.
- Students must keep uniforms in original condition. Students are not permitted to write, draw, or embellish on their skin or clothing. (*Paint, duct tape, glitter pens, etc.*)
- Students may not alter their uniforms by tying, pinning, or hemming to make shorter or tighter.

Children's World Uniform Supply

Children's World provides all of the uniform clothing, including PE clothes, (with the exception of dance attire, which will be discussed in that elective class.)

The uniform may be purchased at Children's World Uniform Supply located at:

4525 Bee Ridge Rd. – 941/955-6999,

or may be ordered online at www.childrensworlduniform.com.

Families may also purchase accessories that feature the school logo embroidered at Children's World Uniform Supply.

Please note that some of these items are novelty items that are not considered acceptable dress code alternatives.

Shirts: Polo-style shirts with **school logo** in solid white, red, or navy are required.

- Shirts may be worn outside or tucked into uniform bottoms.
- Solid colored long sleeve undershirts are permitted during cold weather.
- **PE uniform shirts are not allowed to be worn under uniform shirts as an undershirt.**
- Shirts must be of the appropriate size, not small enough to show the midriff when arms are raised, or student is bending over or leaning forward.
- Students may not tie their polo or spirit shirts.

Shorts/Pants/Skirts: School uniform bottoms must at least reach the top of the knee for modesty reasons.

- Ultra thin, see through or clingy fabrics may not be worn.
- Shorts, skirts, skorts, capris, cargo and corduroy pants may be worn in any **solid** neutral/earth tone color. Examples include, navy blue, khaki tan, brown, grey, and olive green.
- **PE uniform shorts may only be worn during PE class.**
- Please note- Plaid, multi-color, white, black, and brightly colored bottoms are not acceptable uniform clothing. Examples include, neon, red, electric blue, yellow, orange, purple, etc. If in doubt, check with an Administrator prior to wearing the items.
- Miniskirts, ruffle style, skirts with slits, sweatpants and cutoffs are not permitted.
- **No** pants, shorts, or skirts that are distressed, frayed, worn-out, or with holes are permitted.
- Excessively tight or fitted clothing may not be worn due to modesty reasons. Please note- oversized or low riding pants are not permitted, all uniform bottoms are to be hemmed and ride on or above the hipbones.
- **No denim shorts or jeans of any kind may be worn except on Spirit Days.**

Physical Education Uniform:

The entire physical education uniform, with the exception of dance attire, must be purchased at Children's World and be worn by the student during PE class, or the student will receive a zero for that day.

- Gym shorts must follow the same requirements for length and modesty as the normal school uniform and cannot be rolled up or hemmed to make them shorter or tighter.
- PE shorts or dance attire may not be worn except during PE classes.
- All bottoms must follow dress code standards in regards to size and length.
- FOR SANITARY REASONS, PE UNIFORMS MAY NOT BE WORN UNDER THE SCHOOL UNIFORM.
- STUDENTS MUST "DRESS OUT" AND DRESS BACK INTO SCHOOL UNIFORM EACH DAY.

Spirit Days: Spirit Days are normally scheduled on the last day of the school week.

- This event allows children to wear appropriate jeans with a school spirit shirt that reflects an SSA+S club, team, etc.
- PE clothing is not acceptable on Spirit Day.
- Jeans may not have rips or holes- this includes factory alterations.
- Excessively tight or fitted clothing may not be worn. Please note- oversized or low riding pants are also not permitted.
- **Reminder: In order for students to be able to participate in Spirit Day, they must have a parent/guardian signature in their agenda book each week.**

- **Violations of this agreement will result in students losing their privilege to participate in future spirit days and will also result in a dress code violation, which includes receiving a detention.**

Accessories:

Backpacks/Purses: Backpacks are not permitted in the classroom; students must keep any large bags in their lockers during the school day.

- Students may carry appropriately sized purses (12x12) and/ or the approved small drawstring bags with the school logo from Children's World located at:
4525 Bee Ridge Rd. – 941/955-6999, or bags may be ordered online at www.childrensworlduniform.com.

Footwear: Students must wear sneakers or flat dress shoes.

- **All footwear must be closed at the toes and heel.**
- Sandals, slippers, or heeled shoes are not acceptable for safety reasons.

Hair: No unnatural hair color or distracting hairstyles may be worn during the school day.

- Natural colors are blonde, brunette, black, and auburn.
- Any hair embellishments will be subject to Admin approval.
- When in doubt, ask the Principal or Assist Principal before making any permanent changes to appearance.

Hats: No hats may be worn in the school buildings, but may be worn outside during PE.

- Bandannas are not permitted at any time.

Jewelry: No spikes, inappropriate or offensive subject matter may be worn.

- Students wearing any accessories deemed excessive or distracting will be asked to remove these items.
- No Facial piercings are permitted.

Sunglasses are not permitted to be worn in the school buildings, unless ordered by a doctor with a note from the physician.

If any of the above items are taken from the student, Administration may require a parent/guardian to retrieve these items.

Dress Down and *Project Day Attire:

- All dress code and modesty rules apply. Off the shoulder, strapless, tank top, low cut, revealing, inappropriately short shorts, biker shorts/spandex shorts, spaghetti strap or exposed midriff styles, and/or pajamas may not be worn to school for dress down days.
- Footwear must be closed at toe and heel.
(No bedroom/bath slippers or flip flops allowed.)

- Project day wear is specified by the assigning class teacher but *shawls, jackets or a change of clothes will be required for any project day wear that does not follow these guidelines for the rest of the school day.

Dance and After-School Activity Attire:

- **Clothing that is excessively revealing or offensive in any way will result in student being asked to change and may result in parent/guardian pick-up and/or loss of student's privilege to attend future after-school events.**

**THE ADMINISTRATION HAS THE FINAL AUTHORITY IN
DETERMINING IF DRESS ATTIRE IS APPROPRIATE.
AS FASHION TRENDS CHANGE, THIS POLICY, WITHOUT NOTICE,
MAY BE ADJUSTED ACCORDINGLY.**

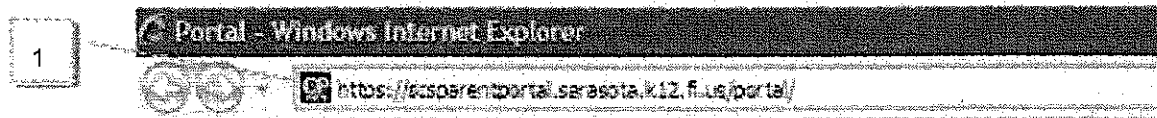


Sarasota Schools Parent Portal

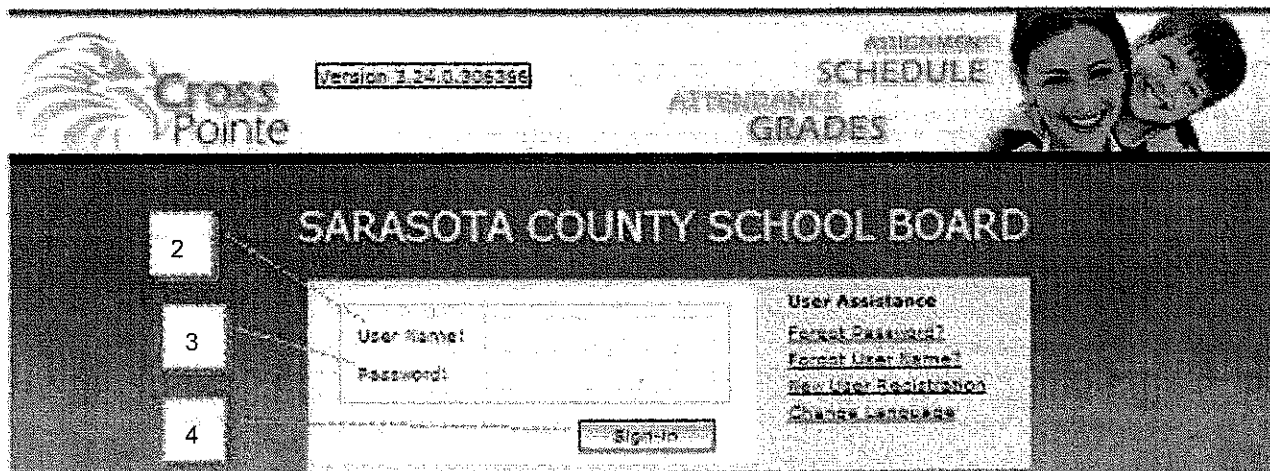
Signing Into Parent Portal

- | | |
|---|--|
| 1 | Using your Internet connection (Comcast, Verizon, Bright House...etc) web browser enter the Parent Portal Web address: https://scsparentportal.sarasota.k12.fl.us/portal/ |
|---|--|

Note: Supported Internet web browsers versions supported are Microsoft Internet Explorer 7.0 or 8.0 Safari 3.0, and Mozilla Firefox 3.0 or any newer version.



- | | |
|---|---|
| 2 | Once the Sign-in screen appears, enter your Parent Portal User ID to the area on right of the "User Name" |
| 3 | Then enter that account's password in the "Password" area |
| 4 | Left mouse click on the "Sign-In" button |

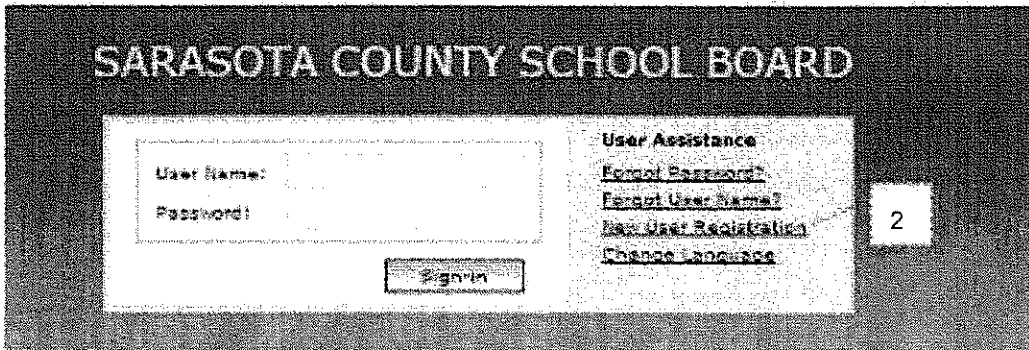


Requesting Parent Access to Sarasota Parent Portal (Self Registration Process)

- 1 Using an Internet connection and web browser enter your Parent Portal URL address:
<https://scsparentportal.sarasota.k12.fl.us/portal/>



- 2 Select "New User Registration" link on the web page.
- 3 Read the CrossPointe Parent Portal "Terms and Conditions" page. Select the "I Accept" button at the bottom of the page to continue the parent registration process. If you select "I Do Not Accept" you will be returned back to the Parent Portal login screen.



By clicking "I Accept" you agreed to the terms and conditions written above.

3

- 4 Enter a User Name. This name will be a Parent's "User Name" used to access the Parent Portal. It can be any combination of both letters and numbers.
- 5 Select "No" to the question "Are you a student?" if you are a Parent. If you are a student, select "Yes".
- 6 Enter the Parent's First and Last names.
- 7 Enter a password for the parent's User Name. Passwords are case sensitive.
- 8 Enter your Email Address that should be used by this system to confirm this account's security. "User Name" account and password changes/notices will be sent to this email address.
- 9 Enter your child's Student Number ("N Number") of your child in the Student ID field. The N Number or Student ID is a set of numbers that starts with the letter N. **Do not enter the N**, enter only the numeric values into this field.
 Repeat this process for each child you have at one of our participating pilot schools.
- 10 Select "Save" to complete the Parent account creation process.
- 11 A Parent access confirmation number will be emailed to the address you provided in step number 8. You will need this information to login and the complete registration process.

Sarasota District Schools
 CrossPointe Parent Portal Quick Start Guide



New User Registration

4

5

User Name: SMITHJ Are you a student? Yes No

Last Name: SMITH First Name: JOHN

6 Password: ***** Confirm Password: *****

Email: john_smith789@yahoo.com

7

8 **Add Students**

Student ID	Last Name	First Name	Birth Date
999999	SMITH	JANE	10/27/94

9

10

Save Clear

[Back to Login](#)

Retrieving a Forgotten Parent Portal Password	
1	At the Parent Portal Sign-in screen, click "Forgot Password?" link.
2	On the Forgot Password screen, enter your Parent Portal User ID and Email address.
3	Click Submit. Your Parent Portal password will be automatically emailed to the account used when you registered.

2

SARASOTA COUNTY SCHOOL BOARD

1

User Assistance

Forgot Password?

Forgot User Name?

[New User Registration](#)

[Change Language](#)

[Back To Login](#)

User Name: SMITHJ

Email: john_smith789@yahoo.c

3

Submit Clear

Retrieving a Forgotten Parent Portal User Name

- 1 At the Parent Portal Sign-in screen, click "Forgot User Name?" link.
- 2 On the Forgot Password screen, enter your Parent Portal User ID and Email address.
- 3 Click Submit. Your Parent Portal "User Name" will be automatically emailed to the account used when you registered.

SARASOTA COUNTY SCHOOL BOARD

User Assistance

[Forgot Password?](#)

[Forgot User Name?](#)

[New User Registration](#)

[Change Language](#)

[Back To Login](#)


First Name: JOHN

Last Name: SMITH

Email: john_smith789@yahoo.com

Submit Clear



Navigating & Using Parent Portal	
1	<p>The Parent Portal can be navigated using the menu on the left side of the web page.</p> <p>Student Schedules - Defaults to show a child's school schedule.</p> <ul style="list-style-type: none"> • Periods: Class Period • Pattern: Days of the week the class meets • Trm: What semester the class is in • Room: Room Number • Course: Course Number • Title: Course Title • School: The school the student is enrolled in • Teacher: The Teacher teaching that course <p>Attendance - View a child's daily and historical attendance.</p> <p>Grades -Access child's current grades.</p> <p>Assignments - List all the courses your student is enrolled in with the numeric average, letter grade, total absences, unexcused absences, excused absences and tardies. The assignment "Info-Details" will list several Categories:</p> <ul style="list-style-type: none"> • Homework • Class Work • Projects • Quizzes • Labs • Semester Exam <p>Miscellaneous - Change parent portal passwords, set automatic academic email alerts (attendance, grades, discipline...etc), and add/remove which children are displayed in the parent portal.</p> <p>Emailing Teachers - At various points in the program you may see an email icon next to a</p>
2	<p>teacher's name (). By clicking on this icon/picture you can compose and send an email to that teacher automatically.</p>



Student: SMITH, JANE Counselor:
 School: SARASOTA HIGH SCHOOL Homeroom:
 Grade Lv.: 11 ID: 999999 Year: 2009 - 2010

1

Student Schedule	Term	Year	Monday	Tuesday	Wednesday	Thursday	Friday	<input type="checkbox"/> Current Period
Attendance	1-1							
Grades	1-1							
Assignments	1-1							
Discipline	2-2							
Health	3-3							
Miscellaneous	4-4							
	5-5							
	6-6							

2

Parent Portal Support:
<ul style="list-style-type: none"> If you have forgotten your password/username and the online password reset feature does not work, call contact the School Office.
<ul style="list-style-type: none"> The School Office is not able to address service provider issues or computer hardware/software problems.
<ul style="list-style-type: none"> Attendance questions should be directed to the School Office.
<ul style="list-style-type: none"> Any questions about grades should be directed to the teacher.

6th Grade Supply List 2012-13

Sarasota School of Arts & Sciences is project oriented. Items such as Poster Boards and (1) Science Fair Board will need to be purchased. If your child is in a special program (e.g. Band, Reading/Math Lab, Art, Dance, etc.) other materials will also be required.

If your child received a score of 1 or 2 on their Reading FCAT for the 2011-2012 school year, Florida law mandates their attendance in a Reading Class. Please see Reading Lab supplies below.

NOTE: Duo-Tang Folders have 2 pockets and 3 prongs

Large zipper binders or small drawstring bags may be used to carry supplies to class each day.
Backpacks must be kept in lockers during the school day.

All Classes

Several packs of loose-leaf notebook paper
Two packs of pencils
Blue or Black pens
Eraser(s)
Highlighters (2-3 recommended)
Pencil Bag
Small personal pencil sharpener
Minimum 2 GB Flash Drive

Homeroom Donations

1 Roll of Paper Towels
2 Boxes of Tissues
3 Dry Erase Markers (low odor)
Colored Markers
Colored Pencils
1 Pack of #2 Pencils
Glue Stick
1 Box of Band Aids

Science

2 Composition Notebooks
5 Green Duo-Tang folders (pockets and prongs)

Language Arts

5 Yellow Duo-Tang folders (pockets and prongs)

Spanish

1-inch Three Ring Binder
1 One Subject Spiral Notebook
English-Spanish Dictionary for at home
(recommended)

Math

4 Red Duo-Tang folders (pockets and prongs)

Social Studies

4 Blue Duo-Tang folders (pockets and prongs)

Reading Lab

2 Duo-Tang Folders (pockets and prongs;
any color)

Math Lab

4 One Subject Spiral Notebooks

Physical Education & Dance

SSAS PE uniform from Children's World
Dance will wear the SSAS PE shirt with long,
stretchy pants.

Arts Wheel

2 Duo-Tang Folders (pockets and prongs)
1 Spiral Bound Sketchbook

7th Grade Supply List 2012-2013

Sarasota School of Arts & Sciences is project oriented. Items such as Poster Boards and (1) Science Fair Board will need to be purchased. If your child is in a special program (e.g. Band, Reading/Math Lab, Art, Dance, etc.) other materials will also be required.

If your child received a score of 1 or 2 on their Reading FCAT for the 2011-2012 school year, Florida law mandates their attendance in a Reading Class. Please see Reading Lab supplies below.

NOTE: Duo-Tang Folders have 2 pockets and 3 prongs

Large zipper binders or small drawstring bags may be used to carry supplies to class each day.
Backpacks must be kept in lockers during the school day.

All Classes

Several packs of loose-leaf notebook paper
Pencils/Mechanical Pencils
Blue or Black pens
Pen/Pencil Case
Highlighters (2-3 recommended)
Pencil Bag
PE Clothes (purchased at Children's World/or from prior year)
Purple ink pen or pencil (no markers)

Homeroom Donations

1 Roll of Paper Towels
2 Boxes of Tissues
3 Dry Erase Markers (low odor)
Colored Markers
Colored Pencils
1 Pack of #2 Pencils
Glue Stick
1 Box of Band Aids

Science

3 Composition Notebooks
1 Science Fair board
4 Green Duo-Tang folders (pockets and prongs)

Language Arts

Index Cards
Gallon-sized Ziploc bags
One-inch binder with dividers
4 Yellow Duo-Tang folders

Spanish

1" 3-ring binder or 4 folders
(Intermediate must use a 1" 3-ring binder)
English-Spanish Dictionary @ home
1 spiral-bound notebook (1 subject) per quarter

Math

4 Red Duo-Tang folders (pockets and prongs)
Scientific Calculator
Pencils
Purple Pen
Graph paper

Algebra Students only

TI-84 Graphing Calculator-Optional

Social Studies

4 Blue Duo-Tang folders (pockets and prongs)
3-subject notebook

Math Lab

4 Red One-Subject Spiral Notebooks

Reading Lab

2 Yellow Duo-Tang Folders (pockets and prongs)
Earbuds (Optional)

Physical Education

SSAS PE uniform from Children's World

Mixed Dance/Latin & Ballroom Class

PE shirt
Black/Navy/Gray: Dance Pants or Capris
Black Dance Shoes (jazz or ballet)
1 Duo-Tang Folder

Advanced Dance Class

1 Duo-Tang Folder
Black and any alternate color: Dance/Yoga/ Sweatpants or Capris
Leotard (any color) appropriate fit and coverage
Tights: Flesh, Pink, or Black
Black Dance Shoes (Jazz, Ballet, or Foot Undeez)
Ballet skirts and dance shorts: Are also permitted to wear with leotards and tights!

Advanced students are required to wear proper studio dance attire
Shoes and dance clothing can be found at the following websites or in the local dance stores listed below:

www.discountdance.com

www.onlinedancewear.com

Local Stores

Dance Etc....

Daisy's Dancewear

Le Pointe

Art

Spiral-bound sketchbook

Technology

1 Duo-Tang folder

8th Grade Supply List 2012-2013

Sarasota School of Arts & Sciences is project oriented. Items such as Poster Boards and (1) Science Fair Board will need to be purchased. If your child is in a special program (e.g. Band, Reading/Math Lab, Art, Dance, etc.) other materials will also be required.

If your child received a score of 1 or 2 on their Reading FCAT for the 2011-12 school year, Florida law mandates their attendance in a Reading Class. Please see Reading Lab supplies below.

NOTE: Duo-Tang Folders have 2 pockets and 3 prongs

All Classes

Filler Paper
Pencils/ Mechanical Pencils
Blue or Black Pens
Zippered pencil/pen case for binder
Crayons
Eraser
Small Personal Pencil Sharpener
Highlighters

2 GB Flash Drive

PE Clothes (Purchased from Children's World and/or from previous year's attendance)

Homeroom Donations

A Roll of Paper Towels
A Box of Tissues
A Box of Band-Aids
3 Dry Erase Markers (low odor)
Colored Pencils
Colored Markers
Glue Stick

Core Classes:

Language Arts:

2 Yellow Duo-Tang Folders

Mathematics:

Math 3 and Algebra I

Composition Book
Graph Paper Pad
Basic Calculator with +/- and $\sqrt{\quad}$

Geometry Students Only:

Scientific or Graphing Calculator

Reading Lab:

2 Yellow Duo-Tang Folders with Pockets
Earbuds (optional)

Social Studies/History (Standard, Advanced, and Gifted):

4 Blue Duo-Tang Folders
Spiral Notebook

Science:

Duo-Tang Folder with Pockets
Spiral Notebook
Science Fair Board

Elective Classes:

Spanish:

1" 3-ring binder
Spanish-English Dictionary at Home
Spiral Notebook

Mixed Dance/Latin & Ballroom Class

PE shirt
Black/Navy/Gray: Dance Pants or Capris
Black Dance Shoes (jazz or ballet)
1 Duo-Tang Folder

Advanced Dance Class

1 Duo-Tang Folder
Black and any alternate color: Dance/Yoga/ Sweatpants or Capris
Leotard (any color) appropriate fit and coverage
Tights: Flesh, Pink, or Black
Black Dance Shoes (Jazz, Ballet, or Foot Undeez)
Ballet skirts and dance shorts: Are also permitted to wear with leotards and tights!
~~Advanced students are required to wear proper studio dance attire.~~

Shoes and dance clothing can be found at the following websites or in the local dance stores listed below:

www.discountdance.com

www.onlinedancewear.com

Local Stores

Dance Etc....
Daisy's Dancewear
Le Pointe

Technology

1 Duo-Tang Folder

Visual Arts

Spiral Bound Sketchbook

Performing Arts

1 Duo-Tang Folder

Speech

5 packages of note cards
3 subject notebook
Supplies for speeches
Power Point and/or ability to film at home is a plus
Sandwich baggies to keep flashcards in
2-3 sharpies
Purple Pen

Sarasota School of Arts and Sciences Summer Reading Program



Dear Parent/Guardian,

Welcome to your new 8th grade Language Arts classroom! Attached is a list of novels from which you are to choose your summer reading books. Every future eighth grader must read one required novel (*Nothing but the Truth* by Avi) and one free choice novel listed below. ESOL/ESE students may listen to novels on tape. There will be a test on *Nothing but the Truth* by the third day of school.

Our program is designed to promote the skills for effective reading and learning. A reading list and corresponding assignments can be found on the school's website, www.ssas.org. The intent of this list is to give you assistance in directing your child to some quality literature.

Books will be available at Barnes and Noble and Books-A-Million in Sarasota. ***In addition, there is an Amazon.com link on the school website that allows SSA+S to earn money back on all Amazon purchases!***

The following requirements are as follows:

6th Grade: One mandatory required book and one free choice book from the list

7th Grade: One mandatory required book and one free choice book from the list

8th Grade: One mandatory required book and one free choice book from the list.

Upon returning from summer vacation, each child will take an assessment test on the mandatory book and be required to hand in a project on the free choice book.

Sincerely,

The Language Arts' Department

Seventh moving into Eighth Grade Requirements:

1. You will have an assessment test on the mandatory novel by the third day of school.
2. Your free choice book will require you to create a ½ poster board comparing and contrasting one character from each story (*Nothing But the Truth* and Free Choice). Please use pictures, magazines, and any items that will clearly compare and contrast the characters. You may create a Venn Diagram, a chart, etc. **This project will be collected on the second day of school.** On the back of the Venn diagram list each item that you put on the front, and why you chose it. **Quality of the finished product is part of your grade!**
 - a. For Example: *Coraline* by Neil Gaiman
First Name Last Name
Buttons - I put buttons on my chart because the Other Mother had button eyes.

Mandatory Novel:

Avi

Nothing but the Truth

(Young Adult)

Philip Malloy discovers that humming in school during the recitation of the Pledge of Allegiance can be the catalyst for action by family, friends, strangers, and teachers. This is a book that should create comment and discussion.

Free Choice Novels

Anderson, Laurie Halse

Speak

(Young Adult - Trauma)

High school freshman (and outcast) Melinda is having a harder and harder time finding the courage to speak out loud. With the help of a compassionate teacher, will Melissa finally have the courage to confront her tragic past and find her voice? **This book contains mature themes.**

Anne Frank: The Diary of a Young Girl

(Non-fiction - Holocaust)

This timeless classic of a girl growing up while hiding from the Nazis during the Holocaust reminds us all of how fragile and amazing life is. Anne's unyielding optimism and insight into human relationships have universal appeal to people of all ages. **This book contains mature themes.**

Bertrand, Diane Gonzales,

Trino's Choice

(Young Adult - Gangs)

Lacking adult guidance, seventh grader Trino must decide whether to join a violent street gang or to allow new people in his life to help him choose a better path. (Mexican Americans-Fiction, Gangs-Fiction)

Budhos, Marina

Ask Me No Questions

(Young Adult - Immigration)

The Hossains have lived illegally in New York for years on an expired visa, but their years of hiding end when they seek, and are denied, asylum in Canada. Following their father's arrest and detention, teen sisters Nadira and Aisha put together the documentation and make a case that requires the judges to see them as individuals rather than terror suspects. Will Nadira and Aisha be able to work together save their father, and themselves, from deportation?

Grant, Michael

Gone

(Science Fiction/Horror)

It's a scenario that every kid has dreamed about: adults suddenly disappear, and kids have free reign. In this case, though, it's everyone 14 and older who disappears, and the harsh reality of such unreal circumstances isn't a joyride after all.

Wells, H.G.

War of the Worlds.

(Science Fiction - Classic)

Martians invade late 19th century England and create havoc.

Some of this information was retrieved from

http://www.haishn.org/images/HAISLN_7_8_2009_Reading_List.pdf on February 23, 2010.

Summer Reading Program



Dear Parent/Guardian,

Welcome to your new 7th grade Language Arts classroom! Attached is a list of novels from which you are to choose your summer reading books. Every future seventh grader must read one required novel (*The Last Book in the Universe* by Rodman Philbrick) and one free choice novel listed below. ESOL/ESE students may listen to novels on tape. There will be a test on *The Last Book in the Universe* during the first week of school.

Our program is designed to promote the skills for effective reading and learning. A reading list and corresponding assignments can be found on the school's website, www.ssas.org. The intent of this list is to give you assistance in directing your child to some quality literature.

Books will be available at Barnes and Noble and Books-A-Million in Sarasota. ***In addition, there is an Amazon.com link on the school website that allows SSA+S to earn money back on all Amazon purchases!*** The requirements are as follows:

6th Grade: One mandatory book and one free choice book from the list.

7th Grade: One mandatory book and one free choice book from the list.

8th Grade: One mandatory book and one free choice book from the list.

Upon returning from summer vacation, each child will take an assessment test on the mandatory book and will be required to hand in a project on the free choice book.

Thank you,
The Language Arts' Department

Sixth Grade Moving Into Seventh Grade Requirements:

1. You will have an assessment test on the mandatory novel, *The Last Book in the Universe*, during the first week of school.
2. You will read one free choice book and complete a project about the novel. Using a poster board, create a collage of your story depicting the setting (which may include location and weather), characters (which may include clothing, hobbies, and expression), the plot, and the protagonist and antagonist. **This will be collected and presented by the third day of school.** On the back of the collage list each item that you put on the front and why you chose it.

Coraline by Neil Gaiman

First Name Last Name

Buttons – I put buttons on my collage because the Other Mother had button eyes.

Mandatory Novel:

Philbrick, Rodman *The Last Book in the Universe* (Science Fiction)

After an enormous earthquake destroyed most of the world, the economy dropped and everything changed. Segregation between rich and poor, physically enhanced and inferior, set in. A boy named Spaz (Osment) escapes from what he knows as home and travels to find his sister, but after finding her learns she is very ill. Spaz and his companions set out on an adventure to try and find a cure for Spaz's sister, while Spaz's old friend finishes writing the last book ever written.

Free Choice Novels:

Card, Orson Scott. *Ender's Game.* (Science Fiction)

Andrew "Ender" Wiggin spends his childhood at military school in outer space and believes he is playing computer simulated war games; in fact, he is commanding the last great fleet of Earth. This is a fantastic book for advanced readers. Hugo Award; Nebula Award

Haddix, Margaret Peterson. *Among the Hidden* (Science Fiction)

In a future where the Population Police enforce the law limiting a family to only two children, Luke has lived all his twelve years in isolation and fear on his family's farm, until another "third" convinces him that the government is wrong.

Klass, David. *Danger Zone* (Young Adult - Sports)

When he joins a predominantly black "Teen Dream Team" representing the United States in an international basketball tournament in Rome, Jimmy Doyle makes some unexpected discoveries about prejudice, racism, and politics.

London, Jack. *The Call of the Wild.* (Adventure - Animals)

Buck, half-St. Bernard, half-Scottish sheep dog, is stolen from his comfortable home in California and compelled first to become a sled dog in the Alaskan Klondike and then to fight for his survival in a pack of wolves.

Verne, Jules. *20,000 Leagues Under the Sea.* (Science Fiction - Classic)

This is a nineteenth-century science fiction tale of an electric submarine, its eccentric captain, and undersea world, which anticipated many of the scientific achievements of the twentieth century.

Westerfeld, Scott. *Uglies.* (Science Fiction - dystopia)

Simon Pulse, 2005. The sixteenth birthday means a body makeover in Tally's world, but Tally begins to question this procedure when she is forced to spy on a friend who does not want to transform her own body.

Some of this information was retrieved from http://www.haisln.org/images/HAISLN_7_8_2009_Reading_List.pdf on February 23, 2010.

Sixth Grade Reading List

Bloor, Edward *Tangerine (Required)*

This story features: a heavily near-sighted star goalie on a student soccer team, his menacing older brother, his new friends from the other side of town, and death by lightening. A very exciting and insightful story.

Creech, Sharon *Walk Two Moons* (Realistic Fiction)

Sal, who is part Native American, heads west to find the mother who left her, and to seek her cultural identity. This story of courage and a search for one's roots is the winner of the 1995 Newberry Award.

Fox, Paula *One-Eyed Cat* (Realistic Fiction)

Ned knows he shouldn't shoot the air rifle he got for a present. One night he sneaks out and fires it. A few days later, a cat with only one eye appears, and Ned is filled with guilt that just won't disappear.

Naylor, Phyllis Reynolds *Jade Green* (Horror)

Orphaned Judith Sparrow must move in with an uncle and cousin she has never met, and he won't let her take anything green into the house.

Tolkien, J.R.R. *The Hobbit* (Fantasy)

The story of a hobbit that meets challenges with monsters and wizards.

Howe, James. *The Misfits* (Young Adult)

Two seventh graders who have always been misfits decide to do something about it with the approach of the student council elections. When they team up to form a new political party, their platform bans name-calling and the impact on the school and their own lives is a surprise to all.

Flake, Sharon G. *Skin I'm In* (Young Adult- Identity)

Miss Saunders, whose skin is blotched with a rare skin condition, serves as a mirror to Maleeka Madison's struggle against the burden of low self-esteem that many black girls face when they're darker skinned. Miss Saunders is tough and through this, Maleeka learns to stand up to tough-talking Charleese. **This novel contains some mature content.**

Novels will be available at Barnes and Noble and Books a Million in Sarasota. In addition, there is an Amazon.com link on the school website that allows SSA+S to earn money back on all Amazon purchases!

Sarasota School of Arts and Sciences Summer Reading Program

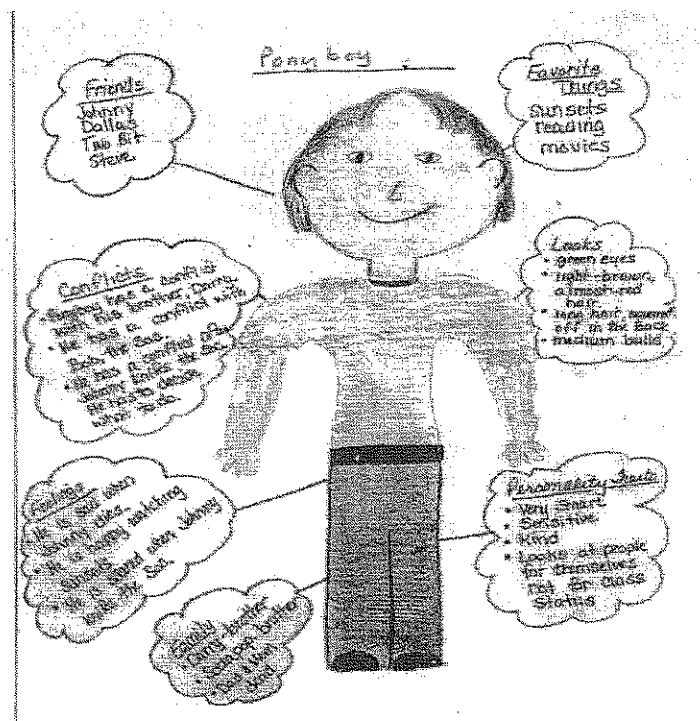
Welcome to your new SSAS Language Arts classroom! Attached are novels from which you are to choose your summer reading books. Every future sixth grader must read one required novel (*Tangerine* by Edward Bloor) and one free choice novel listed below. ESOL/ESE students may listen to novels on tape. There will be a test on *Tangerine* during the first week of school.



In addition, all 6th grade students will be required to complete a project on his or her summer reading novels. This project will be collected the first week of school.

Character Poster Steps:

1. Choose one character from each novel (*Tangerine* and your free choice book.)
2. Use the information from the novel to draw and color a picture of each character on a poster. Add a label with the character's name.
3. Draw six shapes around the outside of each character. This is where you will add information about the character. Write about the character's personality, conflicts, appearance, feelings, etc... You should have some type of information about the character in each shape on your poster.
4. On the bottom of your poster, write about one connection you can make with the character. In other words, list one way that you and the character are alike or what you liked about your character.
5. Repeat with your favorite character from the second novel on the back of your poster.
6. Present poster in class the first week of school.



Summer Math Work:

This year's summer Math work is going to be a little different than previous years. We will be posting our summer math activities on our school website. There will be different levels of activities depending on what class you took at our school last year. There will be a connection created on the opening page of our school website to get to the summer math activities. The following will explain how to find our activities for the different grade levels.

For our incoming 6th graders, after you have clicked onto the Summer Math Work connection, find the folder labeled incoming 6th graders. There will be ten skills sheets for you to work on throughout the ten weeks of summer. Please print out the sheets and show all of your work right there on that worksheet. Also, there will be a few websites to practice your basic math skills. Remember in the first week back to school, there will be a quiz over these skill sheets.

For our students going into the 7th grade, after you have clicked onto the Summer Math Work connection, find the folder labeled 7th graders. There will be ten skill sheets for you to work on throughout the ten weeks of summer. Please print out the sheets and show all of your work right there on that worksheet. Also, there will be a few websites to practice your basic math skills. Remember in the first week back to school, there will be a quiz over these skill sheets.

For our students going into the 8th grade, after you have clicked onto the Summer Math Work connection, find the folder labeled 8th graders. There will be ten skill sheets for you to work on throughout the ten weeks of summer. Please print out the sheets and show all of your work right there on that worksheet. Also, there will be a few websites to practice your basic math skills. Remember in the first week back to school, there will be a quiz over these skill sheets.

To all students, bring your 10 sheets in with you during that first week of school. Be sure to do them all! Make sure you show your work! **Remember, if you do not have access to the internet at home, you can use the computers at the library. Also, there will be a few printed copies at the main office with Mr. Reed, if you are unable to access the internet.**

Have a great summer! Thank you for your dedication to Math from the entire SSA+S Math Department!!

Thank you,

Kevin Corwin
SSA+S Math Department Head

Dear Parent or Guardian,

July 1, 2012

A direct relationship exists between adequate nutrition and the ability to learn. To support the education of Sarasota County's school children, the Food and Nutrition Services Department works to ensure that all students have the opportunity to eat nutritious meals each and every school day.

Because we care about all students' nutrition, the Food and Nutrition Services Department wants to remind students and their parents about the availability of free and reduced priced meal benefits. In an effort to make the application process quick and easy this school year, we are excited to provide online meal applications at:

<http://SarasotaCountySchools.net/departments/fns> .

You must complete a new application each school year in order to receive meal benefits. Benefits apply for the entire school year. Paper applications will still be available at your child's school and the Food and Nutrition Central Office if you cannot access the internet.

For paper applications:

You must write clearly and inside the spaces or boxes as requested or approval benefits may be delayed. Your application will be returned to you if it is filled out incorrectly. An application cannot be approved unless it contains complete eligibility information. We may ask you to send written proof of the information you give.

To apply for benefits, the names of all children in your household who attend public school in Sarasota County should be listed under Part 3 of the application. This includes all students who were enrolled in school last year and will be returning this year, and any children who will be entering our school system for the first time. Children in households receiving Supplemental Nutrition Assistance Program (SNAP) benefits (formerly the Food Stamp Program) or getting TANF, be sure to complete Part 4. Please read all of the application instructions carefully.

Note: You should complete only one application for all children in your household. If you have a Foster Child, please be sure to mark the Foster Child box next to the student's name. Foster children may be eligible for free or reduced priced meals regardless of the income of the households with whom they reside. (See part 3 of the application.)

All applications will be processed in the Food and Nutrition Services Central office. You will be notified by mail if you are approved or denied for meal benefits. **Please keep the letter of eligibility you receive for the entire school year for possible discounts on other programs.**

If your child does not qualify for meal benefits, they may purchase lunch for \$2.10 in elementary school, \$2.30 in middle school, and \$2.50 to \$3.00 in high schools. Breakfast is \$1.10 in elementary and \$1.25 in middle and high schools.

Thank you for your cooperation and have a great school year!

Sincerely,

Beverly L. Girard, Ph.D., M.B.A., R.D.
Director of Food and Nutrition Services

Estimado Padre o Guardián,

31 de Julio de 2012

Existe una relación directa entre una nutrición adecuada y la habilidad de aprender. Para apoyar la educación de los niños de las escuelas del Condado de Sarasota, el Departamento de Servicios de Alimentos y Nutrición trabaja para asegurar que todos los estudiantes tengan la oportunidad de comer comidas nutritivas todos y cada uno de los días escolares.

Ya que nos preocupamos por la nutrición de todos los estudiantes, el Departamento de Servicios de Alimentos y Nutrición quiere recordar a los estudiantes y a sus padres sobre la disponibilidad del beneficio de comidas gratis y a precio reducido. Como un esfuerzo a que el proceso sea más rápido y fácil este año escolar, nos agrada proporcionarles la aplicación para comidas en línea a través de:

<http://SarasotaCountySchools.net/departments/fns> .

Debe llenar una nueva solicitud cada año escolar para así recibir los beneficios de comidas. Estos beneficios serán para todo el año escolar. Las solicitudes en papel se encuentran disponibles en la escuela de su hijo/a y en la oficina Central de Alimentos y Nutrición, si no puede hacerla por internet.

Para las solicitudes en papel:

Debe escribir con letra clara y dentro de los espacios o casillas como se solicita o la autorización de los beneficios se retrasará. Su solicitud será devuelta si la llena incorrectamente. Una solicitud no puede ser aprobada a menos que contenga la información de elegibilidad completa. Es posible que pidamos que envíe prueba escrita de la información que nos dé.

Para solicitar los beneficios, todos los nombres de los niños/as que viven en su casa, que asisten a escuelas públicas en el Condado de Sarasota deben estar enumerados en la Parte 3 de la solicitud. Esto incluye a los estudiantes que estaban matriculados el año pasado y estarán regresando este año, y todo niño/a que vaya a entrar al sistema de escuelas por primera vez. Niños/as en hogares que reciben beneficios del Programa de Asistencia de Nutrición Suplementario (SNAP) (antes Programa de Sellos de Comida) o que reciben TANF, asegúrese de llenar la Parte 4. Por favor lea cuidadosamente todas las instrucciones de la solicitud.

Nota: Usted solo debe llenar **una** solicitud para **todos** los niños de su hogar. Si tiene un niño adoptado, por favor asegúrese de marcar la casilla al lado del nombre del niño. Los niños adoptados son elegibles para comidas gratuitas o a precio reducido indistintamente del ingreso mensual del hogar en donde reside. (Vea la Parte 3 de la solicitud)

Todas las solicitudes serán procesadas por la Oficina Central de Alimentos y Nutrición. Se le notificará por correo si su solicitud para beneficios de comida ha sido aprobada o negada. **Por favor guarde la carta de elegibilidad que reciba para todo el año escolar para posibles descuentos en otros programas.**

Si su hijo/a no califica para beneficios de comidas, puede comprar almuerzo por \$2.10 en primaria, \$2.30 en escuela intermedia, y de \$2.50 a \$3.00 en escuela secundaria. Los desayunos son a \$1.10 en primaria y a \$1.25 en la escuela intermedia y secundaria.

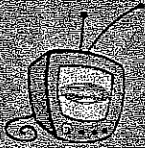
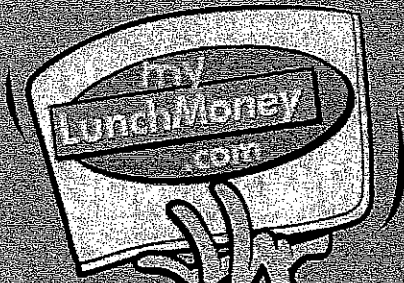
¡Gracias por su colaboración, que tenga un gran año escolar!

Sinceramente,

Beverly L. Girard, Ph.D., M.B.A., R.D.
Directora de los Servicios de Alimentos y Nutrición

POWERING STUDENT LIFE... ONE CLICK AT A TIME!

Your school has joined the **myLunchMoney.com** Family!



As seen on:
WNBC New York News



NEW PARENT FEATURES

Expired Credit Card Notification
Parents will receive an email notification when their credit card is about to expire.

Student Sales History Report
Parents can view student meal purchases.

Ability to Set Spending Limits
Parents can set daily or weekly spending limits for their students.

Meal Control Settings
Parents can set meal controls for 'meals only' or 'a la carte' items.

Low Balance Notification
Parents will receive an email notification when their balance drops below a point.

4 EASY STEPS TO ENROLL:

1 EASY!

Go to www.myLunchMoney.com
+ click on "Enroll Now"

3 SECURE!

Provide credit or debit
card information.

2 CONVENIENT!

Create an account for yourself
& your children (you'll need the student's
school, grade, birth date & Student ID#)

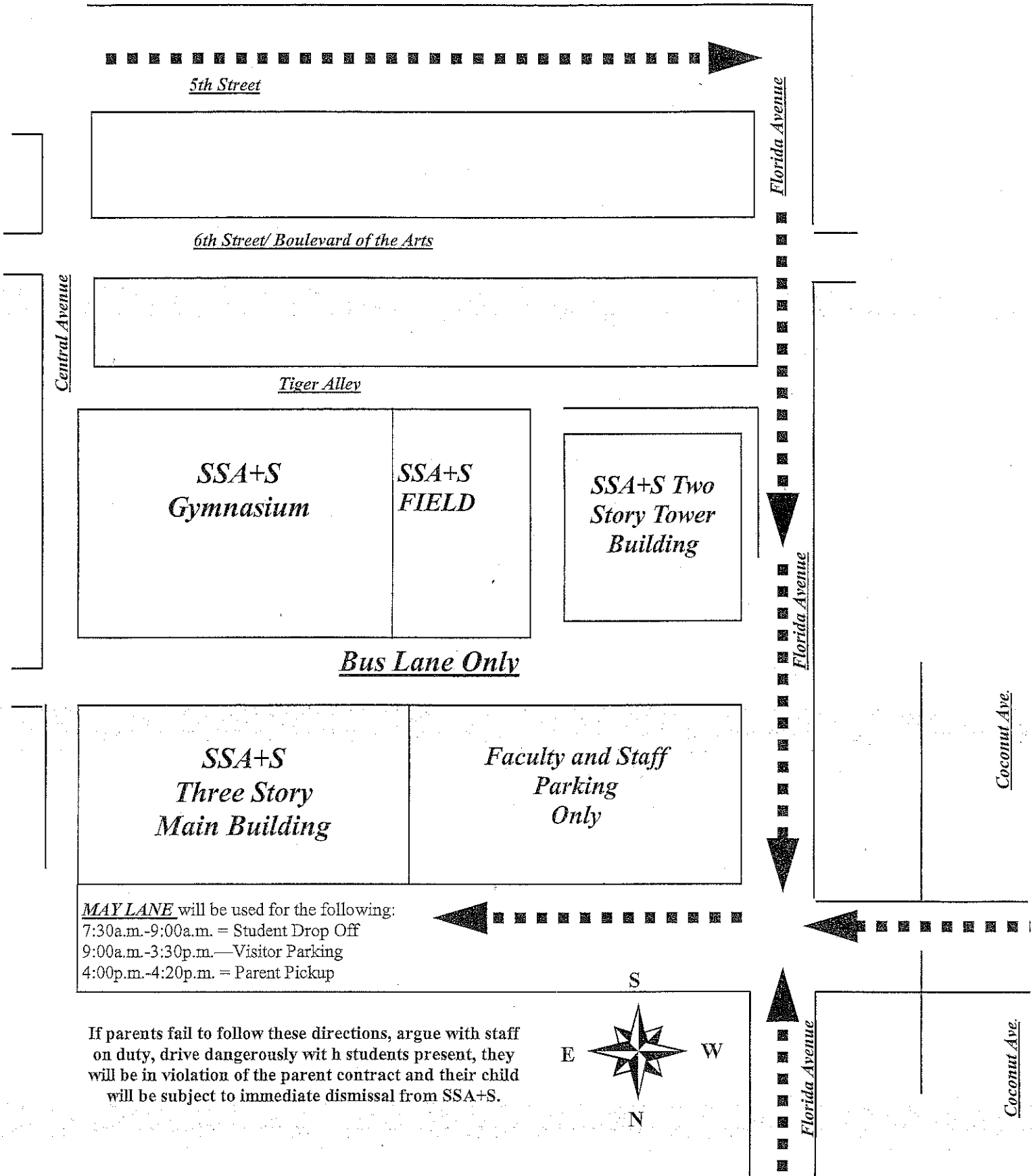
4 ONE TIME!

Select the automatic
pre-payment option,
if desired.



Sarasota School of Arts and Sciences
Traffic Pattern

2012-2013



MAY LANE will be used for the following:
 7:30a.m.-9:00a.m. = Student Drop Off
 9:00a.m.-3:30p.m. = Visitor Parking
 4:00p.m.-4:20p.m. = Parent Pickup



SARASOTA SCHOOL OF ARTS & SCIENCES

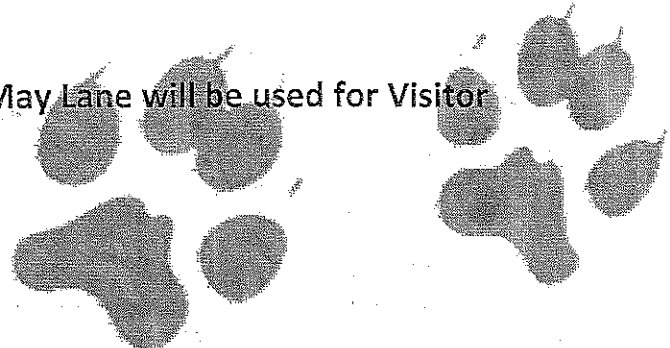
645 CENTRAL AVENUE, SARASOTA, FL 34236

TARA TAHMOSH - NEWELL, PRINCIPAL

Greetings Parents! Please take a moment and review the SSA+S Traffic Pattern (located on the reverse side). As always, if there are any concerns, please do not hesitate to contact Mr. Williams at (941)330-1855 ext 461 or via email at carlwilliams@ssas.org. Thanks Again!

Important notes are listed below:

- 7th Street (located between the Main Building and the Gymnasium) will be used for Buses only. No cars will be able to utilize this street.
- May Lane is the ONLY street that will be utilized for morning drop off and afternoon pick up. Parents are to proceed to Drop Off/Pick Up one of three routes. 1) From Coconut Avenue 2) South on Florida Avenue or 3) North on Florida Avenue. *PLEASE DO NOT ATTEMPT TO ENTER MAY LANE FROM CENTRAL AVENUE OR YOU WILL BE DIRECTED TO TURN AROUND.
- Drop off is from 7:30a.m. until 9:00a.m. After this time, you must sign your child in at the Front Desk.
- Pick up is from 4:00p.m. until 4:20p.m. After this time, all students will be at the Front Desk. **PLEASE NOTE THAT STUDENTS LEFT AFTER 4:30PM WILL RECEIVE A DETENTION.
- From the hours of 9:00a.m. until 3:30p.m. May Lane will be used for Visitor Parking.



Sarasota School of Arts and Sciences



645 Central Avenue
Sarasota, FL 34236

(941) 330-1855
Fax: (941) 330-1835

Email: Information@ssas.org



Mission Statement: Sarasota School of Arts and Sciences provides a small, intimate environment of academic excellence and enrichment, utilizing community partnerships and traditional and innovative teaching methods.

HOME CALENDAR STUDENTS PARENTS TEACHERS ADMINISTRATION BOARD P.I.S.S. REGISTRATION CHARTER

Sarasota County Bus Routes

2012-2013
(TENTATIVE)

The schedule posted below is subject to change.

Please refer all questions to Mr. Williams at SSAS at 330-1855 Ext. 461.

You can also get your bus information by clicking [here](#).

Morning

Route: 0523	RT 1- A083/17TH	Driver: T.B.A.
1	7:58 a.m.	SCHWALBE DR & DOVER DR
2	8:02 a.m.	27TH ST & MONICA PKWY
3	8:09 a.m.	17TH ST & DARYL DR/STOP ON 17TH
4	8:13 a.m.	DEER HOLLOW BLVD & DEER HOLLOW LN E.
5	8:19 a.m.	RAY PL @CHURCH PARKING LOT
6	8:24 a.m.	FRUITVILLE RD & HERONS RUN DR/AV BOUND
7	8:31 a.m.	N LOCKWOOD RIDGE RD & 8TH ST
8	8:37 a.m.	DAVIS BLVD & MIDWEST PKWY
	8:50 a.m.	SSA+S
Route: 0211	RT 2- A083/17TH	Driver: T.B.A.
1	7:52 a.m.	MIDDLESEX PL & BERKSHIRE DR
2	8:06 a.m.	RIM RD & ENT TATUM SCHOOL/STOP ON RIM
3	8:06 a.m.	BACK GATE ON RD/PARENTS PARK IN FIELD
4	8:17 a.m.	COLONIAL OAKS BLVD & TALL OAK CT/AT PARK/GF-0031
5	8:21 a.m.	TYNE LN & SKYLINE PL
6	8:27 a.m.	STRATFORD DR & LINWOOD STWQ
7	8:30 a.m.	LINWOOD ST & UTICA DR
8	8:34 a.m.	GATEWOOD DR & OAK VIEW DR
	8:45 a.m.	SSA+S
Route: 1021	RT 3- A083/17th	Driver: T.B.A.
1	8:01 a.m.	WHARF RD & VAMO RD
2	8:19 a.m.	GULF GATE ELEMENTARY
3	8:29 a.m.	WILKINSON RD & MURDOCK AVE/AT PARK/STOP ON STREET

4	8:35 a.m.	SHADE AVE & TULIP ST
5	8:37 a.m.	HIBISCUS ST & S SHADE AVE
6	8:39 a.m.	SHADE AVE & ARLINGTON ST
7	8:42 a.m.	ADULT ED CENTER/ON SHADE/ACROSS FROM PHOENIX
	8:50 a.m.	SSA+S

Route: 0521 RT 4-
A083/17th Driver: T.B.A.

1	8:04 a.m.	BRADENTON RD & 32ND ST:UNDER-501
2	8:08 a.m.	BRADENTON RD & 47TH ST
3	8:11 a.m.	BAY SHORE RD & SAPPHIRE DR: UNDER-071
4	8:19 a.m.	BAY HAVEN SCHOOL/ STOP ON TENNESSEE LN
5	8:25 a.m.	31ST ST & N OPSPREY AVE
6	8:30 a.m.	EMMA E. BOOKER ELEM
7	8:34 a.m.	19TH ST & N EULID AVE
8	8:37 a.m.	TUTTLE AVE & LOCKWD MEADWS BLYD
9	8:42 a.m.	TUTTLE & HIDDEN LAKE/SOUTH BOUND
	8:50 a.m.	SSA+S

Route: 0414 RT 5-
A083/17th Driver: T.B.A.

1	8:21 a.m.	47TH ST & N SHADE AVE: UNDER-084
2	8:23 a.m.	57TH ST & N SHADE AVE
3	8:28 a.m.	DESOTO RD & CONSERVATORY DR
4	8:29 a.m.	NOGALES DR & MINK RD
5	8:31 a.m.	MINK RD & 47TH ST:UNDER-261
6	8:36 a.m.	GOCIO RD & MAPLE HAMMOCK DR
	8:50 a.m.	SSA+S

Route: 0302 RT 6-
A083/17th Driver: T.B.A.

1	8:19 a.m.	SARASOTA MIDDLE SCHOOL / in loading zone
2	8:31 a.m.	FIESTA DR & PHILLIPPI SHORES/STOP ON FIESTA
3	8:40 a.m.	GROVE ST & OSPREY AVE
	8:50 a.m.	SSA+S

Afternoon

Route: 0523 RT 1-
P083/17th Driver: T.B.A.

	4:10 P.M.	SSA+S
1	4:19 P.M.	TUTTLE AVE & LOCKWD MEADWS BLYD
2	4:23 P.M.	27TH ST & MONICA PKWY
3	4:27 P.M.	SCHWALBE DR & DOVER DR
4	4:29 P.M.	BIG PINE RD & CALLIANDRA DR: UNDER-201
5	4:36 P.M.	GEORGETOWN LN & GEORGETOWN CIR
6	4:38 P.M.	17TH ST & DARYL DR/STOP ON 17TH
7	4:42 P.M.	DEER HOLLOW BLYD & DEER HOLLOW LN E
8	4:43 P.M.	GREYSTONE LN & RICHARDSON RD:UNDER-131
9	4:47 p.m.	RAY PL @CHURCH PARKING LOT
10	4:53 P.M.	FRUITVILLE RD & HERONS RUN DR/W BOUND

Route: 0211 RT 2-
P083/17TH Driver: T.B.A.

	4:10 P.M.	SSA+S
1	4:19 P.M.	FRUITVILLE RD & SIGNAL POINT/E BOUND
2	4:22 P.M.	DAVIS BLYD & MIDWAY PKWY
3	4:29 P.M.	RAY PL @CHURCH PARKING LOT
4	4:35 P.M.	COLONIAL OAKS BLYD & TALL OAK CT/AT PARK/GF-0031
5	4:47 P.M.	BACK GATE ON RD/PARENTS PARK IN FIELD
6	4:47 P.M.	RIM RD & BACK ENT TATUM SCHOOL/STOP ON RIM
7	5:02 P.M.	MIDDLESEX PL & BERKSHIRE DR
8	5:06 P.M.	MAUNA LOA BLYD & FRIENDSHIP DR

9	5:17 P.M.	SECRETARIAT WY & PORTER RD/PM ONLY
Route: 0801	RT 3- P083/17th	Driver: T.B.A.
	4:10 P.M.	SSA+S
1	4:18 P.M.	TUTTLE AVE @ GIRLS CLUB INC/N BOUND
2	4:20 P.M.	POMPANO & RINGLING/BOYS & GIRLS CLUB
3	4:32 P.M.	WILKINSON RD & MURDOCK AVE/AT PARK/STOP ON STREET
4	4:43 P.M.	GULF GATE ELEM
5	4:53 P.M.	POTTER PARK & CROCKERS LAKE BLYD/CAMDEN
6	4:56 P.M.	WHARF RD & VAMO RD
Route: 0521	RT 4- P083/17th	Driver: T.B.A.
	4:10 P.M.	SSA+S
1	4:18 P.M.	TUTTLE & HIDDEN LAKE/SOUTH BOUND
2	4:23 P.M.	S BRINK AVE & BAY ST
3	4:30 P.M.	N LOCKWOOD RIDGE RD & 8TH ST
4	4:35 P.M.	19TH ST & N EULID AVE
5	4:39 P.M.	EMMA E. BOOKER ELEM
6	4:46 P.M.	BRADENTON RD & 32ND ST: UNDER-501
7	4:56 P.M.	47TH ST & N SHADE AVE: UNDER-084
8	5:03 P.M.	31ST & N OSPREY AVE
9	5:09 P.M.	BRADENTON RD & 47TH ST
10	5:12 P.M.	BAY SHORE RD & SAPPHIRE DR: UNDER-071
11	5:19 P.M.	BAY HAVEN SCHOOL/ STOP ON TENNESSEE LN
Route: 0307	RT 5- P083/17th	Driver: T.B.A.
	4:10 P.M.	SSA+S
1	4:23 P.M.	LOCKWOOD RIDGE RD & HAMLETS BLVD/N BOUND
2	4:27 P.M.	57TH ST & N SHADE AVE
3	4:32 P.M.	DESOTO RD & CONSERVATORY DR
4	4:34 P.M.	NOGALES DR & MINK RD
5	4:35 P.M.	MINK RD & 47TH ST: UNDER-261
6	4:41 P.M.	GOCIO RD & MAPLE HAMMOCK DR
Route: 0302	RT 6- P083/17th	Driver: T.B.A.
	4:10 P.M.	SSA+S
1	4:19 P.M.	GROVE ST & OSPREY AVE
2	4:26 P.M.	FIESTA DR & PHILLIPPI SHORES/STOP ON FIESTA
3	4:41 P.M.	SARASOTA MIDDLE SCHOOL / in loading zone
Route: 0422	RT 7- P083/OSPREY	Driver: T.B.A.
	4:10 P.M.	SSA+S
1	4:18 P.M.	ADULT ED CENTER/ON SHADE/ACROSS FROM PHOENIX
2	4:21 P.M.	SHADE AVE & ARLINGTON ST
3	4:23 P.M.	HIBISCUS ST & S SHADE AVE
4	4:26 P.M.	SHADE AVE & TULIP ST
5	4:38 P.M.	LINWOOD ST & UTICA DR
6	4:41 P.M.	STRATFORD DR & LINWOOD ST
7	4:49 P.M.	**** W BOUND ON WEBBER/ RT ON ESPANOLA ****
8	4:49 P.M.	FAIRVIEW DR & ESPANOLA AVE: UNDER-291

Home Calendar Students Parents Teachers Administration Board PTSS Registration Charter

Site updated: Thursday, August 09, 2012

If you have any problems with this site or would like to make any suggestions for content, please [email webmaster](mailto:webmaster).

Hosting donated by TheyWill.com

SSA+S

VOLUNTEER OPPORTUNITIES

SCHOOL STORE - We sell snacks and supplies to the student body before and after school.

UNFUNDRAISER - Help coordinate the only PTSS fundraiser of the year.

CELEBRATION- Annual school fundraising event - Assist Celebration team and become a Celebration Homeroom Captain for your child's homeroom. The money raised for this event is deposited to the general funds account of SSA+S Head Coordinator - Michael Reed

FCAT - Our school is an A School. We need help with snacks and supplies during this important testing period.

TEACHER MEALS- During the year we provide meals to the teachers during important events, Parent-Teacher Conferences, the first week of school before the students arrive, holidays and end of the year activities.

HOLIDAY PARADE - This year we will decorate a float and participate in the annual Sarasota Parade.

INTERNATIONAL FAIR - We celebrate our international ethnic backgrounds with booths and food from around the world. Entertainment is provided by the students and community.

SCIENCE FAIR - Assist the Science Department with County Fair and other activities during the year.

HONOR ROLL COMMITTEE - Four times a year at the end of each grading period, we reward the honor students (3.5 GPA) with an ice-cream party. We also acquire certificates from local business to attach to awards/recognition certificates.

BUSINESS PARTNERS AND PUBLICITY- We need to let Sarasota know how great we are. We need to increase area business involvement.

TEACHER/STAFF APPRECIATION- Activities to honor our teachers, especially during Teacher Appreciation Week.

8th GRADE GRADUATION COMMITTEE - This committee is responsible for graduation decorations as well as coordinating and serving refreshments (cookies, drinks) at the 8th grade graduation.

8th GRADE BREAKFAST COMMITTEE - Decorate the cafeteria and serve breakfast to the 8th grade.

END OF THE YEAR THANK YOU TO OUR VOLUNTEERS & FAMILY PICNIC - This event will take place around May and will start out with hot dogs/hamburgers/drinks provided by the PTSS and our SSA+S families will provide the side dishes. SSA+S clubs will run carnival type games and each club will share all funds raised from these games. Our diverse clubs are always on the go and compete all over the state and country.

PARENT TEACHER STUDENT SOCIETY (PTSS) IMPORTANT INFORMATION

THE PTSS BOARD WELCOMES YOU TO THE 2012-2013 YEAR!! HERE IS WHAT TO EXPECT FROM THE PTSS ON TUESDAY, AUGUST 14TH:

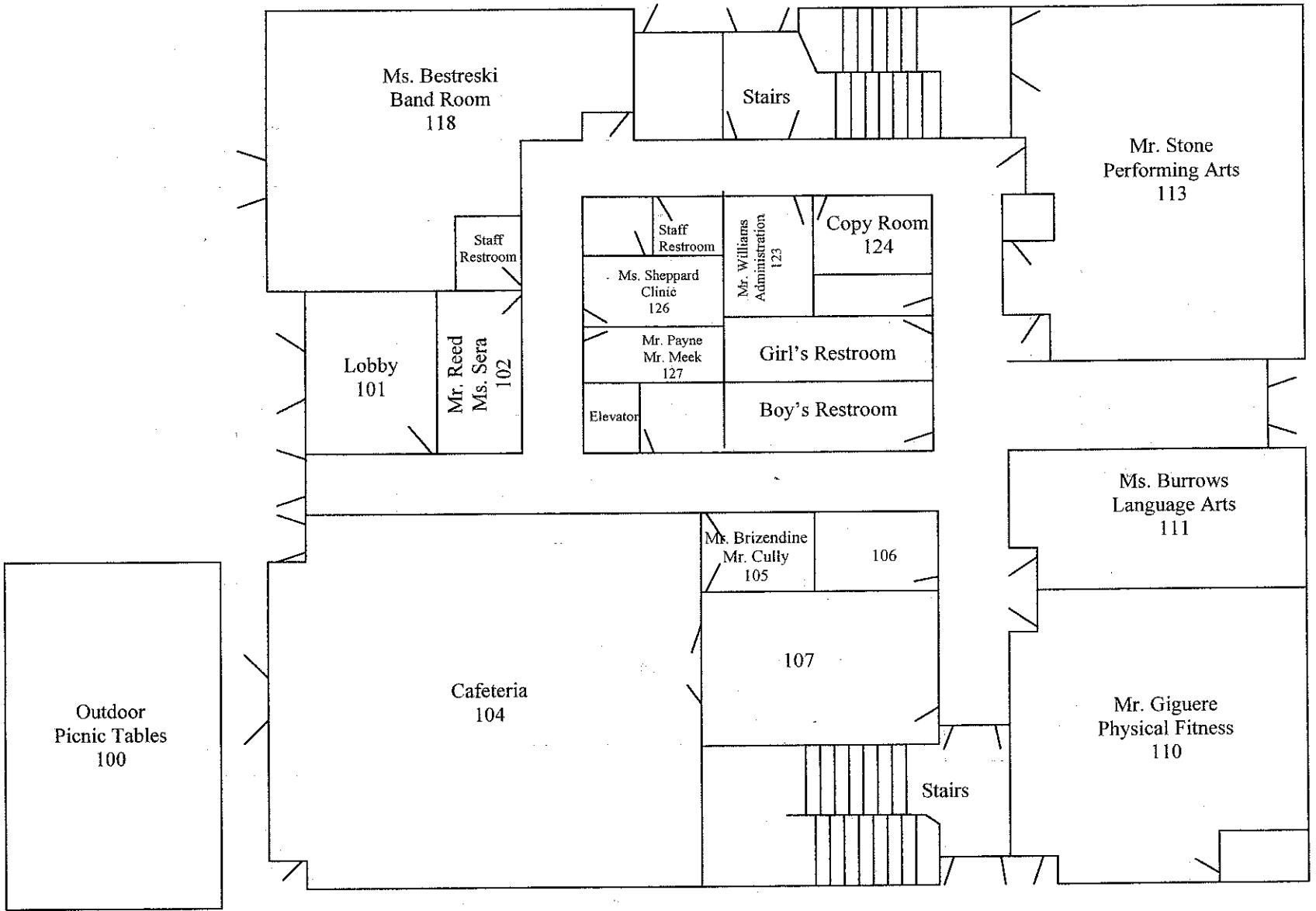
PALS REGISTRATION IS MANDATORY!! Please expect to be directed to the computer lab in order to register for the 2012-2013 year. This is the only way to have your volunteer hours tracked! The PTSS will be holding **all** families accountable for their volunteer time (10 hours per family/5 hours per family in a single parent household). You will receive quarterly updates as to your volunteer progress. **YOU MUST REGISTER WITH PALS EACH YEAR YOUR CHILD IS IN ATTENDANCE AT SSA+S!**

LOOK FOR COMMITTEE SIGN UP SHEETS!! The PTSS needs **YOUR** help!! We will have large poster sheets displayed listing the different committees that are available for the upcoming year. We are very excited about all the fun things in store. Please show your interest by signing up to participate in one or more of the committees. Examples and a brief description of volunteer opportunities are listed on the back of this letter. This is the best way to fulfill your volunteer hour requirement!!

LOOK FOR THE DESIGNATED USED UNIFORM AREA!! We are happy to be able to tell you that we have a very large quantity of gently used uniforms for sale. Please bring cash or checks and outfit your child for the year! Be warned!! Our SSA+S students seem to grow like weeds, so it is a great time to purchase the next size up too!!

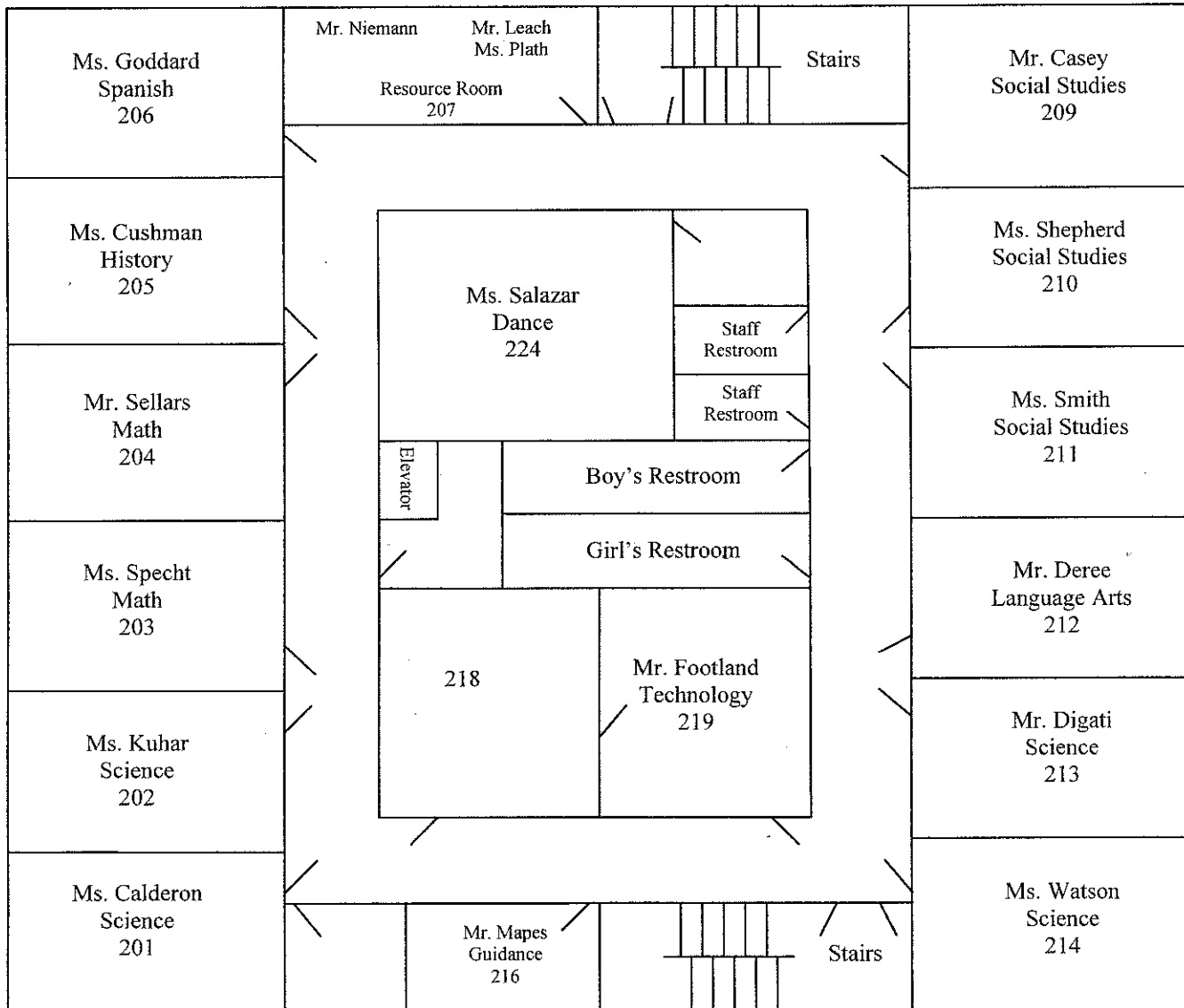
GET A JUMP START ON YOUR VOLUNTEER HOURS!! We need parents to volunteer to work the three schedule pick up shifts on August 14th. We need parents to staff the computer lab to assist others in the PALS registration. We also need parents to assist with the uniform sales. The shifts will be from 8:15-10:30, 10:30-12:45 and 1:15-3:30. More volunteer information for this date will be announced via email soon. You may email our volunteer coordinator, Nicole Forrest at ptssvolcoord@gmail.com if you are available and we will get back to you with the details.

*****We look forward to working with you at the NUMBER ONE MIDDLE SCHOOL in Sarasota County!!**
Your Board: Tracy Shinkarow, President, Mary Lang, Vice President, Stephen Ruggiero, Treasurer, Kim Williams, Secretary, Nicole Forrest and Tracy Bretoi, Co-Volunteer Coordinators***



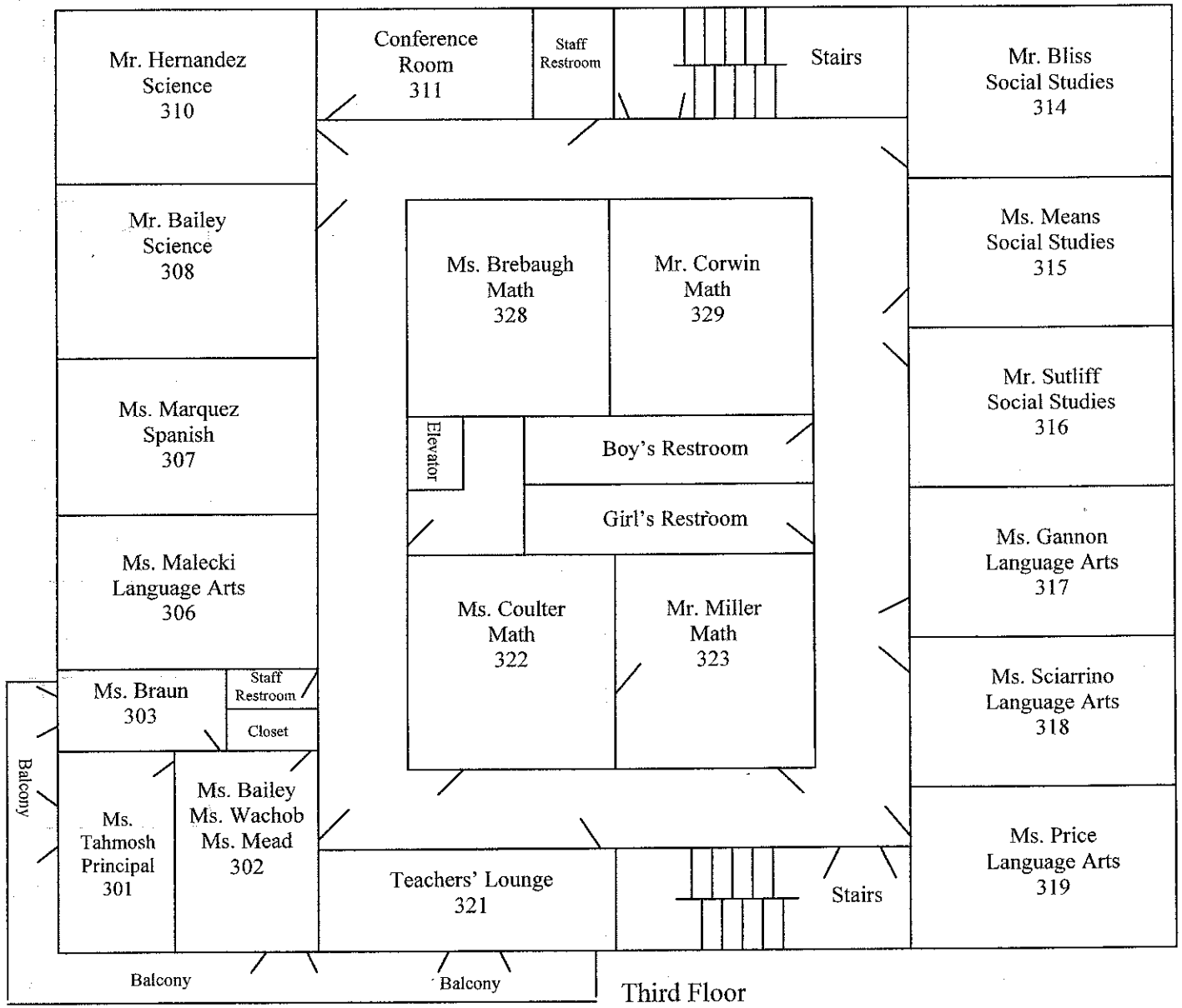
First Floor

Central Avenue



Second Floor

Central Avenue



Central Avenue

2 Story Tower

Ms. Sanchez Spanish 419	Ms. Botero Spanish 418
-------------------------------	------------------------------

2nd Floor

Ms. Lowe Reading Lab 421	Ms. Boisclair Reading Lab 420
--------------------------------	-------------------------------------

Mr. Carr Art Room 415

1st Floor

Ms. Turner Math Resource 417	Computer Lab #1 416
------------------------------------	------------------------

Mr. Mulhollen
Ms. Torrisi
Gym
400-414

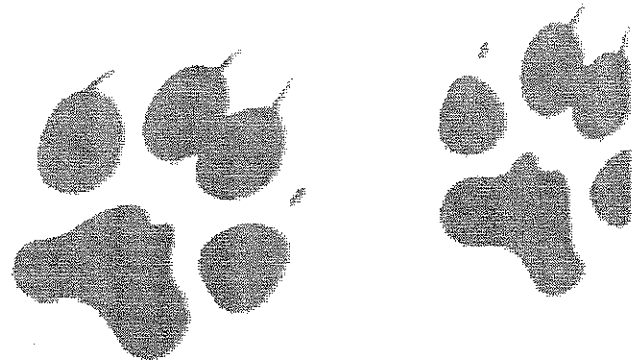


SARASOTA SCHOOL OF ARTS & SCIENCES

645 CENTRAL AVENUE, SARASOTA, FL 34236

TARA TAHMOSH - NEWELL, PRINCIPAL

NOTES



Virtual Resources



Middle

www.sarasota.k12.fl.us/Middle

"We learn more by looking for the answer to a question and not finding it than we do from learning the answer itself. "

Lloyd Alexander

STARS OF SSA+S

it all for the sports enthusiast. Like
 in an average GPA of 2.0 or higher,
 tain leagues may require players
 e responsible for all make-up
 trips, no exceptions. Respect
 ates is also a must. Any
 nsion or expulsion from
 to enjoy playing sports,
 t. If you do your share,
 your team participation and
 o Tigers!



TIGERS VOLLEYBALL
CHEERLEADING
DANZ TEAM
GOLF

SK8 TEAM
TENNIS
X COUNTRY

YOUR OWN RISK!

However, iPods, cameras, etc., are a no-no during school
 school, and no other electronic devices are permitted.
 phone *must* be left and turned off in your locker - or
 an item is taken from you, it will find a new home in
 in the world, so don't waste your time... a parent or
 t again, and they will have to come to retrieve it. If
 era for a school-related
 a teacher.

**It's easier to build strong children
 than to repair broken men.**

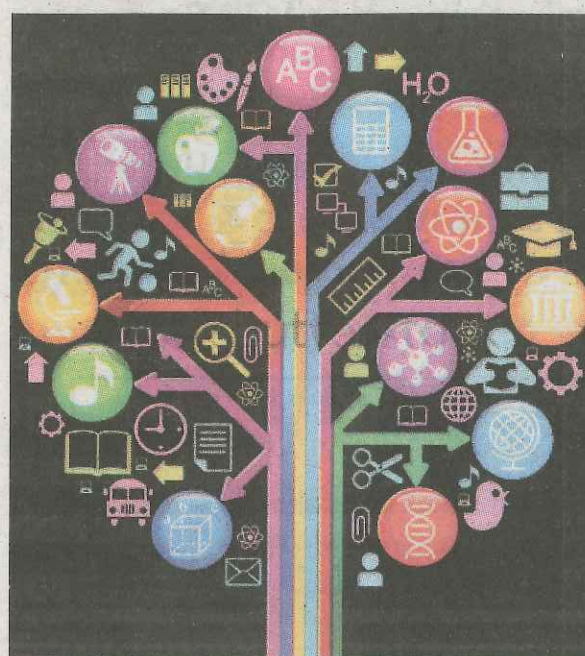
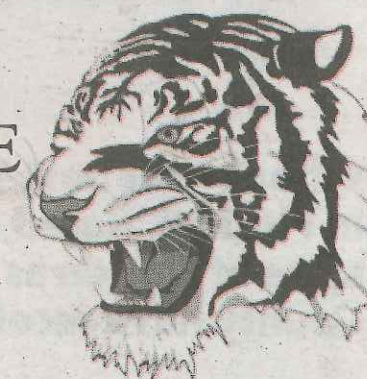
- Frederick Douglass

The SSA+S Independent

PRINCIPAL: TARA TAHMOSH-NEWELL

“EDUCATION IS THE MOST POWERFUL WEAPON WHICH YOU CAN USE TO CHANGE THE WORLD.”

- NELSON MANDELA



Welcome to the 2012-2013 school year and our SSA+S family! Congratulations on choosing an “A” rated school that has achieved the Adequate Yearly Progress (AYP) award, in accordance with the “No Child Left Behind,” legislation. SSA+S is proud to also be recognized in the top 100 highest scoring charter schools, based on a nationwide study assessing student learning gains. We hope you are ready to embark on a journey that will transform your life, and

provide opportunities of which other middle schools can only dream. We pride ourselves on our superior academic, athletic, service learning, and multicultural programs, the arts and science curriculum, and our outstanding faculty. We exceed the Sunshine State Standards, focusing on the National Standards of Excellence. Moreover, we are proud to be considered a “safe” and “orderly” school with ZERO TOLERANCE for bullying and a school that celebrates and embraces diversity. We stand on the belief that all children can learn and, coupled with this belief, we embrace the ideology of promoting tolerance and acceptance of all.

If there is no struggle, there is no progress
- Frederick Douglas

BELL SCHEDULE	
PD.1 & HOMEROOM	9:00AM-9:55AM
PD.2	10:00AM-10:50AM
PD.3 & LUNCH	10:55AM-12:25PM
LUNCHES ARE SPLIT BY GRADE LEVEL	
1ST LUNCH	11:00AM-11:25AM
2ND LUNCH	11:30AM-11:55PM
3RD LUNCH	12:00PM-12:25PM
PD.4	12:30PM-1:20PM
PD.5	1:25PM-2:15PM
PD.6	2:20PM-3:10PM
PD.7	3:15PM-4:05PM
ALL STUDENTS MUST BE PICKED UP NO LATER THAN 4:30PM	