

***Renewal Application Cover Sheet***

School Name: [Sarasota Academy of the Arts](#)

School Address: [4466 Fruitville Road, Sarasota, FL 34232](#)

Telephone Number: [941-377-2278](#)

Fax Number: [941-404-4492](#)

*Principal Contact Information*

Principal's Name: [Cecilia R. Blankenship](#)

Telephone Number: [941-377-2278 ext. 201](#); [941-928-3106 \(cell\)](#)

Fax Number: [941-404-4492](#)

Email Address: [cblankenship@sarasotaacademyofthearts.com](mailto:cblankenship@sarasotaacademyofthearts.com)

*Governing Board Chair Contact Information*

Charter Holder Board Chair's Name: [Daniel Kennedy](#)

Telephone Number: [941-812-5406](#)

Fax Number:

Email Address: [chessie@comcast.net](mailto:chessie@comcast.net)

Date Charter School Opened: [July 1, 2013](#)

End of Current Charter Term End Date: [June 30, 2018](#)

Number of Years Requested for Charter Renewal: [15](#)

Is the school presently designated as a "High Performing Charter School?"

Yes [No](#)

## **Executive Summary**

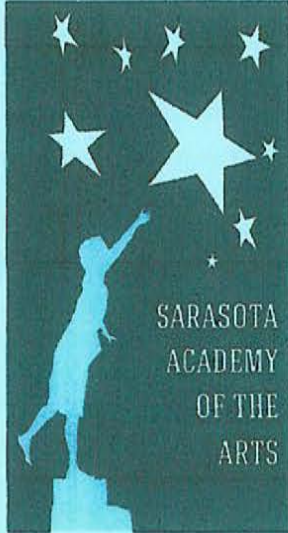
Sarasota Academy of the Arts opened in August, 2013, as a public charter school with a focus on the visual and performing arts. The goal of the founding board was to provide an opportunity for students in kindergarten through eighth grade to experience the arts on a daily basis in a family-oriented academic setting. The school started with 207 students and the population has stayed relatively stable with a maximum of 230 students. The extended school day (8:00 AM to 4:00 PM) provides time for students to engage in the core academic subjects plus physical education, art, technology, music, and Spanish on a daily basis at the elementary level. It allows the middle schoolers to choose up to four electives each semester in these same areas. All students from kindergarten to eighth grade who wish to perform, have the ability to do so through the musical theater program. As part of SAA's community service program, the students enrolled in musical programs often perform throughout Sarasota resulting in greater community involvement.

Since the first year, the Academy has seen improvement in its academics as it moved from a "C" in 2013-14 to an "A" in 2016-17. Placing special emphasis on our mathematics curriculum has resulted in significant increases in proficiency levels. Course offerings have been expanded to include high school credit courses in Spanish, Algebra, Geometry and Physical Science. Electives have been added giving students more choices in performance arts, communication arts, and visual arts. Technology has been enhanced to the point that we have classroom sets of computers in almost every classroom and the school uses the Google Suite for Education from second grade up. In response to parent needs, daily extended care and summer camp have been added and continue to improve. Our student support staff has grown to include three special education teachers, a reading specialist, a counselor, and contracted services with a speech and language professional, occupational therapist, school psychologist, and social services. Emphasis continues to be placed on mathematics and reading with special attention given to our special education and English language learners.

As of now, our physical space caps our enrollment at one class per grade level at the elementary level and two classes per grade level in middle school. With the purchase of property across the street from the currently leased school, there is the future possibility of increasing enrollment to 364 students. While there are no plans to fundamentally change the focus of the school, having more space will allow us to add electives within the arts program. The intent is to remain a school with an enrollment that allows each student and family to be known personally so that student needs can be met in a way most appropriate for each.

The Governing Board itself has remained stable with three of the six founding members still on the Board. The Board is committed to maintaining a sound fiscal policy that supports growth while staying true to the mission statement. They continue to research options for the best physical facility that ensures the safety and security of all concerned. The faculty as a whole is

committed to the mission statement and their own personal growth to become better teachers incorporating the arts into their subjects. Even though there will be a change in principal in 2018-19, with the commitment of the Governing Board and faculty, the focus and academic growth of SAA will be sustained.

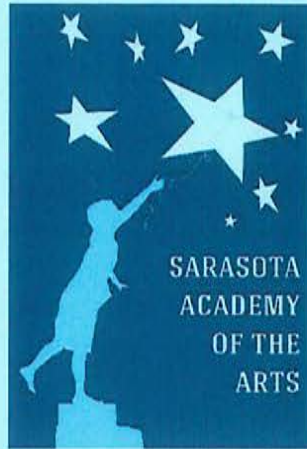


**SARASOTA  
ACADEMY  
OF  
THE ARTS**

**CHARTER  
RENEWAL**

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# CHARTER RENEWAL

## SECTION 1

### CURRENT INFORMATION ABOUT THE CHARTER SCHOOL

## Section I. Current Information about the Charter School

### The School's Mission and Vision:

The mission of Sarasota Academy of the Arts is to provide kindergarten through middle school students an educational experience rich with rigorous academics based on the Florida Standards, strongly supported by visual and performing arts, and set in a small, family oriented environment. SAA embraces the uniqueness and diversity of its student population and believes success is measured in more than just academics, and strives to provide multiple avenues for our students to reach their goals.

The vision of Sarasota Academy of the Arts is to provide opportunities for every student to feel successful academically, socially, and emotionally. It is our purpose to create an academic learning environment that is student-centered and integrates the arts to promote student achievement and foster lifelong learning. Through exposure to the various enrichment programs offered to students on a daily basis and the use of technology that is at the forefront of education, students will have the confidence to seamlessly transition into any learning environment and be ahead of their peers. Students will take pride in their community through outreach opportunities which will enable them to be well-rounded citizens who will become the leaders of tomorrow. We believe each student is unique and has within him or her a potential to not only "reach for the stars" but attain his/her full potential and become a more caring, compassionate, competent and confident individual.

### Current student population and composition

- *Provide a brief narrative description of the students served at the school:*

Sarasota Academy of the Arts serves students from Sarasota and Manatee Counties in grades kindergarten through eighth. Currently, 47% are identified as economically disadvantaged. 39% of the students are reported as non-white according to our 2017-18 enrollment.

The majority of our elementary students transfer from Manatee County or nearby Sarasota traditional elementary schools. At the middle school level, students come to SAA mainly from Booker and McIntosh Middle Schools. Most of these students tend to stay through eighth grade, giving SAA a relatively stable population.<sup>1</sup>

Although most of the students enter at the kindergarten level and remain through eighth grade, there is a disproportionate number entering at sixth grade. At this time, there is one fifth grade class with a maximum of 22 students. At the sixth grade level, the



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<sup>1</sup> Supporting Documents, Section 1, pages 1 – 8: Membership Reports

number expands to 44 students in two classes, coming from other charter elementary schools and Tuttle and Gocio Elementary Schools. In the entering class this year, as in the past years, about 54 % are below level as indicated by the reading and math FSA scores when they come to us. Students entering come because of the small family atmosphere, the availability of the arts, Spanish, and technology classes offered daily, and the extended school day. They range in ability from below level academically to gifted. They enter with varying exposure to technology and the visual and performing arts, but with a desire to experience these areas.<sup>2</sup>

- *Student 5-year enrollment (number and percentage by grade level and projected enrollment):*

The enrollment totals for each year beginning with 2013-14 were 203, 209 (2014-2015), 221 (2015-2016), 225 (2016-2017), and 225 (2017-2018). The projected enrollment for 2018-2019 is 227.<sup>3</sup>

*(In the Appendix, attach a copy of the district generated 5-year enrollment counts by grade level and by gender/ethnicity based on the October 2017 Survey period.)<sup>4</sup>*

- *Percent and number of ESE and ELL students, and the total number as of the October 2017 Survey period:*

	NUMBER OF STUDENTS			
GRADE LEVEL	ESE [IEPs] % (#)	ESE GIFTED [EPs] % (#)	ELLs % (#)	TOTAL % (#)
K	11.1% (2)	0	5.6% (1 LY)	16.7% (3)
1	17.6% (3)	0	17.6% (2 LY, 1 LF)	35.3% (6)
2	0% (0)	0	0% (0)	0% (0)
3	5.6% (1)	5.6% (1)	16.7% (3 LF)	22.2% (4)
4	13.6% (3)	0	9% (2 LY)	22.7% (5)
5	13.6% (3)	0	0% (0)	13.6% (3)
6	17.1% (6)	2.9% (1)	5.7% (2 LY)	25.7% (9)
7	17.1% (6)	8.6% (3)	10.8% (4 LY)	37% (13)
8	28.6% (12)	2.4% (1)	9.5% (3 LY, 1 LF)	40% (17)

<sup>2</sup> Supporting Documents, Section 1, page 9: Our Students

<sup>3</sup> Supporting Documents, Section 1, page 10: School Enrollment Detail

<sup>4</sup> Supporting documents, Section 1, pages 11: 5-year Enrollment (District)

- *Ethnicity and socioeconomic status composition of school for 2017-2018. Please report the percent and number of students in each category.*

GRADE LEVEL	Ethnicity/Race						Low Income	
	White % (#)	Black/ African-American % (#)	Asian % (#)	Hispanic % (#)	Native American % (#)	Other % (#)	Free Lunch % (#)	Reduced Price Lunch % (#)
K	50% (9)	5% (1)	5% (1)	28% (5)	0	11% (2)	61% (11)	0
1	82% (14)	6% (1)	0	12% (2)	0	0	53% (9)	0
2	63% (12)	10% (2)	5% (1)	10% (2)	0	10% (2)	37% (7)	0
3	78% (14)	0	0	17% (3)	0	6% (1)	56% (10)	5% (1)
4	64% (14)	9% (2)	0	18% (4)	0	9% (2)	36% (8)	0
5	64% (14)	5% (1)	5% (1)	27% (6)	0	0	41% (9)	0
6	63% (22)	6% (2)	3% (1)	26% (9)	0	3% (1)	35% (12)	15% (5)
7	68% (29)	3% (1)	0	16% (6)	0	3% (1)	32% (12)	5% (2)
8	74% (31)	0	0	21% (9)	0	5% (2)	48% (20)	2% (1)

- *Please include any information about your students or the services that you provide to those students that you might consider unique to your school.*

Sarasota Academy of the Arts is unique in that it welcomes students with a variety of both current and past issues in school. As we are evolving, we find our school's mission is to provide services to not only students interested in the arts but also the students who felt unsuccessful in other schools. Through the integration of our visual and performing arts programs, and a commitment to technology, we endeavor to create an environment where children can succeed. Many in our student body have experienced failure after failure. By combining a nurturing environment, a dedicated staff, and an atmosphere of tolerance, Sarasota Academy of the Arts prides itself not only on its "A" rating, but the fact that our doors remain open to ALL who apply. In many instances, being a "small" school has enabled our students to find success in the classroom for the first time. One of the most unique features of our school is our choice to give all our students opportunities they may not have in traditional schools. Students with exceptionalities that could prohibit them from being showcased onstage in traditional settings are rarely prohibited from being "front and center" in ours. With the welcomed addition of a therapeutic



counselor, SAA has been able to meet the needs of a myriad of social, personal, and family concerns. “Diversity of students is our hallmark; their success is our mission.”

- *Please describe any future plans to add/change grade levels served, projected enrollment and/or enrollment capacity.*

SAA will not change or add grade levels. The projected enrollment could gradually increase to 354 if space were acquired to expand the elementary division to two classes per grade level. If extra space is not acquired, the enrollment should stay capped at 248. This is with maximum allowed numbers at each grade level, with one class per grade level at kindergarten through fifth and two classes per grade level at sixth through eighth.

Added Supporting Documents:

Section 1, pages 12-14: Parent Survey

Section 1, page 15: Five Star

Section 1, pages 16-19: In the News Articles

Section 1, page 20: In the News Videos

Section 1, pages 21-23: After-care Program



# CHARTER RENEWAL

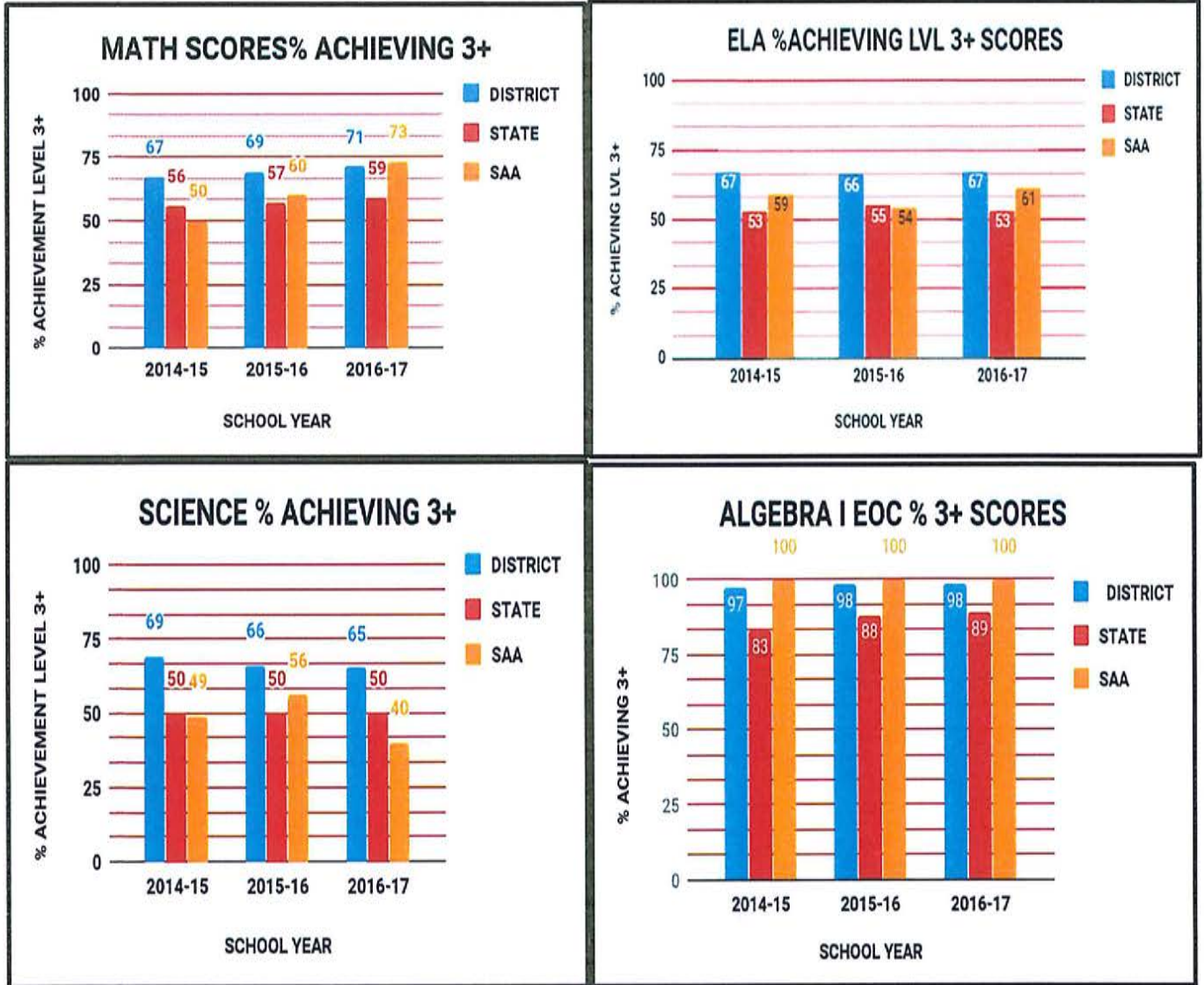
## SECTION 2

### STUDENT ACHIEVEMENT

## Section II. Student Achievement

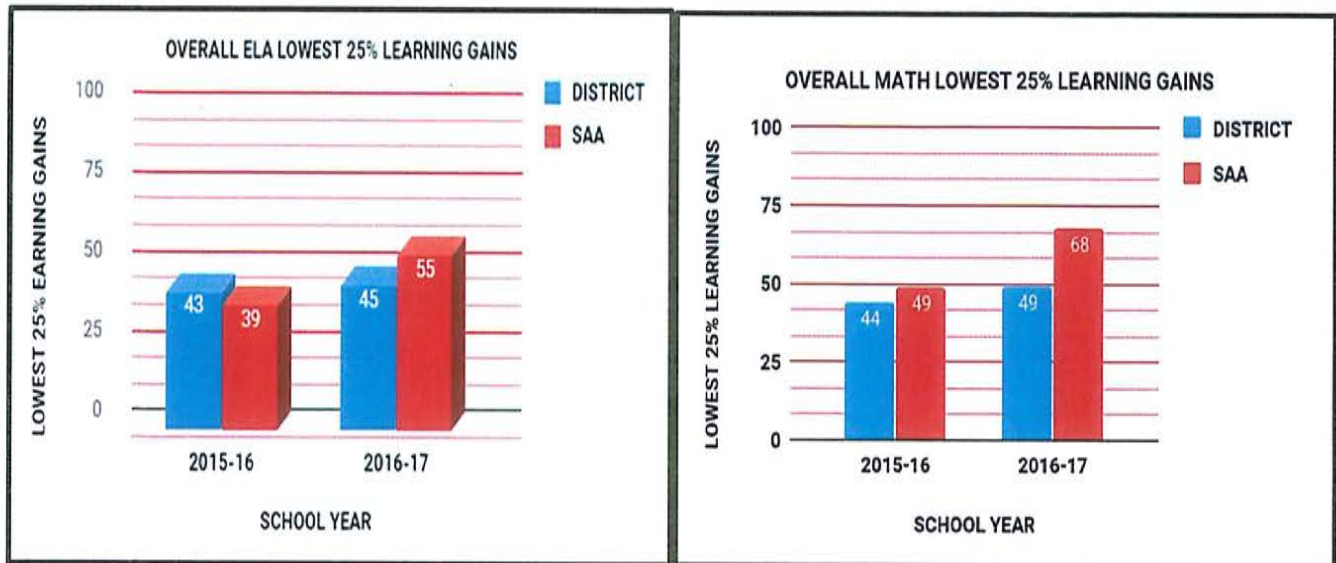
The Charter School should present evidence in support of the school's attainment of high levels of student achievement and growth.

- Please provide the following data: A graph or chart showing 5-year trends in English/Language Arts, Mathematics, and Science achievement (percent proficient) based on state assessments, End-of-Course (EOC) exams and any other data that may be relevant.



Note: SAA Algebra I student population for 2014-2015 and 2015-2016 school years was less than 10 students, which is why it was not reported on FL Dept. of Education.





*A summary chart showing the 5-year history of the accountability ratings (school grades) for your school. (You can access/print from FL DOE website.)*

SCHOOL YEAR	SAA
2013-2014	C
2014-2015	B
2015-2016	B
2016-2017	A <sup>1</sup>

- *Please provide a brief narrative highlighting those areas that you feel reflect the most significant student achievement accomplishments for your school.*

SAA believes the most significant student achievement accomplishments were raising the percentage of students in the lowest quartile showing learning gains in both Math and ELA and raising the percentage of students overall who achieved proficiency in math. In 2015-2016, the learning gains of the lowest quartile in ELA was at 39% and in 2016-2017 it increased to 55%, a 16% gain. Furthermore, the students in the lowest quartile for Math showed learning gains increasing in one year by 19% from 49% in 2015-2016 to 68% in 2016-2017.

SAA has focused on Math gains in the School Improvement Plan since 2014, adding incentives for student achievement with the support of our business partners, training teachers, and purchasing digital programs to supplement the core curriculum. We have moved from

<sup>1</sup> Supporting Documents, Section 2, page 1: School Grade Letter



50% proficient in 2014-2015 to 60% in 2015-2016 to 73% in 2016-2017. 100% of our algebra students scored at 4 or above on the 2016-2017 EOC.<sup>2</sup>

- *Please describe any discrepancies in goals between the 2016-2017 School Improvement Plan (SIP) and the test results from 2017. Please address the goals and targets established for the 2017-2018 SIP.*

SAA saw a discrepancy in the 2016-2017 School Improvement Plan and test results from 2017 in its Science goal: *By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency on the grade 5 and grade 8 Science SSA.* In 2015-2016, the percentage of students achieving 3+ scores was 56% but declined to 40% in the 2016-2017 school year. This discrepancy occurred for several reasons. Both the fifth and eighth grade teachers were new to SAA and had not taught science at these levels before. The reviews done did not cover all of the topics taught in lower grades (3/4 and 6/7) that were tested on the SSA. The previous year there were two teachers at the eighth grade level who targeted either earth/space science or life science during the reviews which resulted in much better preparation for the SSA.

In 2017-2018 the goals address continued improvement in math, reading, and science with special emphasis on the science goal. We continue to emphasize attendance and have initiated specific activities to target this area.

- *In any area in which there is needed improvement, please highlight the strategies in place to remediate problems or strengthen achievement.*

In the summer of 2017, the Elementary teachers met to strengthen the curriculum with particular attention to science. The premise is that if we build a firm foundation of wonder, interest, and engagement, students will see the relevance of science principles in everyday happenings leading them to question and search for solutions. We began the school year with a professional development afternoon devoted to science at the K-8 levels emphasizing active engagement on the part of students. Regular meetings with the teachers are continuing throughout the year. We have added gardening to the elementary schedule and teachers are relating math, reading, and science standards to the student activities. All of the science classes are devoting a minimum of 40% of their lesson time to inquiry activities. With the help of a Business Partner we are incentivizing students who improve their science as measured by benchmark tests and school-wide activities as we did to improve the math scores in previous years.<sup>3</sup>

A second area of concern which is being addressed is the success rate of our identified ELL students, particularly in Reading/English Language Arts. Our ESOL Liaison is more vigorously supporting the core teachers in ways to address the needs of these students. They are receiving more direct services for reading through our reading specialist and extra time with the core teachers.

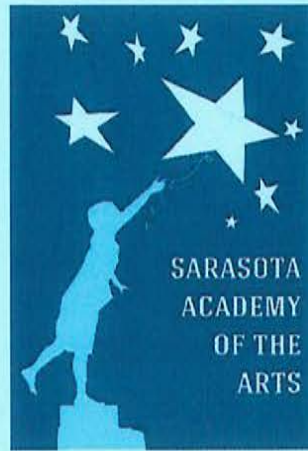
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<sup>2</sup> Supporting Documents, Section 2, page 1: High School Choices

<sup>3</sup> Supporting Documents, Section 2, pages 2-3: Science Improvement Plan

- *Please indicate if the school will continue to follow the district's School Improvement Plan (SIP) process, including guidelines for setting goals and targets. If the school will implement their own SIP, please provide annual measurable goals for student achievement in English/Language Arts, Mathematics, and Science for the next 5 years: 2018-2019 through 2022-2023.*

Yes, SAA will continue to follow the district's School Improvement Plan process, including guidelines for setting goals and targets.



# CHARTER RENEWAL

## SECTION 3

### ACADEMIC PROGRAM

### Section III. Academic Program

- *Describe the educational program design and curriculum. If the school serves middle and/or high school grade levels, please describe ACCEL and course recovery options offered.*

Sarasota Academy of the Arts offers an academic program based on Florida Standards with an emphasis on arts integration and performance. At the elementary (K-5) level all students participate daily in art, music, Spanish, and technology in addition to the required courses at this level. Middle school students have the opportunity to participate in four (4) enrichment courses per semester in addition to their core classes.<sup>1</sup> This is possible because of an extended schedule running from 8:00 AM to 4:00 PM.

At the elementary level, students receive 105 minutes daily in reading, 60 minutes in math, science, and social studies, 30 minutes in art, technology, Spanish, music, and physical education with an additional 15 minutes recess. Students requiring support or acceleration have modified schedules to meet their needs.<sup>2</sup>

Middle school students receive 60 minutes of math, English language arts, social studies, and science. Spanish classes, electives in technology, music and visual arts meet for 45 - 60 minutes daily. At the sixth grade level, all students are enrolled in a learning strategies or critical thinking class.

Students entering sixth grade may be accelerated in math based on teacher recommendation, FSA scores, and i-Ready scores. Currently, advanced middle school students are enrolled in Math 2 Advanced, Algebra 1 Honors, and Geometry Honors. Eighth graders may also elect to take Spanish 1 and High School Physical Science upon teacher recommendation with appropriate math and English language arts experience.

Students needing course recovery in math, English language arts, and social studies use the programs available through Apex Learning. These students are supervised by a middle school teacher with the Middle Grades Integrated Curriculum certification. Students needing science course recovery are currently taught by the Principal who is certified in Middle School Science. With the change in leadership, they also will use the Apex Learning course or a similar program. Students failing required courses are enrolled in the summer school program provided by the district.

SAA is a “Google” school with all students in grades 2 through 8 having a Google address and access to textbooks and assignments through Google Classroom. Students are

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<sup>1</sup> Chart pages 11-14

<sup>2</sup> Supporting Documents, Section 3, pages 1-5: Sample Student Schedules



encouraged to be producers rather than only consumers of content. They are taught technique at the elementary level and expected to demonstrate subject mastery by creating content throughout their school years.<sup>3</sup>

- *If any changes will be requested for the new term on the charter, please describe each of the following:*

- *The proposed changes/modifications to the school's academic program.*

Given the current physical plant, there are no anticipated additions to the program.

- *Any new instructional approaches planned for the future.*

Teachers will incorporate more project-based learning into their lessons.

- *The changes to the school's course offerings and how the new courses align with the school's program of study.*

As space becomes available, we will add dance for elementary students, band and orchestra for both elementary and middle school, technical theater, and robotics. These courses all expand our offerings related to the arts. They will be presented as opportunities for enrichment for all students. Students could opt for instruments instead of or in addition to choral music at the middle school level.

- *Any new instructional materials/resources planned to support/align with the planned academic program changes.*

New instructional materials/resources would be in the form of personnel and instruments.

- *Does the school plan to develop or adopt additional academic standards beyond those mandated by the state? If yes, explain the types of standards, content areas and grade levels.*

No, SAA does not.

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<sup>3</sup> Supporting Documents, Section 3, pages 6-11: "A Google Suite for Education" School

## SAA Curriculum Plan

Sarasota Academy of the Arts has at its foundation a firm belief that exposing students to the arts on a regular basis will enhance their academics and overall development throughout their school years. For this reason, while we follow the Florida Standards and Sarasota County Progression Plan, we tie all areas back to our core beliefs.<sup>4</sup> Our students attend classes from 8:00 AM to 4:00 PM, giving them extra time to participate in Spanish, music, art, and technology as well as the core subjects and physical education on a daily basis.

### Elementary Core Subjects

	English Language Arts <sup>5</sup>	Math	Science <sup>6</sup>	Social Studies
Kindergarten through 4 <sup>th</sup> Grade	<i>Reading Wonders</i> ; Raz kids; i-Ready; SAA Vocabulary; SAA Writing; Florida Studio Theatre “Under 6” (105 minutes daily)	<i>Go Math</i> ; i-Ready; Xtra Math; Prodigy (60 minutes daily)	<i>Science Fusion</i> ; “Gardening 101”; (60 minutes daily + 30 minutes weekly); Kindergarten STEM Program	<i>Florida Studies</i> K/1 <sup>st</sup> /2 <sup>nd</sup> – Survey of geography, history, government, cultures, and economics relating to lives of young people in Florida; 3 <sup>rd</sup> – America; “Wax Museum” of Historical Americans 4 <sup>th</sup> - Florida
5 <sup>th</sup> Grade	<i>Reading Wonders</i> ; i-Ready; SAA Vocabulary; SAA Writing (120 minutes daily)	<i>Go Math</i> ; i-Ready; Xtra Math; Prodigy (60 minutes daily)	<i>Science Fusion</i>	<i>Florida Studies</i> United States History

<sup>4</sup> Supporting Documents, Section 3, pages 12-28: Curriculum Narratives

<sup>5</sup> Supporting Documents, Section 3, pages 29-31 : ELA

<sup>6</sup> Supporting Documents, Section 3, page 32: K-3 Science

## Middle School Core Subjects

	<b>English Language Arts</b> (60 minutes daily)	<b>Math</b> (60 minutes daily)	<b>Science</b> (60 minutes daily)	<b>Social Studies</b> (60 minutes daily)	<b>Spanish</b> (30 – 60 minutes daily)
6 <sup>th</sup> Grade	M/J Language Arts 1 <i>Collections</i>	<i>Big Ideas 1</i>	Earth/Space Science <i>Florida Earth and Space iScience</i>	World History <i>Discovering Our Past: A History of the World Social Studies</i>	Beginning Spanish (30 minutes daily)
7 <sup>th</sup> Grade	M/J Language Arts 2 <i>Collections</i>	Algebra 1 Honors <i>Big Ideas 2;</i> <i>Big Ideas 2</i> Advanced;	Life Science <i>Florida iScience</i>	United States History and Career Planning <i>Discovering our Past: A History of the United States – Early Years</i>	Beginning/ Intermediate Spanish (45 – 60 minutes daily)
8 <sup>th</sup> Grade	M/J Language Arts 3 <i>Collections</i>	Geometry Honors Algebra 1 Honors <i>Big Ideas –</i> PreAlgebra;	Physical Science <i>Florida iScience- Course 3;</i> HS Physical Science Honors <i>Florida High School Physical Science</i>	Civics <i>Civics -Economics and Geography Center for Civic Education We the People - The Citizen and the Constitution</i> <a href="http://icivics.com">icivics.com</a> <a href="http://civics360.com">civics360.com</a>	Intermediate/ Advanced Spanish; HS Spanish 1 (60 minutes daily)

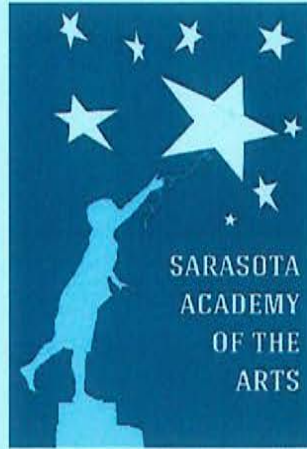
## Elementary Enrichments

	<b>Music</b>	<b>Physical Education</b>	<b>Art</b>	<b>Technology</b>	<b>Spanish</b>
K - 5	Choral music with multiple on-stage productions plus performing visits to area assisted living facilities Dance, drama, and instruments incorporated into music classes (30 minutes daily)	Structured classes with emphasis on team games and life-long skills (30 minutes daily);  Unstructured morning recess (15 minutes daily + 15 minutes at lunch)	Introduction to art with exposure to artists, art styles, create, critique, develop techniques (30 minutes daily)	Spiral curriculum based on acquiring skills beginning at kindergarten: word processing, typing, brochures and reports, PowerPoints, spreadsheets, coding; project-based to demonstrate mastery (30 minutes daily)	Survey of language, customs, geography; differentiation based on prior language knowledge; vocabulary and basic phrases; incorporates writing, reading, speaking, and listening Annual Hispanic Fair with culture, dance, song, and food

## Middle School Electives

	Physical Education	Performing Arts	Visual Arts	Communication Arts
6 <sup>th</sup> – 8 <sup>th</sup> Grades	6 <sup>th</sup> – 30 minutes daily; 7 <sup>th</sup> /8 <sup>th</sup> – 45 minutes daily for semester	Chorus 1 – Mixed Choir; Chorus 2 – Girls’ Chorus; Chorus 3 – Audition Chorus; M/J Drama; Broadcasting; (45 – 60 minutes daily) Dance (60 minutes daily)	M/J Art; Advanced Art Class; Digital Art and Design (45 – 60 minutes daily)	Creative Writing; Speech and Debate; Video Production; Research (45 – 60 minutes daily)





# CHARTER RENEWAL

## SECTION 4

### SERVICES FOR ESE AND ELL STUDENTS

## Section IV. Services for ESE and ELL Students

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

### ESE Services:

At Sarasota Academy of the Arts, we provide ESE services based on the individual needs and strengths of each individual student. These services are determined at each student's Individual Education Plan meeting, held at least annually, and including (at minimum) the student's parents, a school administrator, a classroom teacher(s) who is familiar with the student, ESE staff who can interpret assessment scores, and the ESE liaison teacher.

ESE services are provided in the least restrictive environment, so students can interact with regular education students and staff, with the help of ESE staff, in the general education curriculum. Students who require more individualized services are pulled out of the regular class during nonacademic classes.<sup>1</sup>

Services and classroom accommodations are provided by certified ESE staff and general education teachers with a combination of:

1. Team-teaching in Math and Language Arts classes on an everyday basis, as well as in other subject areas on occasion when appropriate.
2. Individual and small-group instruction are provided according to services determined in student IEPs, needs identified by the IEP teams on the basis of continuous feedback from teachers, as well as through student advocacy. These services occur in the regular classroom when possible, or as scheduled/unscheduled pull-out from elective classes.

Services are based on 1) the strengths and weaknesses of the student; 2) the parents' concerns for enhancing their child's education; 3) the results of the initial or most recent evaluation of the student; and 4) the student's academic, developmental, and functional needs. These factors apply to all students who receive ESE services, regardless of their ages, classifications, or academic abilities.

### Initial Referrals:

Students who are initially referred for ESE services go through a general education intervention process which can include all or some of these strategies:

Parent conference

Student conferences

Data collection/assessment

Review of student information and data (required for most referrals)

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<sup>1</sup> Supporting Documents, Section 4, pages 1-3: ESE Teacher Schedules

Vision screening  
Developing a plan of action  
Functional Behavior Assessment  
Referral to community service  
Counseling  
Hearing screening  
Observations  
Anecdotal records  
Individual interventions for academics, attendance, behavior and/or language

The Children At-Risk in Education (CARE) Team reviews a student's progress in the general education curriculum. The CARE Team will assess the effectiveness of the interventions and services, identify the student's strengths, and make appropriate recommendations. These recommendations may include continued interventions and/or evaluations.

ESE Staff:

Sarasota Academy of the Arts has an ESE liaison teacher, a full-time ESE teacher, and two teachers who are licensed in ESE and another subject who teach ESE part of their day. A speech/language pathologist, an occupational therapist, a school psychologist, and a school counselor are contracted for their time.

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

Services for students whose needs require a regular classroom and resource room combination are determined in the same manner as students whose needs are met within the regular classroom for at least 80% of their instruction. At Sarasota Academy of the Arts, we provide ESE services, based on the individual needs and strengths of each individual student. These services are determined at each student's Individual Education Plan meeting, held at least annually, and including (at minimum) the student's' parents, a district administrator, classroom teacher(s), ESE staff, and the ESE liaison teacher.

- *Describe the instructional and program services provided for ELL students.*

SAA delivers the Inclusion/Mainstream instructional model where our ESOL students are placed in a regular classroom with an ESOL trained teacher using ESOL strategies and modifications. Our students receive one on one/group support from their teachers. ESOL students who may need extra support go to our Reading specialist group, in addition to the push-in classroom service based on needs and schedule.

For active ELLs (LYs), a Student ELL Plan is to be developed at:

1. The beginning of every school year prior to Survey 2 (October)
2. Any time changes to a student's instructional services occur:

- a. Changes due to teacher, schedule/minutes, pull-out or program/course participation
3. After an ELL Committee is held

- *Describe any plans for changes in level of services to be provided for ESE and/or ELL students and provide a rationale or support for the proposed change.*

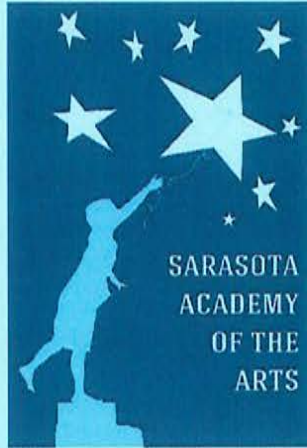
No changes are planned for ESE services at this time. Any changes would be based on student needs as determined through the IEP process. No program changes are proposed for ELL students except as prescribed by the District

- *If a state/district audit or on-site monitoring visit resulted in findings of non-compliance with ESE and/or ELL requirements, please address measures taken by school to remedy the deficiencies and ensure future compliance.*

There have been no findings of non-compliance for the ESE or ELL services.

- *If applicable, address any complaints filed against the school within the past 5 years with regard to ESE and their findings.*

No complaints have been filed against Sarasota Academy of the Arts with regard to ESE or ELL services.



# CHARTER RENEWAL

## SECTION 5

### HUMAN RESOURCES, STAFF AND TEACHER QUALIFICATION



## Section V. Human Resources, Staffing and Teacher Qualifications

- Please submit the following information about your current 2017-2018 instructional staff:<sup>1</sup>

GRADE LEVEL	NUMBER OF HIGHLY QUALIFIED TEACHERS	NUMBER OF TEACHERS OUT-OF-FIELD	NUMBER OF TEACHERS WITH ESE CERTIFICATION	NUMBER OF TEACHERS WITH ELL ENDORSEMENT	NUMBER OF TEACHERS WITH READING ENDORSEMENT
K	1	0	0	1	0
1	1	0	0	1	0
2	1	0	0	1	0
3	1	0	0	1	0
4	1	1* ESOL	0	0	0
5	1	0	0	1	1
6	2	1*ESOL	1	1	0
7/8	5	1* Geometry	0	1	0
multi-level	8	0	2	2	1

- 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?

Because of the low numbers of students at each grade level, we are able to provide ESE, ELL and/or specialized Reading services through our support staff: three teachers certified in ESE, ESOL specialist, Reading specialist, counselor, contracted services for speech and language and occupational therapy.

- Describe your process for dealing with teachers who are considered “out-of-field.”

Teachers are given time to complete the ESOL endorsement or required hours per subject area as delineated by the district. Out-of-field teachers in subject areas must show regular progress toward certification. Names of teachers out-of-field are submitted to the Governing Board and School Choice and Charter School Supervisor. Parents of students who are assigned to these teachers are then notified.

<sup>1</sup> Supporting Documents, Section 5, pages 1-7 : Teacher Assignments and Biographies

- Provide the percent of instructional staff rated as Highly Effective, Effective, Needs Improvement/Developing and Unsatisfactory for the 2015-2016 and 2016-2017 school years (if available).

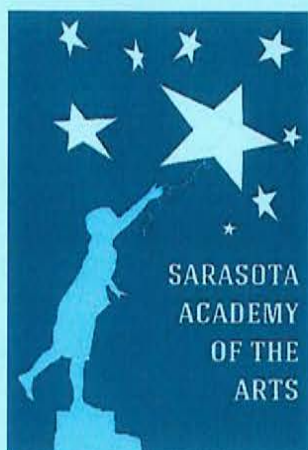
	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
2015-16	11	3	0	0
2016-17	10	10	0	0

- Describe any plans for staffing changes.

Since we added a counselor this year, we will not be adding new teaching or support personnel. We will form a search committee in January to secure a new principal as Mrs. Blankenship is retiring at the end of this school year.

- Will the school continue to follow the district's system for teacher and school-based administrators' personnel evaluations? If the school opts to implement their own, please describe the performance evaluation plan that will be consistent with the requirements in s. 1012.34, F.S.

Sarasota Academy of the Arts will continue to use the district's system for district and school-based personnel evaluations.



# CHARTER RENEWAL

## SECTION 6

### ADMISSIONS AND ENROLLMENT POLICIES

## Section VI. Admissions and Enrollment Policies

Please submit the following information to document your admission and enrollment practices:

- *Briefly describe your student admissions policy.*

Sarasota Academy of the Arts accepts students using a rolling admission policy once the lottery has been conducted and there are no more students on the waiting list for the current year. Information relating to the next school year is available in December and applications are taken beginning January 1. Sarasota Academy of the Arts accepts students from Sarasota and surrounding counties without regard to student race, religion, ethnicity or sexual preference.

Students are given preference according to the following:

1. Children of SAA employees
2. Siblings of students enrolled the prior year

We follow the Sarasota Public School District policy on preferences for other specific student populations.

- *Describe the school's enrollment practices and any student/parent requirements for continued enrollment.*

In December and January, all parents of current students are given the opportunity to confirm their intent to return for the following school year by completing a "Re-enrollment Commitment Form".<sup>1</sup> Students still on the wait-list are contacted to determine if they are still interested in attending. Those student names move onto the current wait-list and are given preference for openings based on the re-commitment forms. Also during this period, new prospective students are given the "Application Form"<sup>2</sup> which must be returned during the initial 45-day enrollment period.

In February, we form tentative class lists for the following year using re-commitments and previous wait lists. A lottery is held for all new prospective students. Once the lottery has been conducted, parents are informed the status of enrollment. At that point, they are offered the parent/student contract. If special services are required for the student, conferences are held with prospective parents to discuss what services may be necessary and could be provided.

All parents must return the Parent/Student Contract to confirm enrollment at SAA.

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<sup>1</sup> Supporting Documents, Section 6, page 1 : Re-Enrollment Commitment Form

<sup>2</sup> Supporting Documents, Section 6, page 2: Application Form

- *Please provide a copy of your student and parent contract, if applicable, and describe any planned revisions or modifications.*

The student and parent contract is updated annually but basic requirements are not changed.<sup>3</sup>

- *Pursuant to s. 1002.33(10)(d) and s. 1002.33(10)(e), please describe any proposed changes to the current charter related to enrollment preferences and/or limiting the enrollment to a specific student population.*

There are no planned changes to the enrollment process or student preferences.

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<sup>3</sup> Supporting Documents, Section 6, page 3: Parent/Student Contract





# CHARTER RENEWAL

## SECTION 7

### SCHOOL CULTURE AND DISCIPLINE

## Section VII. School Culture and Discipline

- *Explain the practices the school uses (or will use) to promote and support positive behavior (e.g. MTSS).*

Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress (Anonymous). Sarasota Academy of the Arts firmly believes that every student from kindergarten through eighth grade will benefit from the school-wide Positive Behavior Support System combined with the Kindness Community Program where students' academic, emotional, and social needs can be met.

Teachers set the stage for student learning on day one when the Classroom Behavior Plan<sup>1</sup> is created which encourages appropriate behaviors in the classroom. These plans create and outline expected behaviors, classroom procedures, positive reinforcement and responding to negative behaviors through teacher-student discussion. The teacher provides the final plan, along with substitute lesson plans, seating charts, and an emergency folder which are kept on file by the administrative team.

SAA uses a Positive Behavior Support System which recognizes positive student behaviors that focuses on STAR: S-Show Respect, T-Take time to learn, A-Always do my best, and R- Responsible every day and everywhere. STAR also represents SAA's School-wide Expectations. These School-Wide Expectations<sup>2</sup> are hung in every classroom and the administrative office. STAR buck reward cards<sup>3</sup> are given to all faculty and staff to distribute to students when the students are observed following one of the STAR domains without being told by an adult. These cards can be used for incentive prizes which include but are not limited to the front of the lunch line, pick something from a goody box, and quarterly gift certificates. In conjunction with Positive Behavior Support, SAA follows Sarasota County Schools RtI/MTSS directives.

The CARE team is a team that fosters a Multi-Tiered System of Support (MTSS) for students by reviewing students with academic and/or behavior concerns<sup>4</sup> through gap analysis to create individualized intervention plans accordingly. The team meets on a monthly basis to discuss students with concerns. The team consists of the principal, assistant principal, elementary and middle school team leaders, attendance personnel, reading specialist, ESOL and ESE liaisons, and contracted Speech and Occupational Therapists. Teachers are able to access the SAA Student RtI Report Form<sup>5</sup> and/or the

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<sup>1</sup> Supporting Documents, Section 7, page 1: Teacher Classroom Behavior Plan

<sup>2</sup> Supporting Documents, Section 7, page 2: School-wide Expectations

<sup>3</sup> Supporting Documents, Section 7, page 3: Star Buck Reward Card

<sup>4</sup> Supporting Documents, Section 7, pages 4: Children At Risk In Education Team Outcomes and Recommendations

<sup>5</sup> Supporting Documents, Section 7, page 5: Student RtI Report

Counselor Referral Form<sup>6</sup> which begins the process to identify students needing intervention in the CARE meeting. Teachers receive professional development regarding MTSS as a three-tiered model for instruction and intervention. The behavioral supports at Tier 1 address the needs of all students. However, just as not all students respond to the same curricula and instruction, not all students respond to the same behavior/discipline systems. Therefore, some students with identified needs receive targeted intervention at Tier 2.

Finally, a few students with the most severe needs receive intensive and individualized behavior support at Tier 3.

The primary components of MTSS are:

1. Recognition that behavioral skills are learned and must be taught.
2. Use of school-based problem-solving teams with well-defined roles.
3. Consistent application of a four-step problem-solving process.
  - a) Problem Identification
  - b) Problem analysis
  - c) Intervention design
  - d) RtI
4. Must be data-driven
5. Use of evidence-based programs and practice
6. Evaluation that includes effectiveness of interventions and fidelity of implementation
7. Effective coaching and team facilitation
8. Professional development that is aligned with expected responsibilities of trainees.
9. Established written practices, policies, and implementation plans

In conjunction with Positive Behavior Support, The Kindness Community Program<sup>7</sup> is a school-wide approach which is designed to support students to learn how to respond socially and emotionally through guided teacher lesson plans from kindergarten through 8th grade. These plans were created by the national Random Acts of Kindness Foundation. Each grade level builds on the previous year's competencies. The program is a multi-tier system of support which provides student self-assessment, a Collaborative Learning Guide, Focus and Problem Solving Strategies, and supporting materials for universal, targeted, and intensive strategies. This system moves from Tier 1- whole group to Tier 2- small group, and lastly Tier 3 which provides more intensive strategies for individualized one on one support. Students learn skills about leadership, cooperation, team building, trust and self-esteem. Since its inception, SAA students have been involved in the following: a classroom kindness quilt, 6th grade buddy solar eclipse project, learning and performing Spanish

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<sup>6</sup> Supporting Documents, Section 7, page 6: Referral for Student Counseling Services

<sup>7</sup> Supporting Documents, Section 7, page 7: Kindness Community Program

kindness songs, Gratitude tree, SAA teacher on school news sharing thoughtful and caring monthly life lessons, and middle school students creating kindness posters to teach the younger students appropriate behaviors along with game activities relating to the theme. Each month, all faculty, staff and students focus on a kindness key concept<sup>8</sup>, as follows: gratitude, caring, responsibility, compassion, respect, integrity and self-care. Students learn the word's definition and how to apply the concept to everyday life through teacher driven lesson plans. Bracelets with the monthly embedded themed word are worn by all the students as a reminder of the social emotional connection which builds school-wide empathy, while encouraging academic growth.

SAA realizes not all behaviors are appropriate. The Student Incident Report<sup>9</sup> is an online Google Form which teachers can immediately complete using a computer or a cell phone when a student is disrupting the learning environment. Once submitted, it is received immediately by the assistant principal who is in charge of discipline. The assistant principal is able to then meet with the student to correct the behavior. This quick response to negative behaviors encourages minimal disruptions to school-wide learning beyond the school district referral process. Furthermore, the Classroom Walkthrough Checklist<sup>10</sup> not only provides documentation and statistics regarding students' knowledge of standards being taught in that subject and instructional practice, but records student engagement, classroom management, effective use of time, use of positive and negative reinforcement and if the emergency handbook is visible. This accountability supports teacher-student responsibilities at all time. The student/parent handbook<sup>11</sup> clearly states behavior expectations at the school and consequences for misbehavior which align with the Sarasota County School District policy and procedures.

- *Please describe the school's dismissal procedures including the appeals process.*

Sarasota Academy of the Arts will follow the guidelines defined in the Sarasota County Code of Conduct. All disciplinary action will be governed by the Code of Conduct relating to student rights and responsibilities in accordance with Florida law and School Board policies. SAA has developed a parent/student handbook and a staff handbook that expand on the Code of Conduct. When all classroom/teacher discipline steps have been exhausted or when the infraction is serious, the student will be referred to the administrative office. The administration will use its discretion in handling the behavior within the guidelines.

Sarasota Academy of the Arts student dismissal policy, as explained in the student handbook, will result in the student returning to their districted school for the following:

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<sup>8</sup> Supporting Documents, Section 7, page 8: Kindness Community Monthly Key Words

<sup>9</sup> Supporting Documents, Section 7, page 9-10: Student Incident Discipline Report

<sup>10</sup> Supporting Documents, Section 7, page 11: Classroom Walkthrough Checklist

<sup>11</sup> Supporting Documents, Section 7: Student and Parent Handbook

repeated violations of the parent contract or repeated serious violations of the SAA Code of Conduct resulting in in-school or out-of-school suspensions. Reasonable interventions including student conferences, parent conferences, behavior contracts, probation, etc. will be implemented prior to a student being recommended for dismissal. All recommendations for dismissal will be subject to approval by the SAA Governing Board.

In the event there is a concern that is not resolved through parent/teacher communication, the parent or student may appeal to the administration which will conduct a thorough investigation and make a determination in the best interest of the student. At no time should the dispute be allowed to escalate to a level where other parents/students are involved or affected.

If necessary, following the investigation, the following steps should be utilized:

1. Make an appointment via email or telephone with the administration to set a conference with the parties (parent and teacher)
2. The administration will schedule a conference within 48 hours.
3. The administration will render a decision regarding the issue.
4. If an acceptable resolution cannot be reached, the parent can appeal to the Governing Board through a formal letter of complaint and/or conference with the parent liaison who has been appointed by the Governing Board.

The current parent liaison can be reached through email or by leaving a message at the SAA office. Because the teachers/staff of SAA are employees of the SAA Governing Board and not Sarasota County Schools, parents should go through the above steps before contacting the Charter School department at the School Board office. At no time may a parent address a student other than their own child or another parent about a conflict on school grounds without an administrative staff member present

- *Please submit the following suspension/dismissal data for 2015-2016 and 2016-2017. You may report data by grade levels (K-12) or by school levels (elementary, middle, high). Please modify the chart according to your preference.*

School Level	Number of Suspensions		Number of Dismissals	
	2015-2016	2016-2017	2015-2016	2016-2017
Elementary	0	2	0	0
Middle School	2	4	0	0
High School	NA	NA	NA	NA
Total	2	6	0	0





# CHARTER RENEWAL

## SECTION 8

### GOVERNANCE STRUCTURE AND PROCEDURES

## Section VIII. Governance Structure and Procedures

The following information is to be submitted to document Charter School compliance with statutory requirements.

- *Provide a current organizational chart*

Please see page 27.

- *Attach or list all of the governing board members and contact information and brief description of person's background.<sup>1</sup>*

Daniel Kennedy, Chair  
George Robert McLain, Vice Chair  
Joseph Solano, Secretary  
Kyle Turoff, Treasurer  
Edward Whitehead, Member  
Coy Carter, Member

- *Attach the agendas and meeting minutes for the last six governing board's meetings. Provide evidence of the public notification of the governing board meetings for the last six meetings.<sup>2</sup>*
- *If applicable, identify any governing board member who is directly or indirectly receiving financial compensation from the school and describe the nature of that compensation.*

None

- *Describe changes, if any, to the school's governance and/or changes in Board policies that have occurred within the past 5 years or which are planned for new term of the charter.*

The 2012 Founding Board consisted of six members. In the fall of 2013, one more member was added. Since that time, the Board has had between five to seven members at any given time. Currently, there are six members on the Governing Board.

Board policies have been changed as related to the procedures and bylaws of the Governing Board. The first related to the hiring/firing authority with respect to the Board and the Principal. The Bylaws were amended to show that the Board hires the Principal and she/he is responsible for hiring/firing staff. The next several policy changes were procedural relating to financial internal controls: the base value requiring bids or Board approval was changed; segregation of duties policy was made more definitive; conditions for using debit card were clarified, separation of utility bills paid jointly by the

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<sup>1</sup> Supporting Documents, Section 8, pages 1-3: Contact Information and Board Biographies

<sup>2</sup> Supporting Documents, Section 8, pages 4-29: Governing Board Notifications, Agendas, and Meeting Minutes

leaseholder and SAA; and procedure for collecting and recording monies given in the office. Two other policies in the Bylaws were changed covering conflict of interest reporting for members of the Board and term limits of Board members. All policy changes were adopted and are reflected in approved Board minutes.<sup>3</sup>

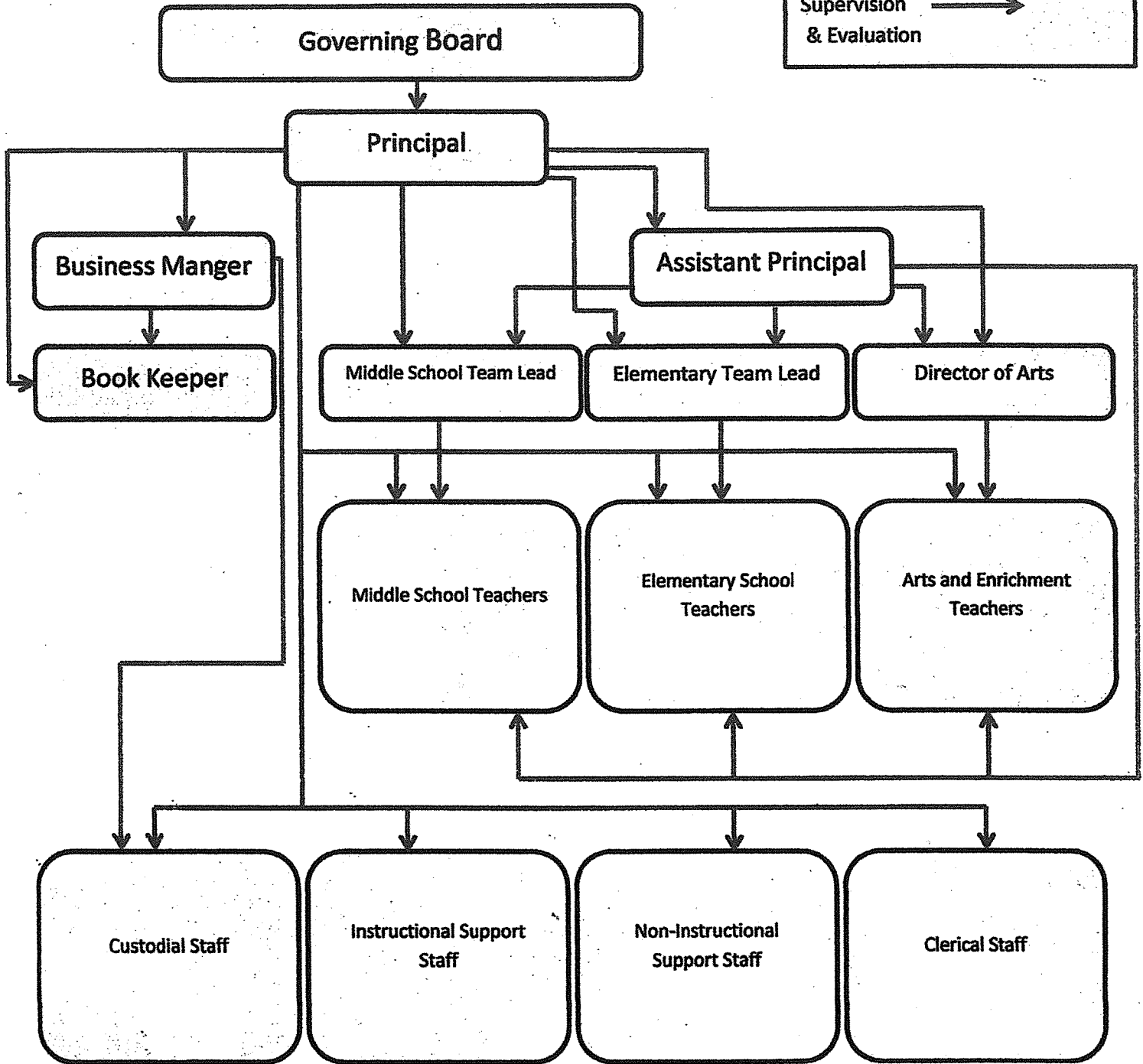
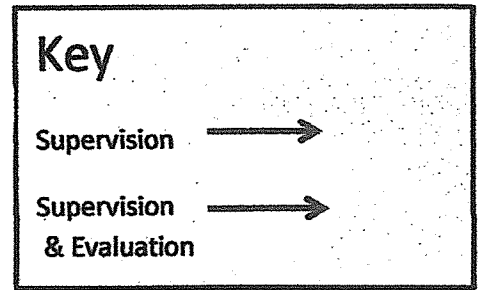
- *If applicable, please describe any pending and threatened legal actions against the school.*

Not applicable.

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<sup>3</sup> Supporting Documents, Section 8, pages 30-53: Board Policy Changes

**+Sarasota Academy of the Arts  
Organizational Structure**





# CHARTER RENEWAL

## SECTION 9

### FINANCIAL SUSTAINABILITY



## Section IX. Financial Sustainability

**Please provide the following information to document the school's financial sustainability:**

- *Please submit a copy of the school's Financial Recovery Plan (if applicable).*

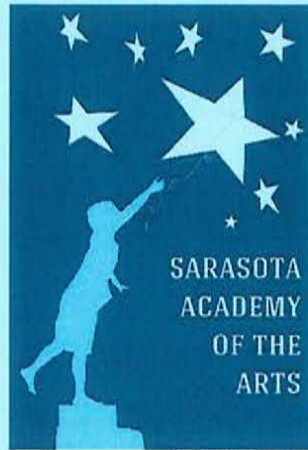
N/A

- *Please detail any anticipated significant changes in school revenue or expenditures during the next five years, including grants or other external funding, enrollment changes, and capital needs.*

SAA is currently near capacity for student enrollment with less than ten openings in our middle school grades. The majority of grade levels have waiting lists of students excited about the opportunity to join our school. At SAA one of our strongest attributes is the closeness of our campus, which allows the building of unique relationships within our school community. However, we would like to see slight growth over the duration of our upcoming charter renewal to accommodate our growing waiting lists. SAA currently operates with one class per grade level for Kindergarten through 5<sup>th</sup> grade, and has double classes in our middle school grades. At the present time, our facilities limit our ability to increase those numbers. We would like to be able to double all classes throughout our school. In the fall of 2016, we purchased a piece of property adjacent to our current leased facility in anticipation of that growth. Upon renewal of our charter, we intend to start exploring available means of increasing revenues through grants and donations so we can prepare our new property for growth. As we expand on our facilities, we would increase our revenues through the growth in our enrollment which would allow us to sustain the increased expenses for the new, larger facilities.

- *If there is a plan for a change in the school's current site or a plan to move to another site, please give a detailed description of the manner in which those changes would be financed.*

For the immediate future, SAA is planning on doing a short-term lease renewal of our current facility. Once we have determined the length of our charter renewal, we will explore what direction we would like to see our school go in terms of facilities, and start comparing options. We are not opposed to relocating our campus to another site if an opportunity presents itself. As mentioned in the previous section, we will continue to explore options available to us that will allow our continued success and growth to serve the students of our community. If we relocated to a larger facility, it would be financed by the increase in enrollment. If we choose to build a new facility, we would seek out grants and donors to assist in that endeavor. Other financing would come from loans or bond financing, depending on which options are available to us, and which options are the most fiscally responsible.



# CHARTER RENEWAL

## SECTION 10

## FACILITIES

## Section X. Facilities

**The following information is to be submitted related to the existing instructional facilities used by the school:**

- *Please describe your facility including location(s), the square footage of the building(s) and grounds and any unique features you would like to highlight.*

SAA currently leases buildings at 4466 Fruitville Road. We utilize five buildings on the campus totaling just under 10,000 square feet. One building has nine rooms in it and holds our Kindergarten through 4<sup>th</sup> grade classrooms, art room, music room, and Spanish room, resource room and small computer lab with an area for our tv/video production class. The second building has six classrooms for our 5<sup>th</sup> – 8<sup>th</sup> grade core classes. There is a modular building with our computer lab and library. The fourth building is for our administration and business offices, clinic, and staff lounge. The last building is used for storage of our materials, supplies, costumes, and sets for our extensive performing arts programs. Our facility also has about 10,000 square feet of playground space that is used for our PE classes, recess, and outdoor lunch area. Our campus has several large live oak trees which provide shade and covered areas for our students to enjoy the outdoors. Under one of the oaks, we have an outdoor stage and reading garden that we use for small events, performances, and assemblies. There is also a separate garden area which is used as part of the science curriculum for all of our students.<sup>1</sup>

- *Please address findings or stated concerns, if any, related to your latest facility health and safety reports, including fire inspections.*

None indicated.

- *Please provide a brief description of your technology, access to the internet and any other resources used for administrative and instructional purposes.*

Sarasota Academy of the Arts has a blended approach to technology including desktop computers, laptop pc's, Google Chromebooks, and mobile devices. Classrooms have access to a class set. We have wireless internet available in all classrooms, using the latest Cisco/Meraki access points, with 802.11N at 5GHz spectrum. We have 2 WIFI networks, one for faculty & staff (SAA-WiFi), and one for school owned student computers (SAA-Student). Our Internet Service Provider (ISP) is Frontier FIOS, and we have 80MB/s upload and download speeds.

Sarasota Academy of the Arts leverages Google Suite for Education to give students the ability to create, manage, and turn in school assignments. Utilizing the anytime, anywhere model, we feel this provides the student with the skills and mindset that is required for their future. Having access to cloud storage, documents, and other files gives students the advantage of staying up-to-date.

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<sup>1</sup> Supporting Documents, Section 10, page 1: Campus Aerial View

Inventory:

Grade	Device Type	Amount
Kindergarten	iPad	5
1st & 2nd	Dell Chromebook 11	20
3rd & Kindergarten	Dell Chromebook 11	20
4th & 5th	Dell Chromebook 11	22
6th	Dell Chromebook 11	44
7th & 8th LA and Math	Dell Chromebook 11	44
All Grades	Dell PC Windows 10	32
Video Production	Apple iMac	1

Instructional Aids:

All grade-level and core classrooms have interactive whiteboards and projectors. These classes also have document cameras that teachers can utilize to show any supportive materials. When showing videos, teachers also have speakers that hook up to their laptops and play sound.

Inventory:

Device	QTY
Interactive Whiteboards	14
Document Cameras	14
Projectors & Speakers	16

- *Please submit any plans for changes in the facility including renovations, expansions, moves or changes in use of various parts of the facility or grounds.*

At this time, the Governing Board is exploring several options to increase classroom space so that the physical environment better supports today's teaching styles. In 2016, SAA purchased 1 ¼ acres across Tree Road to develop, starting with portable classrooms. Additionally, there is the option to lease more space from the current leaseholder. The Board is also in early stages of negotiations to lease another nearby facility or possibly purchase more land on which to build. There will be no relocation in 2018-19.



# CHARTER RENEWAL

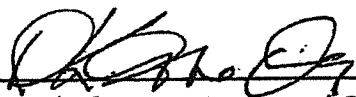
## SECTION 11

### STATEMENT OF ASSURANCES

## Section XI. Statement of Assurances

I hereby certify that the information submitted in this application for a charter renewal for Sarasota Academy of the Arts is accurate and true to the best of my knowledge and belief; and further, I certify that, if granted a renewal of the charter, the school:

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



\_\_\_\_\_  
Signature of Governing Board Chair

12/4/2017

\_\_\_\_\_  
Date

Daniel E. Kennedy

Print Name





CHARTER RENEWAL

SECTION 12

CERTIFICATE OF  
ACKNOWLEDGEMENT

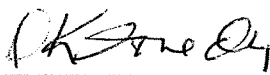


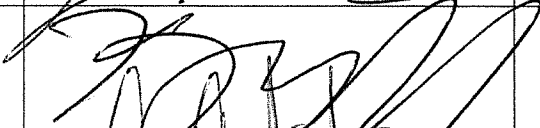
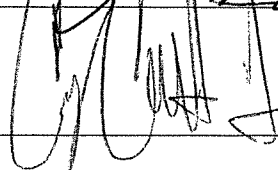
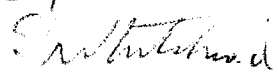
## Section XII. Certificate of Acknowledgement

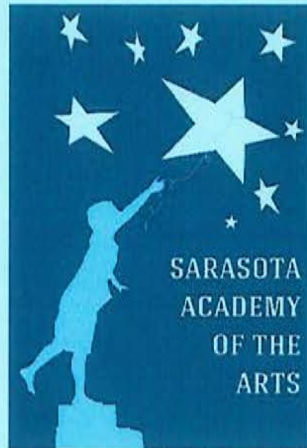
This section requires at least a majority of the governing body of the charter holder to certify that it has had an opportunity to review the completed renewal application and has authorized, during an open meeting, submission of the application to the district for consideration of renewal of the charter.

### 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:

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

<b>Typed Name</b> <i>(type name next to corresponding signature)</i>	<b>Signature</b>	<b>Date*</b>
Daniel Kennedy, President/Chairman		January 9, 2018
G. Robert McLain, Vice President		January 9, 2018
Joseph Solano, Secretary		January 9, 2018
Kyle Turoff, Treasurer		January 9, 2018
Coy Carter, Board Member		January 9, 2018
Edward Whitehead, Board Member		January 9, 2018



# CHARTER RENEWAL

## SUPPORTING DOCUMENTS

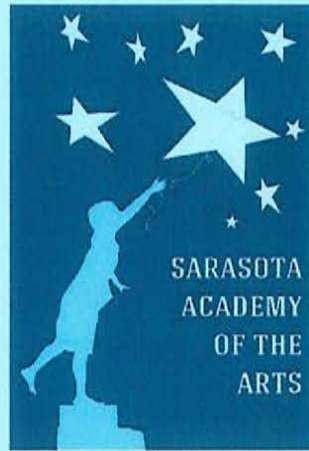




**SARASOTA  
ACADEMY  
OF  
THE ARTS**

**CHARTER  
RENEWAL**

1	CURRENT INFORMATION ABOUT THE CHARTER SCHOOL
2	STUDENT ACHIEVEMENT
3	ACADEMIC PROGRAM
4	SERVICES FOR ESE AND ELL STUDENTS
5	HUMAN RESOURCES, STAFFING AND TEACHER QUALIFICATIONS
6	ADMISSIONS AND ENROLLMENT POLICIES
7	SCHOOL CULTURE AND DISCIPLINE
8	GOVERNANCE STRUCTURE AND PROCEDURES
9	FINANCIAL SUSTAINABILITY
10	FACILITIES
11	STATEMENT OF ASSURANCES
12	CERTIFICATE OF ACKNOWLEDGEMENT



# CHARTER RENEWAL

## SECTION 1

### CURRENT INFORMATION ABOUT THE CHARTER SCHOOL



# OCTOBER 2017 MEMBERSHIP REPORTS ELEMENTARY SCHOOLS

"Shows the number of students attending their zoned school plus those that have transferred into this school from another attendance zone."

SCHOOL ATTENDING	ZONED SCHOOL	PK	KG	G01	G02	G03	G04	G05	TOTAL
SARASOTA ACADEMY OF THE ARTS	ADDRESSES NOT ON MAP	0	3	2	5	2	5	5	22
SARASOTA ACADEMY OF THE ARTS	ALTA VISTA ELEMENTARY	0	1	1	3	2	4	1	12
SARASOTA ACADEMY OF THE ARTS	ASHTON ELEMENTARY	0	0	0	1	3	0	1	5
SARASOTA ACADEMY OF THE ARTS	BRENTWOOD ELEMENTARY	0	1	1	0	1	3	3	9
SARASOTA ACADEMY OF THE ARTS	CRANBERRY ELEMENTARY	0	0	0	0	1	0	0	1
SARASOTA ACADEMY OF THE ARTS	EMMA E BOOKER ELEMENTARY	0	2	3	1	2	4	4	16
SARASOTA ACADEMY OF THE ARTS	FRUITVILLE ELEMENTARY	0	4	0	1	1	0	0	6
SARASOTA ACADEMY OF THE ARTS	GLENALLEN ELEMENTARY	0	1	0	0	1	0	0	2
SARASOTA ACADEMY OF THE ARTS	GOCIO ELEMENTARY	0	3	3	2	2	0	0	10
SARASOTA ACADEMY OF THE ARTS	GULF GATE ELEMENTARY	0	0	1	1	0	0	0	2
SARASOTA ACADEMY OF THE ARTS	LAKEVIEW ELEMENTARY	0	0	1	0	0	1	1	3
SARASOTA ACADEMY OF THE ARTS	PHILLIPPI SHORES ELEM	0	1	1	0	1	0	1	4
SARASOTA ACADEMY OF THE ARTS	SOUTHSIDE ELEMENTARY	0	0	1	1	0	0	0	2
SARASOTA ACADEMY OF THE ARTS	TATUM RIDGE ELEMENTARY	0	0	0	2	0	0	2	4
SARASOTA ACADEMY OF THE ARTS	TAYLOR RANCH ELEMENTARY	0	0	0	0	0	1	0	1
SARASOTA ACADEMY OF THE ARTS	TUTTLE ELEMENTARY	0	0	1	0	1	2	1	5
SARASOTA ACADEMY OF THE ARTS	WILKINSON ELEMENTARY	0	2	2	2	1	2	3	12
								<b>TOTAL**</b>	<b>116</b>

\*Number attending zoned school (Row 3 Enrollment Analysis)

\*\*True membership (Row 10 Enrollment Analysis)

Prepared by Planning Department  
October 9, 2017

P:\1 40 DAY COUNTS\W&M REPORTS\2017 MONTH 2 REPORTS\2017 ELEM SCHOOL\2017 ES MOBILITY RPT.xlsx



# OCTOBER 2017 MEMBERSHIP REPORT MIDDLE SCHOOLS

"Shows the number of students attending their zoned school plus those that have transferred into this school from another attendance zone."

SCHOOL ATTENDING	ZONED SCHOOL	G06	G07	G08	TOTAL
SARASOTA ACADEMY OF THE ARTS	ADDRESSES NOT ON MAP	5	7	9	21
SARASOTA ACADEMY OF THE ARTS	BOOKER MIDDLE	11	14	13	38
SARASOTA ACADEMY OF THE ARTS	BROOKSIDE MIDDLE	6	6	3	15
SARASOTA ACADEMY OF THE ARTS	HERON CREEK MIDDLE	0	1	1	2
SARASOTA ACADEMY OF THE ARTS	LAUREL NOKOMIS	0	0	1	1
SARASOTA ACADEMY OF THE ARTS	MCINTOSH MIDDLE	7	4	8	19
SARASOTA ACADEMY OF THE ARTS	SARASOTA MIDDLE	6	5	7	18
				<b>TOTAL**</b>	<b>114</b>

\*Numbers attending zoned school (Row 3 Enrollment Analysis)

\*\*True membership (Row 10 Enrollment Analysis)

# OCTOBER 2016 MEMBERSHIP R. ORT ELEMENTARY SCHOOLS

"Shows the number of students attending their zoned school plus those that have transferred into this school from another attendance zone."

SCHOOL ATTENDING	ZONED SCHOOL	PK	KG	G01	G02	G03	G04	G05	TOTAL
SARASOTA ACADEMY OF THE ARTS	ADDRESSES NOT ON MAP	0	2	3	4	3	3	1	16
SARASOTA ACADEMY OF THE ARTS	ALTA VISTA ELEMENTARY	0	0	3	2	3	1	0	9
SARASOTA ACADEMY OF THE ARTS	ASHTON ELEMENTARY	0	1	0	2	2	1	4	10
SARASOTA ACADEMY OF THE ARTS	BRENTWOOD ELEMENTARY	0	1	1	2	1	2	3	10
SARASOTA ACADEMY OF THE ARTS	CRANBERRY ELEMENTARY	0	0	0	1	0	0	0	1
SARASOTA ACADEMY OF THE ARTS	EMMA E BOOKER ELEMENTARY	0	1	1	0	3	2	2	9
SARASOTA ACADEMY OF THE ARTS	FRUITVILLE ELEMENTARY	0	2	0	1	0	0	2	5
SARASOTA ACADEMY OF THE ARTS	GOCIO ELEMENTARY	0	2	3	3	0	0	4	12
SARASOTA ACADEMY OF THE ARTS	GULF GATE ELEMENTARY	0	1	1	0	0	1	1	4
SARASOTA ACADEMY OF THE ARTS	LAKEVIEW ELEMENTARY	0	1	1	0	2	1	1	6
SARASOTA ACADEMY OF THE ARTS	PHILLIPPI SHORES ELEM	0	1	0	1	0	1	0	3
SARASOTA ACADEMY OF THE ARTS	SOUTHSIDE ELEMENTARY	0	1	1	0	0	0	0	2
SARASOTA ACADEMY OF THE ARTS	TATUM RIDGE ELEMENTARY	0	0	1	0	0	2	1	4
SARASOTA ACADEMY OF THE ARTS	TAYLOR RANCH ELEMENTARY	0	0	1	0	1	0	0	2
SARASOTA ACADEMY OF THE ARTS	TUTTLE ELEMENTARY	0	1	0	2	2	3	0	8
SARASOTA ACADEMY OF THE ARTS	WILKINSON ELEMENTARY	0	0	2	0	1	1	1	5
								<b>TOTAL**</b>	<b>106</b>

\*Numbers attending zoned school (Row 3 Enrollment Analysis)

\*\*True membership (Row 10 Enrollment Analysis)

Prepared by Planning Department  
October 19, 2016 2 month counts

P:\1 40 DAY COUNTS\MEMBERSHIP REPORTS\2016 MONTH 2 REPORTS\2016 ELEM SCHOOL\2016 ES

# OCTOBER 2016 MEMBERSHIP REPORT MIDDLE SCHOOLS

"Shows the number of students attending their zoned school plus those that have transferred into this school from another attendance zone."

SCHOOL ATTENDING	ZONED SCHOOL	G06	G07	G08	TOTAL
SARASOTA ACADEMY OF THE ARTS	Addresses not on map	6	4	6	16
SARASOTA ACADEMY OF THE ARTS	BOOKER MIDDLE	16	18	14	48
SARASOTA ACADEMY OF THE ARTS	BROOKSIDE MIDDLE	8	9	4	21
SARASOTA ACADEMY OF THE ARTS	HERON CREEK MIDDLE	2	0	0	2
SARASOTA ACADEMY OF THE ARTS	LAUREL NOKOMIS	1	0	0	1
SARASOTA ACADEMY OF THE ARTS	MCINTOSH MIDDLE	6	8	10	24
SARASOTA ACADEMY OF THE ARTS	SARASOTA MIDDLE	3	0	4	7
				<b>TOTAL**</b>	<b>119</b>

\*Numbers attending zoned school (Row 3 Enrollment Analysis)

\*\*True membership (Row 10 Enrollment Analysis)

# OCTOBER 2015 MEMBERSHIP REPORT ELEMENTARY SCHOOLS

"Shows the number of students attending their zoned school plus those that have transferred into this school from another attendance zone."

SCHOOL ATTENDING	ZONED SCHOOL	PK	KG	G01	G02	G03	G04	G05	TOTAL
SARASOTA ACADEMY OF THE ARTS	Addresses not on map	0	3	3	3	2	3	4	18
SARASOTA ACADEMY OF THE ARTS	ALTA VISTA ELEMENTARY	0	1	2	1	0	0	2	6
SARASOTA ACADEMY OF THE ARTS	ASHTON ELEMENTARY	0	0	1	1	2	2	0	6
SARASOTA ACADEMY OF THE ARTS	BRENTWOOD ELEMENTARY	0	1	3	1	3	2	1	11
SARASOTA ACADEMY OF THE ARTS	EMMA E BOOKER ELEMENTARY	0	2	1	3	3	1	1	11
SARASOTA ACADEMY OF THE ARTS	FRUITVILLE ELEMENTARY	0	0	0	0	0	1	0	1
SARASOTA ACADEMY OF THE ARTS	GOCIO ELEMENTARY	0	6	3	2	1	6	6	24
SARASOTA ACADEMY OF THE ARTS	GULF GATE ELEMENTARY	0	1	0	0	1	0	0	2
SARASOTA ACADEMY OF THE ARTS	LAKEVIEW ELEMENTARY	0	2	3	0	2	1	2	10
SARASOTA ACADEMY OF THE ARTS	LAUREL NOKOMIS	0	0	1	0	0	0	0	1
SARASOTA ACADEMY OF THE ARTS	PHILLIPPI SHORES ELEM	0	0	1	2	1	1	0	5
SARASOTA ACADEMY OF THE ARTS	TATUM RIDGE ELEMENTARY	0	1	0	1	3	1	2	8
SARASOTA ACADEMY OF THE ARTS	TAYLOR RANCH ELEMENTARY	0	0	0	1	0	0	0	1
SARASOTA ACADEMY OF THE ARTS	TUTTLE ELEMENTARY	0	0	1	3	1	0	1	6
SARASOTA ACADEMY OF THE ARTS	WILKINSON ELEMENTARY	0	1	0	0	1	0	1	3
							<b>TOTAL**</b>		<b>113</b>

\*Numbers attending zoned school (Row 3 Enrollment Analysis)  
 \*\*True membership (Row 10 Enrollment Analysis)

# OCTOBER 2015 MEMBERSHIP REPORT MIDDLE SCHOOLS

"Shows the number of students attending their zoned school plus those that have transferred into this school from another attendance zone."

<u>SCHOOL ATTENDING</u>	<u>ZONED SCHOOL</u>	<u>G06</u>	<u>G07</u>	<u>G08</u>	<u>TOTAL</u>
SARASOTA ACADEMY OF THE ARTS	Addresses not on map	3	2	3	8
SARASOTA ACADEMY OF THE ARTS	BOOKER MIDDLE	16	18	14	48
SARASOTA ACADEMY OF THE ARTS	BROOKSIDE MIDDLE	8	9	4	21
SARASOTA ACADEMY OF THE ARTS	LAUREL NOKOMIS	1	0	0	1
SARASOTA ACADEMY OF THE ARTS	MCINTOSH MIDDLE	6	8	10	24
SARASOTA ACADEMY OF THE ARTS	SARASOTA-MIDDLE	3	0	4	7
				<b>TOTAL**</b>	<b>109</b>

\*Numbers attending zoned school (Row 3 Enrollment Analysis)  
 \*\*True membership (Row 10 Enrollment Analysis)

# OCTOBER 2013 MEMBERSHIP REPORT ELEMENTARY SCHOOLS

"Shows the number of students attending their zoned school plus those that have transferred into this school from another attendance zone."

SCHOOL ATTENDING	ZONED SCHOOL	PK	KG	G01	G02	G03	G04	G05	TOTAL
SARASOTA ACADEMY OF THE ARTS	Addresses not on the map	0	2	3	4	3	2	1	15
SARASOTA ACADEMY OF THE ARTS	ALTA VISTA ELEMENTARY	0	2	0	0	0	2	1	5
SARASOTA ACADEMY OF THE ARTS	ASHTON ELEMENTARY	0	0	0	2	0	1	0	3
SARASOTA ACADEMY OF THE ARTS	BRENTWOOD ELEMENTARY	0	2	4	2	1	2	5	16
SARASOTA ACADEMY OF THE ARTS	EMMA E BOOKER ELEMENTARY	0	3	2	1	2	3	2	13
SARASOTA ACADEMY OF THE ARTS	FRUITVILLE ELEMENTARY	0	0	0	1	0	1	2	4
SARASOTA ACADEMY OF THE ARTS	GOCIO ELEMENTARY	0	4	2	3	4	3	9	25
SARASOTA ACADEMY OF THE ARTS	GULF GATE ELEMENTARY	0	0	1	0	1	1	1	4
SARASOTA ACADEMY OF THE ARTS	LAKEVIEW ELEMENTARY	0	0	1	0	1	1	2	5
SARASOTA ACADEMY OF THE ARTS	PHILLIPPI SHORES ELEM	0	0	2	0	0	1	1	4
SARASOTA ACADEMY OF THE ARTS	SOUTHSIDE ELEMENTARY	0	0	0	0	0	1	2	3
SARASOTA ACADEMY OF THE ARTS	TATUM RIDGE ELEMENTARY	0	3	3	0	1	2	1	10
SARASOTA ACADEMY OF THE ARTS	TAYLOR RANCH ELEMENTARY	0	1	0	1	0	0	1	3
SARASOTA ACADEMY OF THE ARTS	TUTTLE ELEMENTARY	0	3	0	0	0	0	1	4
SARASOTA ACADEMY OF THE ARTS	WILKINSON ELEMENTARY	0	0	0	4	3	1	4	12
								<b>TOTAL **</b>	<b>126</b>

\*Numbers attending zoned school (Row 3 Enrollment Analysis)  
 \*\*True membership (Row 10 Enrollment Analysis)

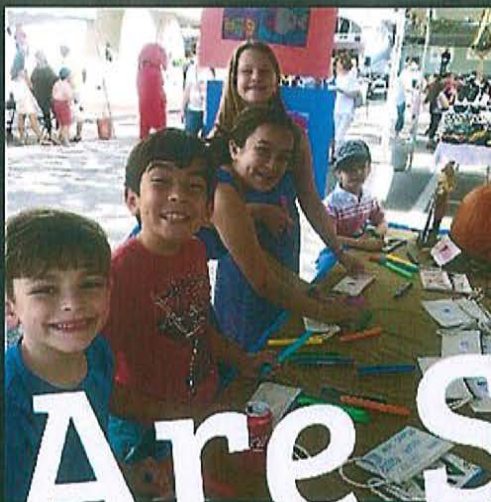
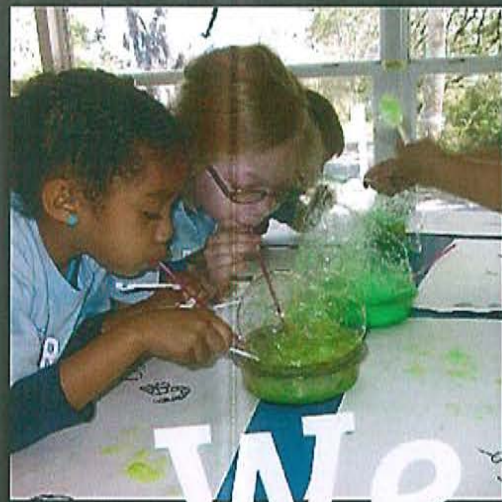


# OCTOBER 2013 MEMBERSHIP REPORT MIDDLE SCHOOLS

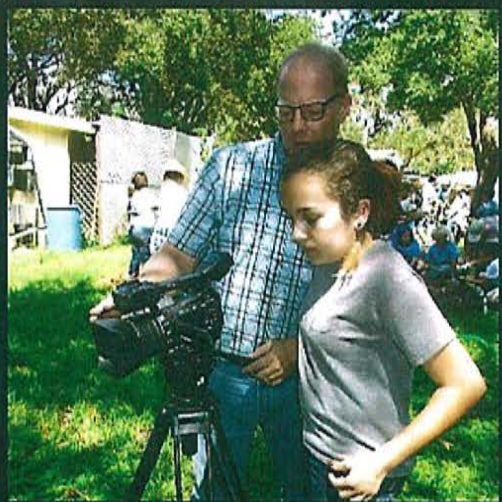
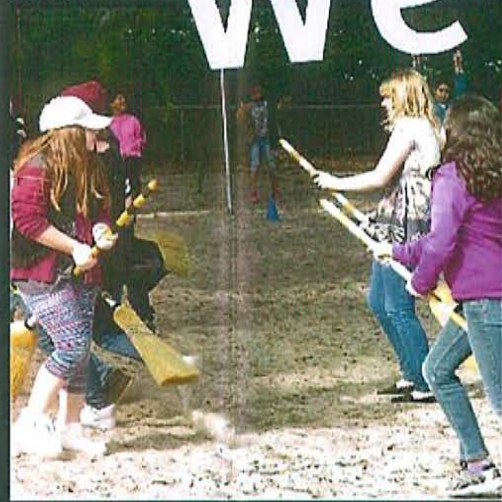
"Shows the number of students attending their zoned school plus those that have transferred into this school from another attendance zone."

SCHOOL ATTENDING	ZONED SCHOOL	G06	G07	G08	TOTAL
SARASOTA ACADEMY OF THE ARTS	Addresses not on the map	5	2	5	12
SARASOTA ACADEMY OF THE ARTS	BOOKER MIDDLE	11	7	5	23
SARASOTA ACADEMY OF THE ARTS	BROOKSIDE MIDDLE	8	0	1	9
SARASOTA ACADEMY OF THE ARTS	LAUREL NOKOMIS K-8	0	0	1	1
SARASOTA ACADEMY OF THE ARTS	MCINTOSH MIDDLE	11	9	4	24
SARASOTA ACADEMY OF THE ARTS	SARASOTA MIDDLE	4	1	2	7
SARASOTA ACADEMY OF THE ARTS	VENICE MIDDLE	0	0	1	1
				<b>TOTAL**</b>	<b>77</b>

\*Numbers attending zoned school (Row 3 Enrollment Analysis)  
 \*\*True membership (Row 10 Enrollment Analysis)



# We Are SAA





The School Board of Sarasota County, Florida

Yearly Grade Progression

School Enrollment Detail

School Sarasota Academy of the Arts Charter School Cost Center 0113

Dates	PreK	KG	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth	Tenth	Eleventh	Twelve	Total	KG to First Percentage	First to Second Percentage	Second to Third Percentage	Third to Fourth Percentage	Fourth to Fifth Percentage	Fifth to Sixth Percentage	Sixth to Seventh Percentage	Seventh to Eighth Percentage	Eighth to Ninth Percentage	Ninth to Tenth Percentage	Tenth to Eleventh Percentage	Eleventh to Twelve Percentage	Overall Percentage Use for K			
Actual 10/2000															0	0	0	0	0	0	0	0	0	0	0	0	0	18	#DIV/0!		
Actual 10/2001															0	0	0	0	0	0	0	0	0	0	0	0	0	18	#DIV/0!		
Actual 10/2002															0	0	0	0	0	0	0	0	0	0	0	0	0	16	#DIV/0!		
Actual 10/2003															0	0	0	0	0	0	0	0	0	0	0	0	0	21	#DIV/0!		
Actual 10/2004															0	0	0	0	0	0	0	0	0	0	0	0	0	33	#DIV/0!		
Actual 10/2005															0	0	0	0	0	0	0	0	0	0	0	0	0	39	#DIV/0!		
Actual 10/2006															0	0	0	0	0	0	0	0	0	0	0	0	0	18	#DIV/0!		
Actual 10/2007															0	0	0	0	0	0	0	0	0	0	0	0	0	19	#DIV/0!		
Actual 10/2008															0	0	0	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!		
Actual 10/2009															0	0	0	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!		
Actual 10/2010															0	0	0	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!		
Actual 10/2011															0	0	0	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!		
Actual 10/2012															0	0	0	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!		
Actual 10/2013	20	18	18	18	16	21	33	39	38	19					0	0	0	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!		
Actual 10/2014	18	18	18	18	17	21	23	40	34	18					202	202	202	202	202	202	202	202	202	202	202	202	202	202	202	202	202
Actual 10/2015	18	18	18	17	19	20	21	38	37	34					207	207	207	207	207	207	207	207	207	207	207	207	207	207	207	207	207
Actual 10/2016	14	18	18	18	17	19	20	41	38	40					222	222	222	222	222	222	222	222	222	222	222	222	222	222	222	222	222
Actual 10/2017	18	17	19	19	18	22	22	35	37	42					225	225	225	225	225	225	225	225	225	225	225	225	225	225	225	225	225
Projected 10/2018	0	18	18	17	19	18	22	35	37	42					230	230	230	230	230	230	230	230	230	230	230	230	230	230	230	230	230
Adjusted 10/2018	0	18	18	17	19	18	22	35	37	42	0	0	0	0	226	226	226	226	226	226	226	226	226	226	226	226	226	226	226	226	226

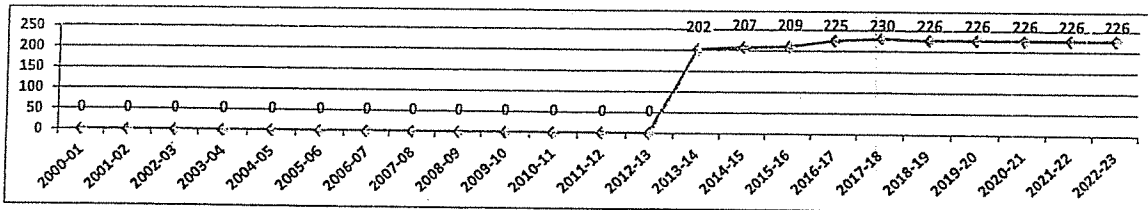
Sarasota Academy of the Arts

School Principal:  
School Address:  
School Phone  
School Web Site

Ms. Ceceilia Blankenship  
4466 Fruitville Rd. Sarasota, Florida 34232  
941-377-2278  
www.sarasotaacademyofthearts.com

Year School Opened 2013  
Building Leased  
Free / Reduced Lunch Percentage 52.00%  
Title One School No

Student Enrollment by Grade Level									
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
PreKindergarten	0	0	0	0	0	0	0	0	0
Kindergarten	18	18	14	18	18	18	18	18	18
First	18	18	18	17	18	18	18	18	18
Second	18	17	18	19	17	17	17	17	17
Third	17	6	17	18	19	19	19	19	19
Fourth	21	20	19	22	18	18	18	18	18
Fifth	23	21	20	22	22	22	22	22	22
Sixth	40	38	41	35	35	35	35	35	35
Seventh	34	37	38	37	37	37	37	37	37
Eighth	18	34	40	42	42	42	42	42	42
Ninth									
Tenth									
Eleventh									
Twelfth									
Total by Grade	207	209	225	230	226	226	226	226	226
Students by Program funded through the Florida Education Finance Program									
Basic Education	164	178	180	179	176	176	176	176	176
E.S.O.L.	6	6	7	6	6	6	6	6	6
Students with Disabilities k-3	7	7	6	7	7	7	7	7	7
Students with Disabilities 4-8	32	30	32	33	33	33	33	33	33
Students with Disabilities 9-12	0	0	0	0	0	0	0	0	0
ESE Level 4									
ESE Level 5									
Career Education									
Total Students by Program	209	221	225	225	221	221	221	221	221



Principal's Certification

"I have reviewed the above student enrollment projection for the school year 2018-2019"

Signature and Date \_\_\_\_\_

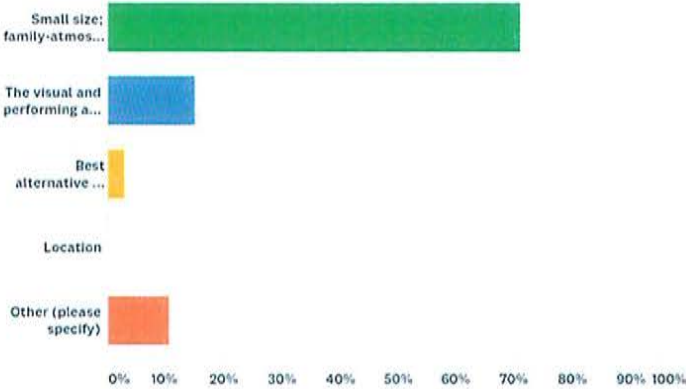
I am in agreement with the 2018-2019 projection Circle One Yes No

If your not in agreement please attach rationale and individual grade level changes

# Parent Survey Analysis

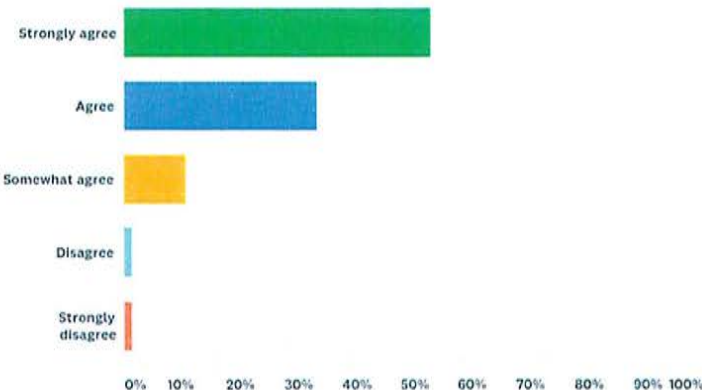
We asked parents of Sarasota Academy of the Arts students a series questions relating to how they felt about our school. Here are some of their answers.

Q1 Why did you choose Sarasota Academy of the Arts for your child(ren)'s education?



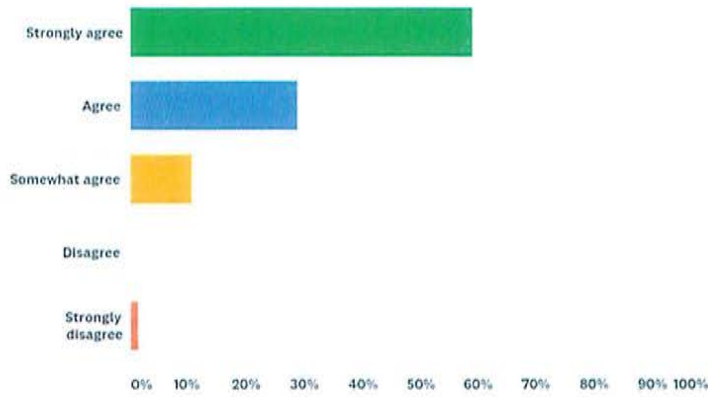
The top answers to this question directly relate to the school mission statement. Parents choose our school based on the Small Size and family-atmosphere, and the visual and performing arts program.

Q2 I am satisfied with the quality of education at SAA.



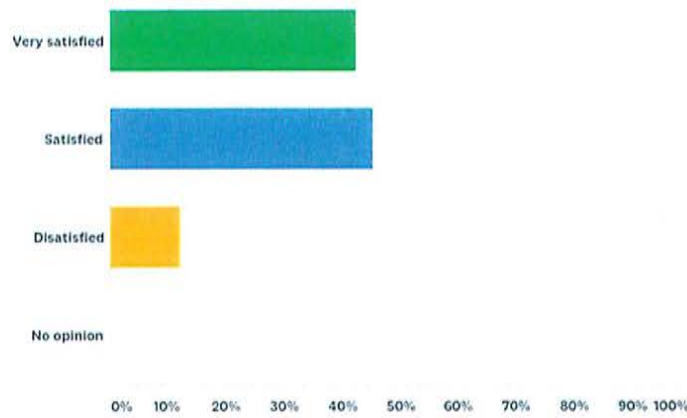
Parents mostly agree on the quality of education their child receives at SAA.

Q4 SAA is achieving its mission of providing a motivating, challenging, and creative learning climate with a safe, caring family atmosphere.



The answers to this question further proves that we are working hard to match our mission statement to our work.

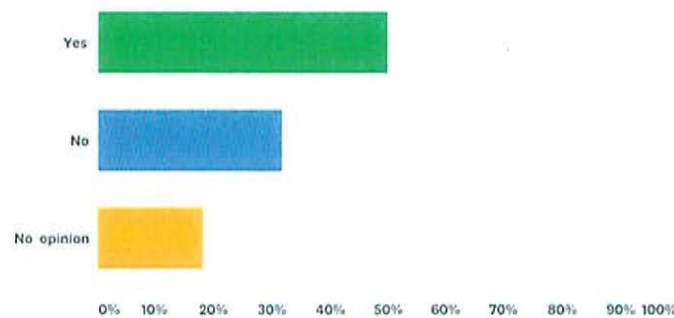
Q6 How satisfied are you with the communication between teachers and parent/guardian?



Communication in schools to parents is paramount, and at Sarasota Academy of the Arts we make this a priority, and make every attempt to communicate. We are always working hard to improve this.



Q9 Is availability of extended care (before and after school) important to you?



This year we expanded our aftercare program to include more activities for students to do.

Quote from the Survey:

**“I think it’s a great school and I hope it never changes. I hope they build a high school. Keep it small, keep it family orientated. Maybe have a tiny bit more tutoring available, but honestly this school is perfect, can’t say enough. It literally has been such a blessing to our family”**



Sarasota Academy of the Arts  
A FIVE STAR SCHOOL





SARASOTA

# SARASOTA ACADEMY OF THE ARTS

Thank you for voting us "Reader's Choice" for Charter School!

Sarasota Academy of the Arts is a Performing and Visual Arts Sarasota County Public Charter School serving kindergarten through 8th grade. SAA has not only strong academics, but also features music, Spanish and computer technology. The highly regarded visual arts program allows students to excel to their fullest potential as they enjoy interacting in a small family atmosphere.

SAA is performing arts based curriculum where students enjoy and partake in learning experiences outside the classroom. There are various opportunities for performing in the community and students can even enjoy being part of a full length Broadway production.

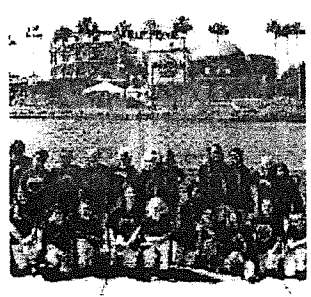
SAA feels that their school offers an outstanding performing arts program that goes far beyond what is typically expected of schools within their age range. SAA believes that students gain from on-stage performing experiences that could never come from a textbook and as they perform they learn responsibility, self-confidence and a feeling of success.

By SNM [illegible] - March 12, 2017

SARASOTA – Sarasota Academy of the Arts students spent a weekend at Universal Studios Orlando not for the rides, but for 'America Sings.'

More than a thousand kids nationwide worked with musicians and provided relief for local area students. They prepared three thousand sandwiches and filled backpacks for homeless kids.

Sarasota Academy of Arts are all about community service so jumped at the chance to participate. They perform various community service projects such as performing for nursing homes and retirement centers in Sarasota.



Courtesy of Julie Rohr McHugh   Courtesy of Julie Rohr McHugh   Courtesy of Julie Rohr McHugh   Courtesy of Julie Rohr McHugh

The students say the experience at Universal offered so much more than just singing on a stage.

Next year, kids will be able to perform at on the steps of the Lincoln Memorial. The Academy's Director of Arts, Julie Rohr McHugh, hopes to be a part of next year's show.



## Life imitates art in student production of '42nd Street'

By Devin Rodriguez

Staff Writer

Posted May 24, 2017 at 2:21 PM

Updated May 24, 2017 at 3:02 PM

Like her character, leading lady sprains her ankle less than a week before opening night

Contrary to what people might think, Julia Beatt did not sprain her ankle for the part.

The eighth-grade Sarasota Academy of the Arts student was cast as Dorothy Brock, an aging actress, in a production of the Broadway musical "42nd Street."

In the show, Brock breaks her ankle while rehearsing a new Depression-era Broadway musical, and a chorus girl named Peggy Sawyer is called on to take over the leading role.

The coincidence wasn't lost on Beatt, who suffered a similar fate.

"Everyone was always asking me: 'Did you break your ankle for the part?' No, no I did not," Beatt said.

During a tap rehearsal, Beatt rolled her ankle. Her hopes for a quick recovery were dashed Friday, less than a week before Thursday's performance at the Sarasota Opera House, when her doctor told her there was extensive damage to the tendons in her foot. She couldn't perform and the production needed a new leading lady.

"I was disappointed," Beatt said. "My first thought was who's going to replace me?"

Beatt texted her director as soon as she found out she couldn't perform. Julie Rohr McHugh, the director of arts and music at the school, quickly had a student in mind.

"You work with these children all these months and you see who picks things up quickly," McHugh said. "You see who is just that little bit extra when they get up on the stage."

McHugh didn't have much time. Whoever she chose would need to study the lines and be ready for rehearsals by Monday.

She chose Katherine Carnes, a seventh-grade student who was playing the chorus dancer Esther. Carnes studied with her grandmother, director and acting coach Carole Kleinberg, and Ann Morrison, an award-winning Broadway actress, over the weekend to hammer out the part.

Carnes said that she was shocked to hear that she would take a leading role after Beatt's departure.

"I spent the whole weekend going over my lines with my grandma, going over and over them again," Carnes said. "I also worked with Ann Morrison. She really helped me get into my character, I think."

Carnes will play Dorothy Brock for the first act of the play, then after Dorothy's accident, Beatt will reprise her role in the second act for a duet and monologue.

"42nd Street" is an award-winning Broadway musical that first premiered in 1980. Set in the 1930s, the show follows Peggy (played by 14-year-old Jillian Salvitti), a young dancer who just arrives in New York as she pursues a role in the splashy new musical "Pretty Lady."

After some struggle, Peggy is cast as a chorus member, but during a dance routine, she gets tangled up with Brock, who breaks her ankle. Peggy is fired by the frustrated director Julien Marsh (played by Nicholas Egan, 13), but then she's called back after the chorus members convince him that Peggy is the only one who can take over Dorthy's role.

Sarasota Academy of the Arts is a charter school that specializes in performing and visual arts. There are 83 students from the ages of 11 to 14. The students have been practicing elements of the production since the beginning of the spring semester.



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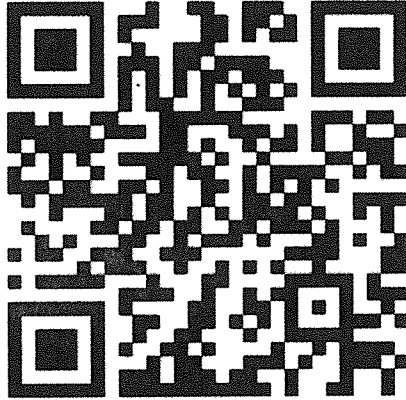
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WHY SAA?

<https://youtu.be/QPnoMSk4NXs>



Scan to Watch

IN THE NEWS



[http://www.mysuncoast.com/entertainment/we-head-on-down-to-nd-street-with-sarasota-academy/article\\_6f680494-3fee-11e7-9a4a-5789d58d35f8.html](http://www.mysuncoast.com/entertainment/we-head-on-down-to-nd-street-with-sarasota-academy/article_6f680494-3fee-11e7-9a4a-5789d58d35f8.html)

Three years ago, Sarasota Academy of the Arts started an after-school program to assist parents that worked past the normal school hours. This allowed students to be in a safe environment after hours and receive assistance in academics if needed. In the 2016-2017 school year, Sarasota Academy of the Arts added after school classes which enriched the normal music curriculum. These classes including drums, ukulele, violin, and children's general music class were popular as the classes offered a smaller class environment for more focused learning. In 2017-2018 school year, working off the popularity of the year before, we added and augmented clubs and classes for the new school year. The clubs provide a means of extending the curriculum beyond the typical school day. Below is a list of the current clubs

**Beta Club: Bettering our Community**



This club was chartered through the National Beta Club Organization that focuses on academic achievement and community service. This club requires students to maintain a 3.0 GPA, 20 hours of community service, and holds them to a higher behavioral standard. Students are taught morals, ethics, leadership, and responsibility. Enrollment in this new club is 15 students and expected to double within the next 2 years. This club has students from 6<sup>th</sup> through 8<sup>th</sup> grade. We focus on making sure that every student in the club focuses on being leaders in the school by setting the example. The Beta Club is the first club in Sarasota and Charlotte Counties and one of the first in Sarasota/Manatee/Charlotte Counties.

**Drama Club:**

Drama Club is a creative outlet for theatrical minded students. Students will be involved in a variety of theatrical productions and learn about theater and theater terminology. Students along with the club sponsor work together to create different performances. Ideas that the students

have been working towards is a haunted house, Improvisation nights, and Murder Mystery dinners. Students are working on creating scenes without the use of props and focusing more on the character. This club helps give the students more confidence, cooperation, and works on reading, reading comprehension and memorization skills needed in their academic life.

### **Ukulele Class:**

This class focuses on teaching not only ukulele but also all aspects of musicianship from reading music to writing their own musical compositions. Ukulele students work for an hour every week with a teacher in a class setting. Ukulele skills such as building chords, strumming patterns, reading music, general musicianship skills are taught. During the after-school classes the Florida state music standards that are taught during the normal school day are reinforced. Students are also given assignments to work on at home that are brought back the next week. The students are working to perform several pieces throughout the year. As part as teaching the whole child they are not only shown how music works but how it ties back to math and following set requirements.

### **Gardening Club: Bettering our World**

The Garden Club is designed to allow students to work on landscaping gardens around the school. The students design, plant, and maintain three gardens. One of the gardens is a Florida Xeriscape Garden which helps the students to understand the need for native plants that are drought resistant. Students are working with different businesses to learn the basics for professionals. Students learn how to properly care for plants, plant plants, and what fertilizer is needed and what those fertilizers do to help plants which strengthens the students' science curriculum. The students also learn financial planning, and budgeting for each garden, as well as how to figure area, and dimension for each which strengthens their math curriculum.

### **Craftastic Club:**

Craftastic is a craft club for students in grades kindergarten through fourth grade. In Craftastic, we work on a wide variety of craft projects. Working on these crafts improves students' hand-eye coordination, fine motor skills, and cooperation skills. While the crafts we do are fun and engaging, they also focus on a multitude of lower elementary standards.

### **Behind the Scenes Club: Bettering our Shows**

This club was created to show students the backstage opportunities there are in the theater world. Students are hands-on in designing, building and moving of props for the elementary school shows. They are learning real world skills in carpentry, painting, design, functionality, and teamwork. Students not only work as a group, but also independently to complete project deadlines. Students will then be working backstage during the elementary school shows helping move sets during an actual show. Current student enrollment is 10 students in 6<sup>th</sup> through 8<sup>th</sup> grade. This club uses math to establish the area of sets to determine the amount of materials

needed to complete the project, as well as making sure that they do not go over budget on a project. When students are put into groups, a project manager is selected and they are responsible to meet with the sponsor of the club if a problem arises with the project. This club also uses research skills to better their designs by having to look up what would be the best course of action to complete the project in the most realistic fashion.

### **Athletics Club: Bettering of Ourselves:**

The athletics club provides students with experiences that help them learn and grow in ways that will benefit them for the rest of their lives. Athletic activities promote essential life skills and strategies such as respect, teamwork, dedication, sportsmanship, self-discipline, work ethic, commitment and overcoming adversity. Athletics promotes a sense of pride and belonging among the students and staff and advances the development of leadership, character, and lifelong fitness among student/athletes. The friendships and memories one receives from participating in athletics often last a lifetime.

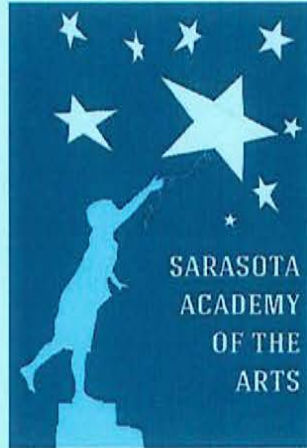
### **Fun With Music Class:**

This class focuses on teaching rhythm and melody with the use of recorders and boomwhackers, but also teaches the students all aspects of musicianship from reading music to writing their own musical compositions. The students work for an hour every week with a teacher in a class setting. Skills are taught such as breaking down rhythms, playing in an ensemble, reading music, general musicianship skills. During the classes the Florida state music standards are reinforced that are taught during the normal school day. Students are also given assignments to work on at home that are brought back the next week. The students are working to perform several pieces throughout the year. As part as teaching the whole child they are not only shown how music works but how it ties it back to math and following set requirements.

### **Student Council:**

This is our student governing body which is comprised of 3rd-8th grade students. A maximum of 2 students per grade (known as Reps) are selected by their classmates. The other portion of student council is comprised of the presidents or elected reps from each of the clubs. Once selected by their peers the sixth through eighth grade reps are then polled to see who would like to be an officer. The officers are then elected by the students' common core teachers. Student Council holds fundraisers throughout the year to benefit local area nonprofit groups, but also uses some of the money earned to make changes in the school that students have suggested. This group learns diplomacy, co-operation, debating, public speaking, and time management





# CHARTER RENEWAL

## SECTION 2

### STUDENT ACHIEVEMENT



# THE FLORIDA SENATE

Tallahassee, Florida 32399-1100

**COMMITTEES:**  
Judiciary, *Chair*  
Banking and Insurance, *Vice Chair*  
Agriculture  
Appropriations Subcommittee on Finance and Tax  
Regulated Industries

**JOINT COMMITTEE:**  
Joint Committee on Public Counsel Oversight

**SENATOR GREG STEUBE**  
23rd District

July 6, 2017

Cecilia Blankenship  
Principal, Sarasota Academy of the Arts  
4466 Fruitville Road  
Sarasota, FL 34232

Dear Principal Blankenship,

I would like to express my wholehearted congratulations to you, the faculty, and staff at Sarasota Academy of the Arts for receiving an "A" from the Florida Department of Education. This distinction speaks volumes to your dedication to the education and wellbeing of the children in this community. Thank you for your work on behalf of the students in our community.

Once again, Congratulations! You, and your faculty and staff, should be proud! May you all have a wonderful, fun summer! If I can ever be of assistance, please do not hesitate to contact my office.

Very respectfully yours,

A large, stylized handwritten signature in black ink, appearing to read "W. Gregory Steube".

W. Gregory Steube, Dis't 23

**REPLY TO:**

- 6230 University Parkway, Suite 202, Sarasota, Florida 34240 (941) 342-9182
- 326 Senate Office Building, 404 South Monroe Street, Tallahassee, Florida 32399-1100 (850) 487-5023

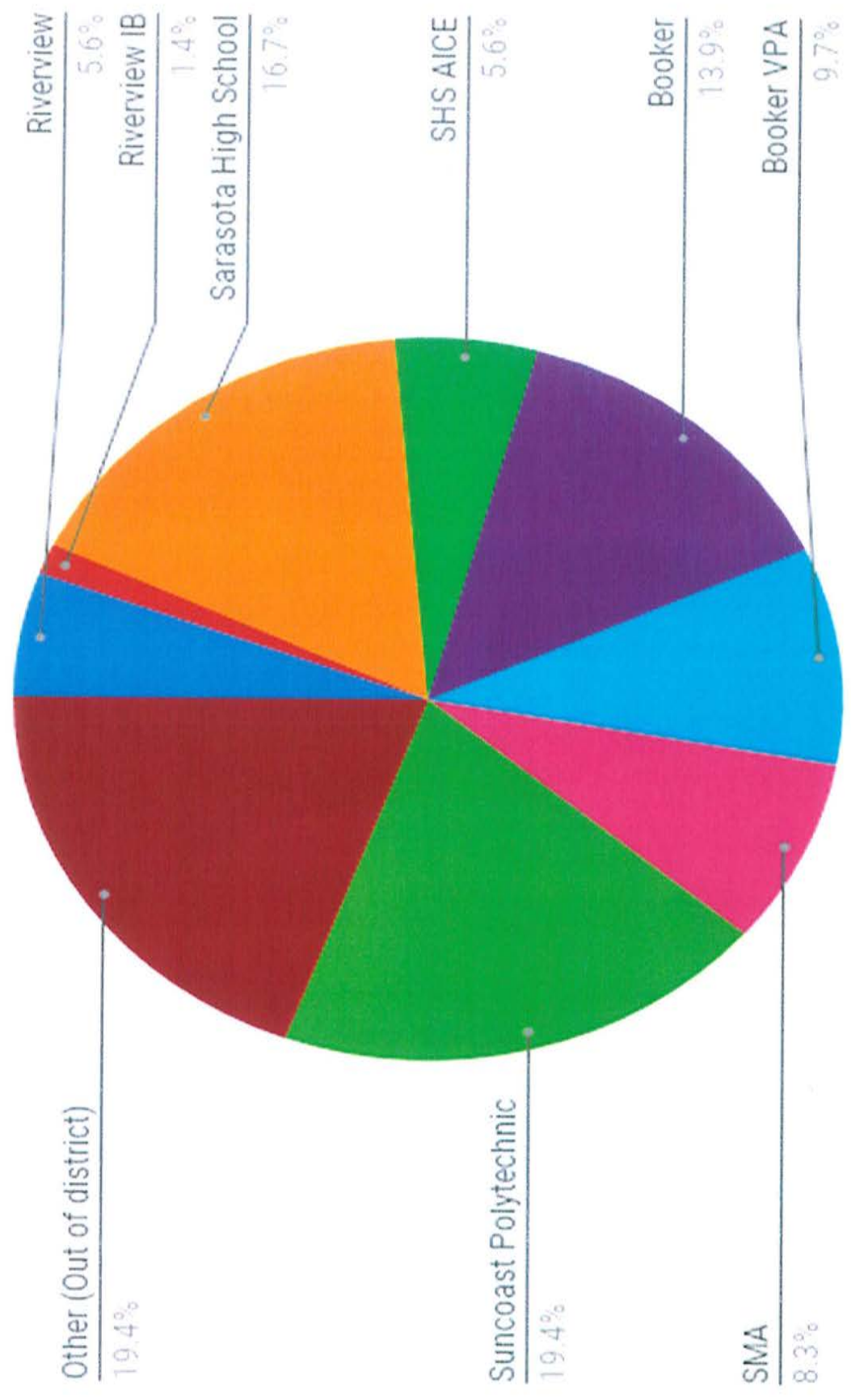
Senate's Website: [www.flisenate.gov](http://www.flisenate.gov)

**JOE NEGRON**  
President of the Senate

**ANITERE FLORES**  
President Pro Tempore



# High School Choices for 15-16 & 16-17



## 2017-18 Plan to Improve Science Assessment Scores

In 2016-17 the target for science assessment proficiency was set at 60% for the 5<sup>th</sup> and 8<sup>th</sup> grades. There was a disappointing loss of proficiency points to 41% for combined 5<sup>th</sup> and 8<sup>th</sup> grades. Reflecting on this led us to several conclusions about areas to be addressed this year:

1. Teachers new to these subjects were not covering the material in enough breadth or depth.
2. Students at all levels (K-8) were not engaging in “real” science where they were directly involved in experiencing science. There seemed to be an excessive dependence on reading about science concepts rather than “doing science”.

To remedy these shortcomings, SAA teachers and the leadership team started a process of change in the summer of 2017. Elementary teachers met to examine and prioritize all of the K-3 science standards. Their premise was that concepts could be grouped and addressed through reading, math, and technology classes as well as in a dedicated science class. A STEM program was purchased for the kindergarten class as a pilot to support the *Science Fusion* program.

During pre-planning week all K-8 science teachers participated in a professional development class dedicated to “direct experience science”. It was established that during 2017-18 all science classes would be at least 40% “hands-on” per week or topic. The goal is to move to inquiry and/or project-based learning for science, the rationale being that students who directly experience science concepts retain them better and can more easily transfer knowledge to new situations. Students should engage in real-world problems and use inquiry methods to solve problems.

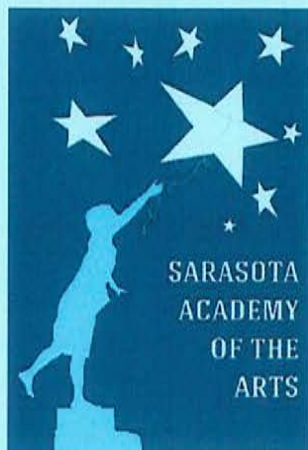
A gardening program was set up for kindergarten through fourth graders with students meeting one half hour weekly. The fourth grade teacher researched the program and set up goals and speakers to build the students’ enthusiasm with the expectation that this would transfer to other areas of science. As an example of this, fourth grade students were observed during a reading lesson drawing on their gardening experiences to draw conclusions and further discussion about the reading passage. An afterschool gardening club was set up for the 4<sup>th</sup> through 8<sup>th</sup> graders as part of the extended school day. With the help of a Business Partner, students are designing and building a Florida garden on the campus. Master gardeners from the community have visited to explain plant propagation and assist the students in their endeavors.

Because Sarasota Academy of the Arts is a small school, there does not need to be a dedicated science laboratory for the elementary students. The teachers have ready access to funds for materials and field trips that will enhance the elementary science program. Teachers are excited to make inquiry experiences part of their daily lesson with active participation on a regular basis.

We are confident that students who engage in direct experiences at an early age will gain and sustain a greater interest in science and, therefore, be more willing to question and explore in the upper grades. There must be a deliberate attempt to preserve the wonder at the natural world so that students will continue to marvel, ask questions, and find answers as well as learn the facts.

Students at the fifth grade level have the burden of demonstrating what they have learned during their elementary years. At this level, there must be engaging lessons in the classroom that help students recall and expand upon previously learned concepts. More hands-on activities and field trips are being incorporated to support this. New State Science Assessment guides have been ordered to assist in review.

At the Middle School level there has been a shift from dependence upon the textbook to learning modules in sixth grade Earth/Space Science where students apply what they read and study. Students are engaged in more exploration, using field trips, video, digital resources, and active engagement. The seventh grade science classes have been equipped with more microscopes and tools relating to life science. The teacher uses Google Classroom to post all assignments and notes so that students have ready access for review. At the eighth grade level, high School physical science was added to the course offerings. Equipment was purchased to support this class as well as the Middle School physical science classes. All levels are required to spend at least 40% of class time on direct experience of the concepts taught. State Science Assessment guides have been purchased for these levels with an emphasis on review of Earth Science and Life Science concepts.



# CHARTER RENEWAL

## SECTION 3

### ACADEMIC PROGRAM





Sarasota Academy of the Arts  
 4466 Fruitville Road  
 Sarasota, FL 34232  
 (941) 377-2278  
 FAX (941) 404-4492  
[www.sarasotaacademyofthearts.com](http://www.sarasotaacademyofthearts.com)

2017-2018

Kindergarten – 3<sup>rd</sup> Grade Schedule

	Kindergarten	1st Grade	2nd Grade	3rd Grade
8:00	ELA/Reading Room 1	ELA/Reading Room 3	ELA/Reading Room 4	ELA/Reading Room 15
9:45	Recess/Snack	Recess/Snack	Recess/Snack	Recess/Snack
10:00	Spanish Room 1 (M - garden)	PE Playground (T - garden)	PE Playground (W - garden)	Music Room 14
10:30	Math Room 1	Math Room 3	Math Room 4	PE Playground (Th - garden)
11:00				Math Room 15
11:30	Lunch	Lunch	Lunch	Lunch
12:00	Music Room 14	Art Room 6	Technology Computer Lab	Lunch
12:30	Technology Room 13	Music Room 14	Music Room 14	Art Room 6
1:00	Art Room 6	Science Room 3	Spanish Room 4	Science Room 15
1:30	Science Room 1		Science Room 4	
2:00	PE Playground	Spanish Room 3	Art Room 6	Technology Computer Lab
2:30		Technology Computer Lab		Spanish Room 15
3:00	Social Studies Room 1	Social Studies Room 3	Social Studies Room 4	Social Studies Room 15
3:30				
3:40	Car Riders Dismiss	Car Riders Dismiss	Car Riders Dismiss	Car Riders Dismiss
4:00	Dismissal	Dismissal	Dismissal	Dismissal



## 4<sup>th</sup> and 5<sup>th</sup> Grades

### 4<sup>th</sup> Grade

8:00	ELA/Reading Room 16
9:45	Recess/Snack
10:00	Music Room 14
10:30	Art Room 6 (F - garden)
11:00	Math Room 16
11:30	
12:00	Lunch
12:30	Spanish Room 16
1:00	Technology Room 13
1:30	PE Playground
2:00	Science Room 16
2:30	
3:00	Social Studies Room 16
3:30	
3:40	Car Riders Dismiss
4:00	Dismissal

### 5<sup>th</sup> Grade

8:00	ELA/Reading Room 8
9:45	Recess/Snack
10:00	Technology Computer Lab
10:30	Spanish Room 2
11:00	Math Room 8
11:30	
12:00	Lunch
12:30	Science Room 8
1:00	
1:30	Art Room 6
2:00	PE Playground
2:30	Music Room 14
3:00	Social Studies Room 8
3:30	
3:40	
4:00	Dismissal

## Sixth Grade

### Sample Schedule

Period 1	8:00 AM – 9:00 AM	Dance
Period 2	9:00 AM – 10:00 AM	Math 6
Period 3	10:00 AM – 11:00 AM	ELA
Period 4	11:00 AM – 11:45 AM	Digital Arts
Period 5	11:45 AM – 12:15 PM	PE
Lunch	12:15 PM – 12:45 PM	
Spanish	12:45 – 1:15 PM	Spanish
Period 6	1:15 PM – 2:15 PM	World History
Period 7	2:15 PM – 3:15 PM	Earth Science
Period 8	3:15 PM – 4:00 PM	Girls Chorus

Seventh Grade  
Sample Schedule

Period 1	8:00 AM – 9:00 AM	ELA
Period 2	9:00 AM – 10:00 AM	Math 7
Period 3	10:00 AM – 11:00 AM	Drama
Period 4	11:00 AM – 11:45 AM	Advance Chorus
Period 5	11:45 AM – 12:15 PM	Broadcasting
Lunch	12:15 PM – 1:15 PM	
Period 6	1:15 PM – 2:15 PM	Life Science
Period 7	2:15 PM – 3:15 PM	Spanish 7
Period 8	3:15 PM – 4:00 PM	American History

Eighth Grade  
Sample Schedule

Period 1	8:00 AM – 9:00 AM	Art
Period 2	9:00 AM – 10:00 AM	Drama
Period 3	10:00 AM – 11:00 AM	Physical Science
Period 4	11:00 AM – 11:45 AM	Advance Chorus
Period 5	11:45 AM – 12:15 PM	Algebra Honors
Lunch	12:15 PM – 1:15 PM	
Period 6	1:15 PM – 2:15 PM	Civics
Period 7	2:15 PM – 3:15 PM	ELA
Period 8	3:15 PM – 4:00 PM	Spanish 8



# Technology @ Sarasota Academy of the Arts

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2017-18





## Introduction

1. Infrastructure / Devices / Support
2. Teaching Fundamentals of Technology
3. Creativity
4. Teacher Professional Development

**Summary:** Technology at Sarasota Academy of the Arts is divided into 4 sections.

**Infrastructure/Device/Support** - This is the pathway that leads students and staff to the Internet. A proper infrastructure allows students and teachers the ability to access the Internet easily, and without delay. High Speed access that is widely available is essential in building a proper Technology Program. This also includes devices. The right tool for the job is essential as part of a robust program. An essential need is also support for the infrastructure, and devices. Having support is key to making sure any plan is properly executed.

**Teaching Fundamentals of Technology** - Kindergarten - 5th grade will be taught the fundamentals of Technology, resources, typing, coding, productivity, and digital citizenship.

**Creativity** - Students at Sarasota Academy of the Arts will utilize Technology as a tool to create content, including video, pictures, multimedia, etc.

**Teacher Professional Development** - Having access and resources to professional development for Teachers is essential in any proper deployment and implementation of tools, and devices.

## Infrastructure / Devices / Support

Sarasota Academy of the Arts ultimate goal relating to Technology is to provide enhanced learning. In order to provide a rich and engaging experience we must build a strong infrastructure to allow the use of devices and access to the Internet that is paramount for students and faculty to utilize in the classroom. Modern schools have come to the realization that a fast and effective way to the Internet is what makes Technology sustainable on their campus. Sarasota Academy of the Arts has an anytime, anywhere approach to Technology leveraging wireless access campus-wide and giving every student the ability to have immediate access to a computer. Resources have also been created with the intention that these materials will be available for access at home, even with mobile devices.

Classrooms on our campus are transforming from a traditional paper-based environment to one that is really a blended model of mixing in online components to allow the access of classroom materials in and out of the class itself. In order to make this a reality, we have provided the tools and the network access necessary to make this anytime, anywhere approach. We utilize Google Suite for Education, which includes Drive, Docs, Sheets, Slides, and Classroom. These tools makes the transition to a modern classroom more manageable.

### **Tools utilized to provide a robust infrastructure:**

Cisco/Meraki 802.11 N Access Points (latest wireless technology to provide robust service)

Dell Google Chromebook laptops for students - utilizing Google Suite for education, students can access their work from literally anywhere. Classrooms have immediate access to a set.

Web Filter - Student traffic is monitored to provide a safe experience

Google Suite Accounts - Students are giving a Google Account, which allows them to email their teacher, create productivity work (Docs, Sheets, Slides), store their files (Google Drive), and access them from home.

## Teaching Fundamentals of Technology

Sarasota Academy of the Arts offers Technology classes to all Kindergarten - 5th grade, every day. Having Technology everyday allows for us to devote entire class periods every week to specific subjects including coding, typing, productivity, and special topics. SAA considers Technology a very important core class, believing that it will help students achieve the confidence and ability to complete assignments in the classroom. We use Google Classroom across many grade levels to deliver and receive school assignments.

### **Sites and Resources we utilize:**

Google Suite for Education

Microsoft Office Suite

Code.Org

Typing.com

Dance Mat Typing

Rapid Typing

Tynker

ABCmouse

Abcya.com

Pbskids.com

Minimouse

Arkive.org

Easyscienceforkids.com

Gcflearnfree.com

Starfall.com

Storybird

Prodigy

Botlogic.us

Photoshop Elements

Sketchup

Welcome to the Web

Kahoot

Artrage Lite

Paint

Tux Paint



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## Creativity

Another part of technology use at Sarasota Academy of the Arts is to utilize it as a tool to create content. We have many students who create drawings, videos, multimedia projects, and many other mediums. Technology can help these students demonstrate, create, and display work that shows their talent and ability. We feel it is very important for students to understand the skills, and also be able to display their abilities. Sarasota Academy of the Arts teaches ways to use certain software and methods to make a student's creative idea become reality. Classes like Digital Art, Video Production, Broadcasting, and Creative Writing, all use these tools, as well as the implementation of these tools through core subjects. These projects and abilities will carry with them as they advance in their education.

### **Some of the tools that we utilize for content creation and display:**

Google Suite for Education

Microsoft Office Suite

Adobe Photoshop

SketchUp

iMovie

Windows Movie Maker

YouTube

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## Teacher Professional Development

One of the cornerstones for any proper technology use is professional development for teachers to be able to improve their skills for classroom use. Often times schools may try to start new initiatives without fully realizing the skillset of their staff, and implementation cannot be fully completed. With professional development, faculty and staff can have their needs met with technology, and don't have to fear using new tools.

**Teachers have implemented the following into their classrooms:**

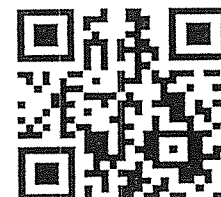
Class Dojo - for student behavior  
Google Classroom - for assignments  
Remind 101 - Parent Communication  
Slack - Internal Messaging for Staff  
Shutterfly  
Weebly  
Twitter



## Teacher Curriculum Narratives Artifact:

If you have told a child a thousand times and he still does not understand, then it is not the child who is the slow learner (Walter Barbie). Sarasota Academy of the Arts educators strive to provide the best learning environment for our students. The power to connect, create, and innovate unique lessons support that every student can become the best that they can possibly achieve. We asked each teacher to reflect on their classroom and how it relates to our mission and vision statements. While the teacher and/or strategies may change, the goals for our students do not - engagement and a road to success. Each narrative provides a small insight to the classroom experience at Sarasota Academy of the Arts:

HOW WE DO IT



### Elementary Program:

#### Kindergarten:

I teach my Kindergarten students 4 subjects throughout our day. We begin our morning with Language Arts. The curriculum consists of whole group activities, small group activities and stations. Each day the students work on listening comprehension, story discussions, phonics, and phonemic awareness during whole group time and then have small group. I will have a small group to the table with me for guided reading and the remainder of the students will work in rotating around the 10 reading stations. Some examples of the stations are, puzzles, spelling, writing, art, (word) building, drama, iPads and games. They have paper stations and hands-on stations. We also use the *Reading Wonders* online activities to enhance their skills. The students have a small science book that we use throughout the year but we do many, many hands on lessons to help the students master the topics. We have also incorporated the Amazon STEM kits this year. Each month we get a surprise science kit in the mail for the students to put together. So far, we have had kits about engineering where the students have made their own solar ovens, kits about gears and our latest was a kit where we have to learn to build a small car together. Social studies is all about the citizenship, holidays, past, present, needs vs. wants etc... One of their favorite resources to use during social studies is our *Let's Find Out* magazines. They also get to do some very special projects during the year. Some examples are: "all about me" banners, timelines of their lives and recycle robots. Math time begins with a Math "on the spot" video that introduces the puzzle or word problem of the day. We then go to the interactive student edition to begin our lesson. Each lesson begins with an essential question that the ISE goes over and has the students try some example problems. The students use as many manipulatives as possible with our math lessons. They will also rotate in small groups doing math stations to review previous learned concepts.

## **First Grade:**

I don't usually describe the way I do some things with my class as being innovative. I did some research for examples of innovation in elementary schools and discovered many things that I do are considered innovative to some "experts." Who knew?

I have high expectations for my students. I expect age-appropriate school behavior. I use a colored system to help the kids monitor themselves, not as a basis for a reward system. I make it clear and remind my class often that their job at school is to be a good student citizen. The goal for each of them is to be able to grow into a healthy, happy adult who is able to take care of his or herself. It's amazing that my young students truly try to understand setting personal goals.

I reward with praise, enthusiasm, star bucks, fun pencils, etc. I like to catch moments of perseverance, creative problem solving, kindness, and collaboration. When students independently use prior knowledge, and seek out resources to complete tasks or assignments, I make sure to share the effort and example with the rest of the class. We celebrate!

As we work through lessons and tasks, I stop and ask for a "learning rubric." At that point, each child will raise a hand with one to four fingers raised. They are self-monitoring their individual grasp of the concept, ability to complete tasks or use skills independently. A four is "I need HELP or am feeling lost." A three is "I'm beginning to understand but need support." A two is "I'm mostly independent and able to work mostly alone." A one is "I've got it! I can completely work problems, use the skills, etc., without teacher or partner help." I often do a "with me" rubric first, then have them show me an independent one. They are usually very honest and I can monitor that by the quality of his or her performance.

I encourage students to use mistakes or errors as a learning experience. If a student answers incorrectly in front of the class, I thank them for the "non-example" that helps everyone better understand. I also point out that I'm a "lifelong learner." I say that several times a week. I make a big deal about things I learn right along with my class – such as the number of lines down the side of a pumpkin indicates how many "strings" of seeds there are. My enthusiasm for continuing to learn as an adult is hopefully encouraging many students to be excited about learning for years to come.

When giving tasks to show understanding of concepts, I often choose tasks such as my infamous "Four Frames." This type of assessment tool allows me to see who's grasped things and to what degree. It lets the students have flexibility and creativity in the way they share the knowledge gained with added illustrating, modeling, labeling, captioning the way the student desires. That freedom to express while sharing what's been learned seems to give students of all ability levels more self-confidence and pride... which fuels perseverance and that ever important growth mindset. Hands on science investigations, research projects, posters, brochures, and writing to explain projects are also great tools in my bag of tricks.

I could not cover all of the material needed without integrating subjects. It's especially wonderful when we're working and the boys and girls yell out connections or concepts from other subject areas that tie or extend. I want them to see those connections both in class and out in the world.

Being an innovator of efficient ways to maximize squeezing a big curriculum into each day, I'll end with a list of words and phrases that also reflect how I innovate in my classroom.

\*Songs \*Rubrics \*Fast Interactive Digital Games as I Teach \*WRITING Integration is a Continuous Dialogue All Day \*Cultivating Capable Reading and Math "Detectives" \*Foster: Curiosity, Analytical Thinkers, Dig Deeper, Devour Stories- genre, illustrations, author's purpose, connections across texts \*Collaboration for myself and students \*My students know I love them and I'm proud of their hard work and excitement for learning! \*So... It seems what's normal to me, is innovative in many ways.

### **Second Grade:**

Second graders at Sarasota Academy of the Arts are part of a comprehensive and integrated curriculum. They work through the Florida Core Standards in their core classes, but these classes are taught in tandem. Integrated lessons draw from different disciplines to immerse students in learning. Additionally, arts are integrated into the lessons on a regular basis. The students use the skills they have learned in their arts classes to further instruction in the core areas.

Students work with a variety of partners and groups as the year progresses. They engage in hands on projects that connect their learning to their own lives. Project based learning helps to create authentic learning experiences that will prepare students for future success.

### **Third Grade:**

In third grade math, I decided to focus on small group teaching. Third grade math class is broken up into four groups with each group receiving 30 minutes of small group instruction and 30 minutes of large group activities. In this way, the students that have been performing in the lowest quartile, decided by iReady scores and class grades, are able to gain an extra 30 minutes of math instruction. This thirty -minute period is done with a child to teacher ratio of four to one. The schedule below demonstrates the groups:

- 10:30 Group A = Students that are not on level – small group instruction- child to teacher ratio 4 to 1
- 11:00 – Group B = Students who are above level – advanced work with small groups - Other students are working in small groups doing math games, i-ready, *xtra* math, and "grab and go math" from Go Math
- 11:30 – Group C = On level students receive small group instruction, Group A and B work together on word problems and activities, Group D is at lunch

- 12:00 – Group D = Students not on grade level receive small group instruction. Groups A – C are at lunch, child to teacher ratio 4 to 1

Each day the lesson is started with a short tutorial video. This video starts the lesson with a word problem that focuses on the skill and essential question of the day. After the video we begin with teacher-led examples. Then the students try the problems out on their own, while the teacher focuses on what mistakes may be being made so that they can be corrected. Students then work on a problem of the day. This consists of a word problem that enhances critical thinking and stretches the students' thinking.

Third grade reading focuses on reading comprehension and fluency. We begin our day with morning work consisting of a writing exercise or editing. Students write in journals or on lined paper daily. We also use *Storybird* as a way for students to be more creative with their writing. This website lets them add music, pictures, and sound to their story. After morning work is complete, our class reads as a group. We first focus on predicting the story of the day. Since students are at different levels, they predict the story in different ways. They are asked to either draw or write their prediction. Some students who are not on grade level find it easier to explain their prediction to the teacher with a picture. Throughout the story the class is asked questions where I am able to model different skills. After large group, the class will break up into small groups; placed into groups depending on their performance level in i-Ready. Games and activities are placed around the room. The activities all have different levels so that students can work at their personal level. I work with each group while they are doing the activities.

During Science students are presented with lessons that engage students in group activities. Students are given a task and work together to either explore or research the given standard. For example, students make ovens out of shoe boxes and other materials that they researched. Using solar energy, they then melt marshmallows and chocolate on a graham cracker and enjoy a treat after their hard work. We also study gravity by creating parachutes and testing out different ways to form the parachute so that it can arrive slowly with a metal washer attached. These are just a few examples how we integrate our lessons into group activities and hands-on learning.

In our Social Studies class, we begin with either a movie clip, song, or story. This gets the students excited about the lesson we will be discussing. Students are then given an assignment and use the computer to do research for the given assignment. In third grade we also have some big projects we focus on throughout the school year. During the holiday season, students study different countries and their customs. We then create boards representing the different countries and their holidays, and invite families to join in our celebration. Another project we focus on is a wax museum. Students read a biography about a famous American in history. They research their famous American and have deadlines throughout a two-month period. On the final day of the project students and families gather at the school after hours. We serve beverages and treats and create an atmosphere of a museum. Students take on the persona of their famous American,

and dress up while reciting information to the visitors. Throughout all of our activities we integrate third grade social studies standards.

#### **Fourth Grade:**

Fourth graders at Sarasota Academy of the Arts are encouraged to seek knowledge through many different avenues. Students are able to make connections between subjects and knowledge through digital media and production, team work, and project based learning.

In ELA, students are taught to communicate with the world through the spoken and written word. Students learn to write using text evidence to support their ideas. Often, we find ourselves integrating other subjects into the lesson, furthering our connection to knowledge. Students are encouraged to read as often as possible. Students are exposed to many new genres and given the skills to choose books that are reading level and age appropriate that still draw their interest. Students complete 3 book reports throughout the year and end the year with a large book report that is displayed in the Reading Fair. My goal is to give students the creative freedom to express themselves within a safe environment.

Science allows students to explore the world around them with hands-on learning. Students conduct many experiments and observations using the Scientific Method. They also explore life and responsibility through caring for a class pet, caring for their class garden, and hatching chicks each year and observing their growth.

Math gives us a unique opportunity to encourage students to think deeper and truly problem solve. Students begin class with a tutorial video that works through a multi-step word problem then are given instruction in the skill being learned. Students then break into groups of four to complete a series of problems together. This gives time for a smaller group instruction to identify students that need a small group setting to review the information. Students who are not identified as needing smaller group instruction are given practice work to complete independently.

Florida History is combined frequently with English, giving more time to learn our state's history. Students use their computers to research important events and influential characters. We have some big projects throughout the year in which the students participate. One of them is our American Historical Figures project. Students choose an influential figure in American History that they would like to know more about. Students spend time researching their chosen person and eventually combine digital media and skills learned in ELA to write a biography and record a video from the historical figures point of view.

#### **Fifth Grade:**

In my 5<sup>th</sup> grade class, I teach the four main subjects, English Language Arts, Math, Science, and Social Studies. We follow the Florida Standards and use *Reading Wonders*, *Go Math*, *Science Fusion*, and *Studies Weekly* as our core textbooks. The 5<sup>th</sup> grade classroom at Sarasota Academy



of the Arts does not always look like a typical classroom. Instead of doing only teacher-based instruction, I have the students work in small groups and in pairs throughout the day. While this lets the curriculum sink in more, it also helps students on their collaboration skills. I use flexible seating in my class which helps the students feel more comfortable and lets them have some control. After every test, we track our data with individual and class data sheets and binders. This lets the students see the improvements and reflect on where they can improve. I try to focus on the whole child. Their academic development, as well as their social- emotional development, is very important to me.

There are two main ways I work on the student's social-emotional development, reading literature that encourages it and bonding with my students. We read literature that has been proven to help social- emotional development, such as *Wonder* and *Harry Potter*, as complete novel studies and have class discussions on them. I also try to have an individual bond with each student. Fortunately, our class sizes are small enough so I can get to know each student on an individual level and find a way to connect.

#### **Elementary Functional Literacy:**

This is a half hour class for elementary students who fit into one of two categories. The first K-3 course supports students who are below level on their i-Ready diagnostic. These students are struggling in reading comprehension and/or decoding and need additional support. The second category serves 4th-5th grade students who have scored a 1 on the FSA and have ESE services in Reading. In order to best serve these students, the i-Ready diagnostic is given to students three times during the school year. Each time that it is completed, I review the data and create lessons based on the i-Ready suggestions. We also the K-5 *Ready* curriculum that goes hand in hand with iReady.

#### **Elementary Spanish:**

I love teaching Spanish and our K-5<sup>th</sup> elementary curriculum is designed to teach our students Spanish at their level. Although it incorporates many teaching methodologies and is eclectic in its teaching approach *¡Viva el Español!*, draws heavily upon the Natural Approach and the Total Physical Response, which leaves room to use my imagination and spark creativity in my students through the arts. The main objective of our program is to help each child attain an acceptable degree of proficiency in listening, speaking, reading and writing in an informal and relaxed environment, and to introduce children to the cultures of Spanish speaking people.

To accomplish these goals, in our Spanish program I focus on the children's world and stimulate their interest through physical activities, attractive visual aids (including but not limited to PowerPoints, videos, DVDs, and YouTube links), the various art forms such as music (songs and dance performances), role-play (theatrical), and hands on visual arts as well as crafts (making sugar skulls, piñatas and such). In addition, I love taking the students on virtual tours to

museums, reading and listening to books, note taking with good purpose, and experiencing culture through food.

As the children learn through the arts, they end up gaining a deeper understanding and retaining concepts much better. Arts integration seems to be the best form of differentiation because it taps into so many different interests and abilities and forms of learning. I like rotating through visual art forms, music, dance and theater during the school year. Sometimes, I have had the opportunity to collaborate with some of our teachers. I do feel that our artistic learning goals are to be held up as equals to the academic standards. I try to design my lessons, as much as possible, so they highlight content through the art forms and have fun at the same time.

### **Elementary Technology:**

Computer classes at Sarasota Academy of the Arts are unique in that K-5th have computer class every day. We believe that this is a profitable encounter for the students because technology is only going to increase and we want our students to be adaptable to any and all platforms as well as new technologies. The students will use computers of some sort for the rest of their lives and we want to give them the advantage. We follow the ISTE standards when developing our classes. Mondays are dedicated to coding, Tuesday to typing and Wednesday through Fridays are computer skills class.

### **Coding:**

We take coding seriously at Sarasota Academy of the Arts. Numerous articles have been written stating that Computer science has the fastest growing job opportunities and so we want our students to be competitive in this field (<https://code.org/promote/fl>). We start teaching the fundamentals of coding using code.org then progress to more hands-on instruction using robots and other engaging lessons. Coding is used to teach computational thinking skills, communication, collaboration and critical thinking. It also helps students learn to problem-solve and to be persistent. Perseverance helps students in other classes; for instance, students try “debugging” problems in math. They break apart the problems and try different ways to solve them. Every year for a week we have Hour of Code in which we dedicate all of our computer classes to coding. We use a number of different coding sites for all the different grades. The end result of coding is to allow the students to code our robots. Our robots can be coded using the blockly coding that we learn during our regular coding class.

### **Typing:**

Typing classes are divided into 3 programs. In all three programs the students work at their own pace. The youngest students and some of our new students that haven't taken typing before, start out in “Dance Mat Typing”. This is a fun and easy to learn program. When they are done with “Dance Mat Typing” they progress to another program called “Rapid Typing”. As they type they can look down toward the bottom of the page and it shows where their fingers should be. This is the goal of “Rapid Typing” to help students to learn not to look at their fingers and keys. After

“Rapid Typing” they advance to “typing.com”. This is an online program where teachers can monitor all the students from their computer. They take tests and get certificates. They can pull up a list showing who has the best WPM (words per minute) which gives them the incentive to try and do better. Enrichment sites are used occasionally to break up the monotony of typing the same way every Tuesday.

### **Computer Skills:**

At Sarasota Academy of the Arts we use the Google Suite - docs, slides, drawings and sheets. All our students have a Google email address that enables them to use the Google Suite components. Our students have access to all their work as long as they have access to the internet. They can do their work using a tablet, their cell phone, a laptop or desktop computer and they can do it from any place that has the internet. Interactive sites are used to teach the students about Internet Safety and digital citizenship. From there the students learn about each of the Google programs and how to work with them. A project is then assigned as an assessment. These projects are a reflection of what the students should have learned. If there is ever any ‘down’ time, the students are directed to do enrichment work which is either a website that is educational or they can come up with their own project- we call this ‘genius time’.

The main emphasis of the computer class is research, productivity and creativity. Research involves diligence and how to make sense of the information found. The problem is not in finding information, there is plenty of information, but being able to find the right information, evaluate and then integrate it in what they are working on. Productivity is being able to use the tools of the computer to develop their work. Creativity is the student’s ability to put their research results into a unique presentation. We set up makerspaces at the end of the year to allow the students some fun and creative computer activities. The activities are robotics, Legos, coding and typing games.

### **Gardening 101:**

The Sarasota Academy of the Arts Garden is a community project for our K-4 classes. Students are instructed on safe ways to grow plants, while combining science to combat issues organically. Students use math skills to determine how much space is needed for growing as well as developing problem solving skills needed later in life. All classes explore measurements of solids and liquids through growing and caring for our garden. Florida History is explored at all age levels through learning about types of plants grown by indigenous peoples of the region and methods used for growing. Students’ journal their gardening experiences within their home classrooms.

## Middle School Program

### Mathematics:

#### Grade 6 Math:

In our 6th grade inclusion classroom we focus on five domains: the number system; expressions and equations; geometry; ratios and proportional relationships; and statistics and probability. We begin with a review of numerical expressions and factors as well as practicing operations with fractions and decimals. From there we enter the world of algebra; first, with reading and writing expressions and using their properties to generate equivalent expressions. We review calculating area of quadrilaterals before learning formulas for determining areas of triangles, parallelograms and trapezoids. The next focus is ratios, rates and percent, followed by integers and the full, 4-quadrant coordinate plane. Then they begin learning to solve and graph equations and inequalities before moving back into geometry and calculating surface area and volume. Lastly we introduce statistical measures and a review of data displays.

In addition to the district-approved math program, we use several online tools as well including *iReady* and *XtraMath*, data-driven programs which students use for enrichment as well as remediation. One added benefit of these programs is students can access them from home to take their learning out of the classroom and into the greater world beyond. I integrate my curriculum into other subject areas as well. Their math skills are also put to use not only in other classes like science and social studies, but also into the arts. The cross-inclusion of arts back into science and math, and indeed all classes at SAA, sets us apart from other schools and sets us on the path to becoming a truly STEaM school.

Finally, whenever possible, students positively respond to most project-based assignments. Whether it be creating geometric art-work, scavenger-hunt reviews, or physically acting out solutions to story problems, these hands-on projects can de-mystify the abstract and provide a relevant experience for students of all backgrounds and skill levels.

#### Math 7:

In Math 7, I find myself being very traditional. I tend to meticulously follow the state standards emphasizing skills and mastery as we progress through the 5 included domains. I think of Math 7 as a transitional phase in a student's mathematical progression. Geometric concepts, math's basic algorithms compounded by fractions, and the introduction of positive/negative numbers are all tenets of Math 6. Realistically these have to be reinforced in grade 7 so that students have a firm footing. The Math 7 curriculum introduces the concept of relationships in an inequality mode, which requires the prerequisite of a thorough understanding of the basics of solving multistep equations. Math 7 is the introduction to Algebraic thinking, and unless I'm successful at the 7th grade level, Pre-algebra and Algebra will become an enormous chore. I tend to postpone project-based instruction at this level, for I feel mastering the format and challenges

associated with a heightened subject matter trumps projects which may, or may not, deliver the intended outcome.

### **Pre-Algebra:**

The standards for Pre-Algebra center around 5 components which are:

- Ratios and proportional relationships
- The number system
- Expressions and equations
- Geometry
- Statistics and probability

How boring would these be if I were given no latitude in conducting my classes? One of my major responsibilities is to take the mundane and try to make it vibrant. “Slope of a line” becomes relevant if we see how fast water runs off rooftops, or if we calculate the rise and run of a handicapped ramp. Probability of occurrence is validated in a card game or the spin of a homemade roulette wheel. Proportional relationships become more easily understood when a scale model is juxtaposed to its counterpart. By its very name, Pre-Algebra forms the foundational base for success in Algebra I. For me, it is imperative that the 5 divisions of the state standards attract students to the beauty of mathematics, for each student’s further success is anchored in their mastery.

### **Algebra I**

The generic course description for Algebra I is minimally stated as a journey from the simple to the complex. We commence with solving simple equations, graphing linear functions, move on to inequalities and absolute value functions, through the maze of exponential functions, landing us in the world of quadratic equations. Yet realistically, if I were to describe what I truly do in Algebra I, I’d have to say I do my best to teach students how to establish a cogent method to solve one and ALL problems. Utilizing a method that first, examines the given problem in detail, secondly, formulates an understanding of what is being asked, thirdly, devises a plan to solve the problem, and finally, if possible, implements a check system to ascertain the correctness of the response.

Mathematics, for me, teaches students how to logically approach and work through problems. Its implementation can, and should be, ubiquitous. I find myself saying, “figure it out” more than ever. Not because I wish to work less, but because the process of traveling the path to discovery will remain with a student far longer than any instruction on my part. I’m fortunate to have the technology to implement the digital component of a well-written textbook, giving the students ample opportunity to work in a platform similar to the End-of-Course assessment. Finally, whenever possible, students positively respond to most project -based assignments. Whether it be an in-house stock market game, creating geometric art-work, or laying interlocking brick pavers, these hands-on projects lend reality to what seems only theoretical.



## **Geometry:**

Geometry standards raise the mathematical bar, demanding a greater depth of problem solving techniques. Using appropriate tools, the student is asked to reason abstractly, which is a new task for many. Attention to precision and quantitative analysis begin to play a paramount role. With the introduction of inductive and deductive reasoning, students learn the principles of argumentative reasoning which complement the process of formalized proofs in mathematical relationships. What was once seen by students as simply applying formulas to shapes and figures, takes on a different perspective when congruence, similarity and trigonometric functions are introduced. The basics of right triangles and circles no longer seem relevant, when the nuances of each illustrate their level of complexity.

The textbook we use in Geometry class offers appropriate projects. I have an inclination toward those of the artistic nature, thus my classroom is inundated with geometric artwork illustrating the beauty and quirkiness of repetitive design.

## **Language Arts**

### **Middle School Intensive Language Arts**

Middle School Intensive Reading students are in this class because of a score of 1 on the FSA English Language Arts. These students also partake in the i-Ready diagnostic. This aides in determining their level in the curriculum. The textbook that is used is *National Geographic Inside*. There are 4 Levels- Fundamentals (a decoding/ phonics curriculum) and Levels A, B, and C. These levels are comprehension, language, grammar and writing. There is one class of students that are in the Fundamental Level based on the i-Ready diagnostic and teacher recommendation. They are also in Level A for reading comprehension.

Overall, all intensive classes work on vocabulary in a variety of ways. One way is general class discussion of the words. Students often know one definition of a word, but not any other. Another way we work on vocabulary is to write synonyms and antonyms of the words and draw a picture or symbol of the word. Students also learn and practice figuring out words through context clues. Each Monday the students work on the Greek/Latin root word of the week and this is reviewed as bonus questions in their tests. The day before a unit test, we play vocabulary BINGO, charades or another game to help understand the vocabulary.

On reading comprehension weeks, the students work on different reading skills, such as cause-and-effect, analyzing text, inferencing, etc. They also work on rereading a text, note taking and how to cite text evidence in the comprehension questions for a variety of fiction and nonfiction texts.

Writing weeks also encompass citing text evidence. It teaches students the importance of planning and the other steps in writing. The curriculum starts out with writing just an introduction paragraph and then builds on that foundation to a complete essay.

### **6th Grade Language Arts:**

6th Grade ELA is designed to provide students higher level thinking skills through use of texts of appropriate complexity that allow language arts growth in reading, writing, speaking, and listening. Students are taught to actively engage with a variety of text, both literary and informational text, to understand explicitly what is stated as well as learning to make inferences about the text. This year students will read “The Missing Gator of Gumbo Limbo”, “I Am Malala: Young Reader's Edition”, “Freak the Mighty” and “A Long Walk to Water”. Students will choose from a large selection of projects to present their understanding of the text.

6th Graders will participate in Ed Explorer activities that support their reading as well as Skype with a class in South Sudan. Students are taught about craft and structure, elements of literature, and using text evidence to support claims. Students also do a wide variety of writing to include journaling, developing and supporting arguments, stories, and research. Students will participate in the Tropicana Speech Contest to develop more self-confidence.

### **7th Grade English Language Arts:**

This course is based on the Language Arts Florida Standards and includes developing skills in the many areas of reading, writing, and vocabulary acquisition. In the area of reading, students learn to analyze text on a deeper level. This includes learning to cite several pieces of textual evidence to support the analysis of what the text says explicitly, as well as being able to draw inferences from the text. This skill is applied to both literature and informational texts. Prior to reading, students acquire vocabulary words needed to understand the text, whether it be regular vocabulary words or domain-specific technical words for an informational text. This is done in a variety of ways to appeal to more learning styles.

Students also learn to write several types of essays. They write arguments to support claims with clear reasons and relevant evidence. They write informative essays to explain or examine a topic, and do so by properly conveying ideas and information of relevant content in an organized manner. They also write narratives using effective technique and plot development. All writing must demonstrate a command of the conventions of standard English, and grammar lessons are incorporated into other lessons as they relate to the activity. Students must also work cooperatively on many occasions and in doing so, engage effectively with diverse partners, building on others' ideas and expressing their own clearly. Technology is used frequently in the classroom with the students doing research, writing, and completing some assignments using Google Classroom.

### **8th Grade English Language Arts:**

ELA at the 8th grade level builds on the knowledge learned the year before. In the areas of writing, students must write arguments in which a clear claim has been established with support from the text, using an organizational structure that introduces the claim in the beginning paragraph. They must learn to write explanatory or informational essays in which they examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Students also write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. All writing requires students to use proper conventions of standard English and correct spelling.

These lessons are incorporated within the context of the material. Using texts of high complexity, students engage in analysis of both literature and informational text through close reading. They must learn to draw from the text evidence that supports an analysis of what the text says explicitly as well as inferences drawn from the text. They use the appropriate evidence from the text to support their answers to text-dependent questions. Prior to reading, vocabulary is introduced. Students learn to use vocabulary acquisition strategies to determine the meaning of unfamiliar academic and technical words. In 8th grade, students complete a study on the Holocaust, reading the memoir *Night* by Elie Wiesel. This intense study builds on the skills already mentioned and also provides an opportunity for students to see how figurative language is applied, and to use different types of figurative language to understand the text. Students must also engage in collaborative activities frequently, working with diverse partners, building on others' ideas and expressing their own clearly. Technology is used frequently in the classroom with the students using laptops to research, write, and complete some assignments using Google Classroom.

Field trips to the Van Wezel and Asolo Theaters provide theatrical companions to the reading. A visit to the Florida Holocaust Museum enriches the experience of *Night* and other selections.

### **Foreign Languages**

#### **Middle School Spanish**

The Middle School Spanish language courses are designed to introduce students to the basics of the Spanish language and culture with an emphasis placed on oral and written communication. The Total Physical Response approach to language learning is used to attain maximum immersion in the language. Classes explore Spanish-speaking cultures via art, music and history. Students are guided to make connections between their own culture and the culture of the Spanish-speaking world. We use the textbooks *Realidades 1* and *Buen Viaje* as a guide and incorporate field trips and art to enrich the experience. Examples of these are the 8th grade field trip to the Dali Museum and participation in Holiday celebrations (Day of the Dead, Navidad), student videos, House project, Country project, Pulsera Sale, Creative writing and pre-writing

such as Exquisite Corpse writing and drawings.

### **Spanish 1**

This year long course is designed to introduce students to the Spanish language and culture. Students will develop communication skills focusing on the four functions of language; listening, reading, speaking and writing. Students study basic grammar, pronunciation, functional vocabulary with an emphasis on communication via the Total Physical Response approach to language learning. Students will make connections between their own culture and the culture of the Spanish-speaking world via classroom instruction, technology and a global community project. Text: *Realidades 1*. Upon successful completion of this class students will receive high school credit.

### **Science**

#### **6th Grade Science:**

Science in 6th grade primarily follows the Earth-Space Science curriculum with a few subjects from Life and Physical Sciences added to meet the mandated Florida science standards. We begin our year reviewing what we know about the Earth's motion and the dance of the Earth-Moon-Sun system. Shortly thereafter we begin looking at weather and natural disasters, usually coinciding with the peak of hurricane season. Next, we look at our planet and its five interacting systems. We look at the Earth's water and how it is distributed as well as investigate our need to monitor its quality before looking at the oceans in greater detail, finding out how they formed, what they consist of, and the landforms found beneath the waves. We then move ashore looking at those similar landforms on dry land. We discuss how density of materials results in a layered planet that produces an electromagnetic field protecting us from the sun. Then we explore minerals, rocks, soil formation and the forces that shape our planet like volcanism, tectonic movement, weathering, erosion and deposition. We look at ways that human interactions affect the planet we all share, and learn about how science works towards improving our environment and quality of life.

We eventually work our way back to space exploration which sets the stage for our annual trip to Kennedy Space Center, giving students an opportunity to experience the US space program first hand. Popular projects over the year include modeling the atmosphere, edible planets, crystallization and rock candy, as well as many opportunities for artistic expression, tying the arts to the sciences. Two years ago, we were able to host an early morning session to watch a lunar eclipse and this year we hosted a solar eclipse party for students and parents.

Our science series has an online component available which we utilize in and out of class. Due to our district's Instructional Focus Guide (IFG), we do not progress through the text in a linear fashion, but attempt to jump around the book following a combination of the IFG and the needs and interests of the students. The text, in conjunction with numerous online resources and field

trips, attempts to provide a multi-sensory, engaging experience that results in inquisitive students that are eager to find out more about the world around them.

### **7th Grade Life Science:**

The Life Science course allows students to take a complex look and understanding of change, cycles, patterns, and relationships of the Natural World within the 7th grade curriculum. Students use technology to explore, investigate, and evaluate the living world through observation, experimentation, models, evidence, and systematic processes based on logical thinking. Students practice and participate in academic laboratory experiments and authentic hands-on activities that are created for students and by students. This course emphasizes the need and desire for student understanding and creativity in order to be successful. Life Science emphasizes the basic understanding of the Natural World while providing each student with the ability to explore and engage their own creativity, individuality, and promoting critical thinking and problem-solving skills under the guidance of the Florida Science Standards.

### **8th Grade Physical Science:**

The Physical Science course involves an in depth look into the world of Chemistry and Physics within the 8th grade curriculum. Students use technology to explore, investigate, and evaluate the matter and energy through observation, experimentation, models, evidence, and systematic processes based on logical thinking. Students immerse themselves in learning about the Periodic Table by creating their own element project. Physical Science allows students to experience forces and motion by creating their own laboratory experiments and hands-on activities. This course emphasizes scientific inquiry, critical thinking, and problem-solving skills with the guidance of the Florida Science Standards. Students engage themselves into new concepts and topics without sacrificing their creativity or individuality.

### **8th Grade Honors Physical Science:**

The Honors Physical Science course is offered to our more advanced and hard working students. This course gives our students a first-hand look into a high school honors class. Students are challenged with a more rigorous and demanding science course load. Students participate in an in depth understanding of the Periodic Table and physical and chemical changes. Students use technology to explore, investigate, and evaluate matter and energy through observation, experimentation, models, evidence, and systematic processes based on logical thinking. They investigate forces and motion through student-centered and systematic laboratory experiments that are aligned with the Florida Science Standards. This course emphasizes scientific inquiry, critical thinking, and problem-solving skills for lifelong learning.



## **Social Studies**

### **6th World History:**

6th Grade World History is taught through aspects of the 5 Themes of Geography; Movement, Region, Location, Human-Environment Interaction, and Place. Each of these themes allow the student to form a broader scope of the development of civilization. Student primarily study the 4 River Valley Civilizations: Mesopotamia, Egypt, Indus River valley, and China in addition to Greece and Rome. They are taught to make connections between these civilizations and modern day societies. Projects include our archeology day where students participate in a “dig” on the campus and field trips to an authentic archeological site.

Through multiple forms of Art and Culture students learn about what makes a society. By using the 8 Characteristics of a Civilization; Cities, Government, Social Classes, Arts and Architecture, Public Works, Complex Religions, Writing, and Job Specialization, students learn how to transfer learning to each different culture. Students are required to read longer grade level texts and complex shorter texts. Students then show their knowledge through presentations of writing, speech, videos, and performing arts. Some samples of these presentations include a stage musical about the different civilizations, simulations of economic principle, multimedia art, and informative and argumentative writing. By the end of the course students should have a good foundation to lead to success in US History.

### **7th/8th US History and Career Planning:**

The foundation of this course is the study of United States history from exploration and colonization to the reconstruction of a nation following the Civil War. Students develop an understanding of events and analyze the relationship of cause and effect to understand how those events shaped the nation. Beyond the study of events of historical significance and major figures in American history, students examine content in geography, politics and citizenship. Students examine current events and express their understanding of the content through class discussions and pieces of writing. Students are encouraged to examine how the events of the past have shaped our nation and analyze how the outcomes of those events have affected people in their community, nation and the globe. Students are expected to build an understanding of cultural awareness through the study of interaction of people and ideas.

Students are exposed to a great deal of background knowledge in government and politics that will support their comprehension when taking Civics the following year. Students develop their language skills set by reading and analyzing complex text, writing claims with supporting evidence and present their understanding of specific historical data by creating tables, charts and graphs. Students express their comprehension of topics through both the performing arts and visual arts like short skits, songs and graphic art. Finally, students explore career development where they are introduced to a variety of occupations and career paths. Students learn about the

skills sets that are required for these jobs and are encouraged to identify areas of interest before attending high school to help shape long term goals.

### **Civics:**

The main objective of the course is to produce well informed citizens who actively participate in the American democratic system. The foundation of the Civics coursework is based upon the principles, functions and organization of government. There is a focus on the origins of the American political system as well as the rights, roles, obligations, and responsibilities of citizenship. Students develop their language skills by reading and analyzing complex text in addition to writing claims with supporting evidence. Students show their understanding of specific historical data by creating tables, charts and graphs. Students express their comprehension of topics through both the performing and visual arts by composing short skits, original song and spoken word. Technology is a major component in the classroom as a large portion of the course is presented through Google Classroom. The use of a diverse selection of media and online platforms are used to show mastery of content. A county endorsed selection of Civics websites, such as i-Civics and Civics 360, are readily used to support student content learning.

### **Physical Education:**

Physical Education at Sarasota Academy of the Arts promotes a lifelong love for physical activity. Students are gradually taught the skills and rules from Kindergarten through 8<sup>th</sup> grade to be able to join in on any physical activity they come across outside of school. There is a wide array of extracurricular activities at colleges and on social media that we teach including, but not limited to, Quidditch, Kickball, Badminton & Volleyball. Students will have the confidence built through PE and Performing Arts to join in, be physically active and build friendships through these activities. They will also understand the importance of nutrition, teamwork, sportsmanship and overall physical well being through healthy life choices. Guest speakers come from time to time to help cement these core PE values.

## Elementary Writing PLC

The elementary team is participating in an ongoing endeavor to help out students improve their writing. We are assessing the students' writing monthly and then collaborating to discuss ways in which we can drive improvement with our students.

Each teacher is individually choosing and evaluating one piece of student writing each month. Teachers discussed and collaborated on the choice or creation of rubrics but each teacher eventually came to an individual decision as to the best evaluation tool for their grade and class. This rubric and grading system will remain in place for the course of the year so that we can monitor student growth over time.

Near the beginning of each month the team comes together to look at the writing from last month. First, we examine the three strongest and three most struggling pieces from each class. We then take some time to look at which students are improving and how they are showing that improvement. We then spend the bulk of our discussion talking about how specific students can improve their writing as well as skills that classes as a whole can improve upon.

One major focus of these meetings is to allow teachers to get support from their vertical teammates. By looking at sample papers from the classes above and below teachers are more able to see their own students' strengths and weaknesses.

MATH VOCABULARY

KINDERGARTEN	FIRST	SECOND	THIRD
<p><b>Vocabulary</b> half penny nickel dime quarter attributes vertex vertices</p> <p><b>Concepts</b> ½ coin names length width height depth weight capacity base-ten bar graph picture graph</p>	<p><b>Vocabulary</b> half halves fourth quarter angle vertex vertices</p> <p><b>Concepts</b> ½ ¼ coin names coin values horizontal bar graph vertical bar graph picture graph even odd half-circle quarter-circle</p>	<p><b>Vocabulary</b> fourth quarter half halves thirds right angle angle numerator denominator vertex vertices</p> <p><b>Concepts</b> ½ ¼ 1/3 horizontal bar graph vertical bar graph picture graph line graph standard form expanded form coin names coin values counting money dates even/odd combinations timelines</p>	<p><b>Vocabulary</b> forth quarter half halves thirds numerator denominator angle right angle acute angle obtuse angle</p> <p><b>Concepts</b> horizontal bar graph vertical bar graph picture graph line graph pie graph standard form expanded form timeline factor product dividend divisor quotient improper fractions – fractions greater than one combinations</p>
<b>All-Students Grade K-3</b>			
<p><b>Vocabulary</b> analyze array attributes categorize classify cardinality components composition decomposition estimate adjacent evaluate line of symmetry</p> <p><b>Concepts</b> digit / number 2D / 3D non-standard measure units compare place value perimeter area vertical horizontal diagonal</p> <p><b>Symbols</b> &lt; &gt; = + - expression Number sentence equation addends sum difference</p> <p><b>Shapes</b> cone cylinder pyramid sphere cube prism oval polygon hexagon octagon triangle pentagon quadrilateral parallelogram rectangle rhombus diamond kite square trapezoid</p>			

KINDERGARTEN		FIRST		SECOND		THIRD	
<b>Vocabulary</b> author illustrator illustration photograph fact non-fiction fiction nouns verbs adjectives prepositions pronouns	<b>Concepts</b> title page spine cover binding " " ! ? Speech bubble Thought bubble	<b>Vocabulary</b> author illustrator photographer publisher fact non-fiction fiction irregular verbs point of View text evidence sporting sentence possessive infer contractions homophone homograph transition	<b>Concepts</b> Table of contents , ,	<b>Vocabulary</b> non-fiction fiction adverb indent glossary index literal personification abbreviations diagrams figurative language ( ) metaphors similes idioms Point of view	<b>Concepts</b> text features heading sub-heading side bar hyperlink caption charts tables ( ) ... -	<b>Vocabulary</b> non-fiction fiction article injunction conjunction imperative interrogative exclamatory declarative complex sentence Subject-verb agreement Nuance comparative superlative	<b>Concepts</b> Proofreading marks Antecedent Climax Cursive Mystery Suspense
<b>All Students: Grade K-3</b>							
<b>Vocabulary</b> main idea supporting details character setting narrator plot graphic organizer conclusion context context clues root affix prefix suffix plural singular irregular plurals	<b>Vocabulary</b> Dialogue monologue antonym opposite synonym vowel consonant compare contrast cause effect question statement irregular plurals	<b>Genre</b> folk tale poem fable play legend fairy tale myth biography realistic fiction informative expository autobiography retelling sequencing summarizing recall clarify onomatopoeia alliteration rhyme	<b>Genre</b> connections Text -> Text Text -> World Text -> Film Text -> Self punctuation capitalization capital upper-case lower-case topic sentence compound words multiple-meaning words conclusion encodings decoding blooms distinguish publish				



## Elementary Science Instruction

During a summer session, elementary teachers worked to deepen and improve science learning across all grade levels. They have aligned the science curriculum across grade levels in an effort to focus on skills and standards that will become important in later grades. The teachers looked at how the standards build upon each other and which standards need the most support from lower grade levels.

Teachers made a thorough examination of the recently created computer science standards. After a conference with the technology teachers, it was decided that the technology teachers would be primarily responsible for addressing those standards. Classroom teachers will also address the computer science standards when possible as they use computers in class.

Teachers will incorporate more hands-on activities and real life science into classroom lessons. At the elementary level, teachers will strive to plan lessons that include a hands-on or real life connection at least 45% of the time. Other lessons should have a reading or a writing component to address reading standards or a measuring or graphing component to address mathematics standards. By attaching these focal points to the science lessons students will master science standards while still getting needed extra support in other academic areas.

## **Enrichments/Electives**

Sarasota Academy of the Arts' longer day (8:00 AM - 4:00 PM) allows students to participate in enrichment classes at the elementary level and electives at the middle school level. At the elementary level students have daily classes in music, art, and technology in addition to the core classes, physical education, and Spanish. In sixth grade, students participate in a Critical Thinking or Learning Strategies class and choose two other electives each semester in addition to their core classes plus physical education (30 minutes daily) and Spanish. Seventh and eighth graders may choose three electives to supplement their core classes plus Spanish. Physical education is scheduled for 45 minutes for one semester. All enrichments meet for 30 minutes per day; electives meet from 45-60 minutes daily. The enrichments/electives are divided into three groups: Performing, Visual, and Communication.

### **1. The Performing Arts**

#### **Choral Music**

Sarasota Academy of the Arts is fortunate to have not only maintained but exceeded its expectations for their performing arts program. The music department has had the opportunity to do many exciting things during the past 4 ½ years of operation.

The following is a summary of the varied activities.

Every student in kindergarten through fifth grade and two-thirds of the students in middle school participate in the following events every year:

October Fall Follies - Six different groups (kindergarten, first and second grades, third and fourth grades, fifth grade, girls' chorus, and advanced chorus) perform shows over three nights for families and friends at Glenridge Performing Arts Center. In addition, the students take their shows to nursing homes, assisted living facilities, and retirement communities as our ongoing community service project. We have received Community Foundation Grants for our "Intergenerational Celebration" to assist with transportation costs for these performances. The remainder of the costs are paid through two annual Applebee's Flapjack Fundraisers.

December Frosty Follies - Again, six different shows are performed as described under October Fall Follies. In addition, we expand our performances to a total of 25 shows, giving us the opportunity to reach more senior citizens at this special time of year. The advanced chorus also performs at Disney Springs every December. This is an opportunity for them to perform on a Disney stage with advanced technical support as only Disney provides. The sound, lighting, and the performance venue are the best in the area and typically they have an audience of five hundred to a thousand.

Spring Broadway Musicals - Second semester is a very busy one as each group prepares for and performs in a Broadway musical. Kindergarten and the first and second grade classes perform two forty-five minute "Broadway Kids" shows. Kindergarten always

does *Winnie the Pooh* and first and second grades alternate every year between *Jungle Book* and another show like *Seussical*. Third and fourth grades alternate between *Alice in Wonderland Jr.* and *Little Mermaid Jr.* which are each an hour and a half in length. Fifth grade presents *Peter Pan Jr.* every year which is also an hour and a half in length. Middle school classes join forces to present a full-scale, complete Broadway musical.

They are listed below:

2013-14 *Bye Bye Birdie*

2014-15 *Once Upon A Mattress*

2015-16 *Anything Goes*

2016-17 *42nd Street*

2017-18 *Footloose*

This is a unique experience for our students. We use professional lighting and sound design, fly in beautifully painted backdrops, and have a vast array of stunning costumes. A professional choreographer is used who is experienced in middle school instruction, holds high expectations and gives them choreography at a level of difficulty not often seen at the middle school level.

In addition to these annual events, SAA has had many other opportunities to perform in many varied venues. Several of the highlights are as follows:

Inspire Sarasota - A Community Arts Day experience performed on Main Stage every year at this event.

Sarasota County Fair - Performed on Main Stage in 2017 and will again perform in 2018.

Fifteen year 9/11 Commemoration Program - SAA performed with a large church choir and also performed a selection alone for this community event. Five former Miss Americas, the United State Navy Band, and many notable speakers were in this program with our students.

Veterans' Day Ceremony - SAA performed at the closing ceremony of the Veteran's Day Parade in 2016 and 2017.

Memorial Day Ceremony - SAA performed at the closing ceremony in 2017 of the Memorial Day Parade.

Gaylord Palms, Orlando - Performance at their annual holiday event "ICE" in 2016.

America Sings 2017 - Our students had the opportunity to participate with other schools throughout the nation in this incredible event at Universal Studios. America Sings was founded nearly 30 years ago to encourage students to serve others less fortunate than themselves. This was a two-day community service event where more than 1,000 students met to sing songs of hope, volunteer their time to do year-long projects in their

own home town, and do a major on-site project of making thousands of peanut butter and jelly sandwiches for the homeless and poverty-stricken and stuffing 1,000 book bags for children at a school where 100% were on free and reduced lunch. Their motto is "To kids who feel they have no hope from kids with hope to share".

Our music students have had many varied experiences. We are thrilled to have given them the opportunity to participate in so many worthwhile events. We are happy to be able to provide ongoing performance opportunities, but we are most proud of the opportunities to build confidence and to provide them with successful on-stage experience. We are proud of the fact that every student has the opportunity to fully participate in our program. Every student in kindergarten through fifth grade has his/her own lines in every show with the opportunity to "shine". Every student that auditions for a part in our middle school Broadway play gets his/her own speaking part. We strive to make every child feel special and successful regardless of their abilities. We believe every child has talent. It just takes a little more work for some than others, but we feel it is our job to bring out that talent in every child. We are giving them a gift they can use throughout their lives - the ability to present themselves to others without fear.

One of the most unique features of our school is our choice to give all our students opportunities they may not have in traditional schools. Students with exceptionalities that could prohibit them from being showcased onstage in traditional settings rarely prohibit them from being "front and center" in ours. We feel fortunate to be able to provide this experience for the students at Sarasota Academy of the Arts.

### **Broadcasting**

At SAA we are very fortunate to have the technical equipment needed to produce in-house television shows. We produce a weekly news program and a monthly TV Magazine, "Out and About". The news covers topical information about what is happening at the school, including birthdays, interviews with students and teachers, and short video stories of things that are happening in our area. The TV Magazine is a half hour program which covers things our students may like to do. These are in-depth stories written and produced by the students and cover not only things to do in Sarasota, but in neighboring cities as far away as Orlando as well.

Both of these programs begin with pre-production meetings where the students decide what the topics will be for each episode. The students then are divided into teams to carry out the various jobs necessary to put together a complete TV show. It is all about the process. Shows must be written and story-boarded, video and audio clips must be gathered, anchors must be selected and rehearsed, and the behind the camera team chosen. The show is then shot and given over to the editor for the final cut. As stated before, it is all about the process. Every week (or month) someone new has the opportunity to do a different job. By semesters end, everyone in the class has had a chance to experience each part of the process.

We have a unique situation at SAA in that we are not producing for just a middle school audience. We serve the entire school, K - 8. This means we have to adjust our topics to fit a large age group. We do this by focusing our stories on both the elementary students and middle schoolers every time we produce. No one is ever left out.

It is such a pleasure to see the students in the broadcasting class take pride in their work. It is wonderful to hear the comments from other students and teachers commending them on a job well done.

### **Drama**

The drama classes meet for 45 - 60 minutes daily for middle school students. The teaching technique for each class depends on the age group. The sixth graders begin with the basics of acting, using time proven methods. Things such as warm-up exercises, theater games, speech and diction, improvisation, and scene study are covered. The older students, having survived their first year, begin to train in developing characters, timing and experimenting with vocalization, for example, foreign accents, affectations and regional dialects.

The students have an opportunity to perform on a regular basis for the school and for invited guests. We have been able to convert our middle school building into a very nice Black Box Theater when necessary, and we have a lovely stage in our reading garden. Every year, we produce a show in the garden as a picnic with students and parents getting together on a Saturday afternoon. We call this our "Bring a Chair and Food to Share." At the picnic we generally have a number of scenes prepared to perform and we include dance or a fashion show to go along with the theater fare. This not only provides a performance venue for the students but gives parents an opportunity to interact with each other and the students.

The acting classes are conducted in as much of a professional manner as possible for their age group. They are trained in both drama and musical theater. The intent is to prepare those who are truly interested in theater to be ready for what their high school career will have to offer. We are very proud of the fact that many of our graduates go directly into performing arts programs in local high schools.

### **Dance**

Dance classes meet for an hour daily as a semester course, but many students elect to enroll for both semesters. The first semester is a dance survey course where students explore different dance genres. In the second semester, they concentrate on the type of dance that best relates to the spring musical. The class is open to all middle schoolers and is taught by a professional choreographer and visiting experts in dance.



## 2. The Visual Arts

### Elementary Art

All students in kindergarten through fifth grade attend art class for 30 minutes on a daily basis. Here, students are building their self-esteem as an artist. They are given open ended assignments that not only focus on the Florida State Standards, but force them to problem solve and find their own artistic voice. They learn to respect each other's visions, yet provide meaningful critiques at any age.

Art students in all grade levels receive history integration. -Art Periods, Art Styles, Artists, & Works of Art. Critique is vital to all of our developing artists. It is done before, during, and after every project, either as a whole class, or in small groups. Our students learn to problem solve and grow through examining their art.

Examples of art topics:

Impressionism- Vincent Van Gogh & Claude Monet- Our students learn how to emulate and identify impressionistic artwork. By choosing a "still-life," "landscape," or "portrait," students will create a finished work of art using pointillism in the style of Van Gogh and later double dip their paint brush like the style Monet.

Pop Art- Andy Warhol - Our Students view their everyday surroundings as potential subject matter for Pop Art. They're asked to select an "everyday" object that speaks to them and what is worthy of attention in today's society. Using at least one of the five elements needed, they create a work of Pop Art in the style of Andy Warhol.

Op Art- Bridget Riley- Our students study the origin of the optical illusion movement and how it became a phenomenon in society that is still relevant today. Viewing the works by artist, Bridget Riley, students create a working design on shrink film that contains movement.

Abstract-Wassily Kandinsky- All of our students view works of art by Kandinsky. As a pre-assessment, they make abstract Halloween sketches. Students in the lower grade classes colored half their paper with warm circles and the other half with cold circles in the style of Kandinsky. Using the rainbow correctly as a background, students pull the figure from the ground. While higher grade level classes create an abstract landscape based on Kandinsky's "Tree of Life."

Surrealism- Salvador Dali- Our students learn how to juxtaposition objects into an environment to create surrealism. Starting with Salvador Dali and progressing to today's magazine advertisements, students learn to create and identify surrealism in today's society.

Modern Art- Piet Mondrian - Our students create works of art in the style of Mondrian. Using his technique of observing your environmental surroundings in basic shapes and colors, rather than realistically. Small group critiques focus on each piece to ensure balance of the overall composition.

Graffiti Art -Keith Haring- Our students create individual large-scale art murals in the style of Keith Haring. Working outside in the reading garden, students trace each other's posing figure on a large sheet of paper. After painting and outlining their figure, they add symbols around the outside of their image that tell their own life story.

Contemporary Art- Sandra Silberzweig- Our lower grade level students focus on creating a work of art in the style of Sandra Silberzweig demonstrating Figure vs. Ground. They are introduced to warm, cold, and neutral colors to create this separation. Using Silberzweig "fish" as subject matter, they create a finished work of art using glue and chalk. Older grade level students focus on the color wheel. Creating a self-portrait in her artistic style, they fill in the large facial areas using an Analogous color scheme. Overall pattern and line design complete the Silberzweig style.

Commercial Design- Wrapping Paper- Students produce camera ready art to be individually made into their own sheet of wrapping paper. Selecting the desired illustrations of a client of their choosing, they follow the sequential steps to produce one of the three different styles of wrapping paper- *side*, *drop*, or *diamond*. Great for holidays! Students can take pride in giving a gift that is wrapped in their artwork.

1 Point Perspective- All students learn how to draw in 1-point perspective. The lower elementary grades will start by creating one or two items like a box or a book, whereas, the higher grades eventually progress to an entire room with furniture. Famous works of architecture in 1 pt. are reviewed.

2 Point Perspective- All students graduate from 1-point to 2-point perspective. Lower elementary grades begin with drawing one house, whereas, the upper grades progress to an entire city complete with buildings, cars, signs, & people. Famous works of architecture in 2 pt. are reviewed.

The students also participate in area art competitions and displays at "Inspire Sarasota" and the public library. Students address all contests from a Commercial Design Career perspective. Discussions are made deciding who is the client, what is the target market, and what do they think the client wants. Examples of contests entered:

SRQ Airport Contest- Each student produces a piece of artwork meeting the contest mandatory specifications. Winners of this contest are selected at an on-site reception

with a certificate and possible cash prizes. In addition, students will have their artwork framed and displayed for an entire year at our local SRQ international airport. As a class, we decided what our “client” would like an “Under the Sea” theme to best represent our Sarasota community. So finished works were completed with oil pastels and watercolor paints to create a wax resistance, giving works an “under the sea” feeling. Last year, we chose the theme of “Underwater Self-Portraits.”

**Embracing Our Differences Contest-** Annually, students delve into the history of society and the impact it has on us today. An examination of historical and cultural influences that inspire an artist and their work. Embracing Our Differences uses the power of art and education to expand consciousness and open the heart to celebrate the diversity of the human family. It accomplishes this through an annual, large-scale outdoor juried art exhibition. Diversity is one of the world’s greatest assets. To realize the promise of diversity, we must ensure that everyone is respected, included and valued for his or her individuality. Our goal is to create a community where diversity and inclusion are honored while teaching the importance of being an “up-stander,” and not a “by-stander.”

**Hispanic Heritage Contest-** Students create a work of art that celebrates the histories, cultures and contributions of American citizens whose ancestors came from Spain, Mexico, the Caribbean and Central and South America. Enforcing our goal to create pride in our community. Winners receive cash prizes and social media publication.

**Attendance Awareness Contest-** Students create a work of art acknowledging why school attendance matters. Instilling the importance of attending school every day, they are tasked with solving problems creatively. Winning entries from each grade level are selected and displayed throughout our school, with prizes awarded by the district and social media publication.

**Ocean Pals Contest-** Students create camera ready artwork to conserve and recover sea turtle populations. Focusing on the protection and history of our natural habitats upon which depend upon. Students discover these ancient creatures are among the most important indicators of the health of the world’s marine and coastal ecosystems. Whether sea turtles ultimately vanish from the planet or whether they remain a wild and thriving part of the natural world remains to be seen. This project promotes environmental awareness in our community. Previous Ocean Pal themes include manatees, whales, etc. Winners receive cash prizes and social media publication.

**Sarasota NEST Calendar Contest: Living Waterways-** Students create works of art promoting ways to keep Florida waterways clean and healthy. By showing the history of our waterways and shorelines, the life that depends on the stability of this environment, awareness is created to ensure its sustainability. Each year the students participate in this

contest that is solely based on Florida's environmental issues. This year's topic was "Save the Seagrass." Winning art may be published to represent a month in the city's annual community calendar. Over 100,000 of these calendars are distributed locally.

VFW Contest- Students create a work of artwork that pays tribute to all American veterans—living or dead—but especially gives thanks to living veterans who served their country honorably during war or peacetime. American history is essential for this celebration in our community. Cash prizes awarded.

Google Contest- Students use the provided template to design a work of art containing the Google logo. Possible themes and topics are endless, allowing each student to create art with a voice of their own. Winners receive scholarships, their art produced large scale, attend an award ceremony and social media publication.

Middle School Art is an elective course that supports these same ideas and concepts, but reaches to a deeper level of artistic understanding for the more advanced and mature learner. First semester is a two-dimensional art class followed by three-dimension. An advanced art class is offered for student showing exceptional interest and ability.

Middle School students create artworks by analyzing, planning and producing art, following Florida Next Generation Sunshine State Standards. They gain knowledge and develop skills by exploring historical and contemporary works of art and the techniques and processes in creating art, thereby engaging in the creative process. Through integration with math, social studies, language arts, science and Spanish, students use critical thinking skills and become aware of the connections between the visual arts and other subjects. Technology, such as in the use of PowerPoint presentations, instructional YouTube presentations and internet resources, helps the students to develop ideas for their artwork and an understanding of other cultures. By participating in art contests such as the SRQ Art Contest and in the Sarasota Annual Art Show, students become involved in the process of displaying artwork in the community.

### **Digital Art and Design**

The Digital Art and Design program at Sarasota Academy of the Arts consists of a number of programs. Through assigned readings, tutorials, teacher lectures and projects, the students are expected to acquire an understanding of the fundamental elements of each program.

The class begins with teaching the students an overall understanding of the elements of design. Then we go on to photography and look for the elements of design as well as the rules of photography in the images that the students download. Students can then use their original images for their projects. Classes are then conducted by the teacher to introduce the students to the tools of photoshop using Photoshop Elements. Once the

students understand what each tool does then projects are presented and explained. The same procedure is done with Sketchup. When the students are done they have to hand in a self-evaluation.

If the students have any 'down' time they may work on a project that they have created - we call this genius time. The project needs to be approved by the teacher. The students are responsible for production of the playbills for the spring musicals.

Some of our projects are listed along with a photo of them.

### **3. Communication Arts**

#### **Creative Writing**

Creative Writing is a course designed for students who are interested in developing better narrative writing skills. It introduces students to some of the processes and techniques of creative writing in multiple genres. Through discussion, lecture, and reviewing exemplar texts, students learn to develop narrative writing, focusing on their own personal style. Students are given a variety of tasks to complete such as writing within varying genres, writing poetry, and also producing some descriptive writing for specific purposes as well. Students learn to critically examine various texts such as short stories and even other student writing. This exposes students to various writing styles, and provides examples of the successes and strategies of other writers. Young writers learn to pull from what they believe works in a narrative piece, and then they may continue to develop and expound on the text in a way that is creative and interesting until the final work is produced.

#### **Speech and Debate**

Speech and Debate is a yearlong class. Students work on different projects throughout the year. Some of those projects are individual; others may be in collaborative groups. Students then present their projects to their classmates. One of the most popular projects in the past has been the Invention Project. The students research and present on an inventor then come up with an invention of their own. It could be something that the students invent from scratch or improve upon. They have to put together a blueprint and a presentation expressing why this invention is needed. The other project that has been quite popular is creating their own country. They have to create the land mass, the laws, economy and culture.

#### **Middle School Video Production:**

Video Production is a semester-long elective class that focuses on creating short movies. Students in the class will produce thirty second to five-minute videos, taking each project from pre-production, through shooting, to post-production and editing, all marketable skills in the present economy. Students will learn the vocabulary of cinematography as well as learning how to work with camera and editing equipment. Though students will

have some individual assignments, cooperative groups are the main work pattern for the class. Being successful in this class requires all students to work in small groups.

The class addresses many Florida theatre standards such as devising original works on community issues; creating, presenting and defending artistic choices; using group-generated criteria to critique and strengthen student work; identifying principles and techniques that are shared between the arts and other content areas; brainstorming individual and group solutions to creative and technical challenges; practicing social skills that are used in other classroom and extracurricular activities; understanding the effect of choices by directors, designers and actors to convey understanding; discussion and application of ways in which dance, music and the visual arts can enhance a production by evoking moods and feelings in your audience; and helping students to understand that a production can be much greater than the sum of its parts.

I also employ many FSA writing and math standards as the students conceive and write their storyboards and scripts, and work with camera angles, timings, and balancing shot composition in their quest to tell their stories. The students use technology in the form of digital cameras, different types of microphones, lighting rigs, and many internet-based tools such as iMovie, Filmora Video Editor, Windows Movie Maker editing suites; GarageBand for voice-over narrations and creating original music for scoring their work; KeepVid.com for converting outside media into usable audio/video clips; Powtoon for creating animations; and ultimately, YouTube for publishing their work to a global audience.

**Research:**

This course is designed to help students develop basic knowledge and skills in the research process with an emphasis on determining and refining research questions. The content includes a focus on the research process to include paring down topics and formulating good questions and hypotheses. Students define, analyze, and evaluate research questions for search effectiveness. This course also looks at report formats, styles, and content embedded within the assignments. There are directed investigations, critical analysis of research, and a major research project as a culminating activity and assessment. Technology is incorporated as students use laptops for conducting the research, writing the research paper, and graphic design programs to create professional looking projects. The arts are incorporated using digital and graphic design programs where students create and refine their design skills. All work is done within the Google Classroom format.





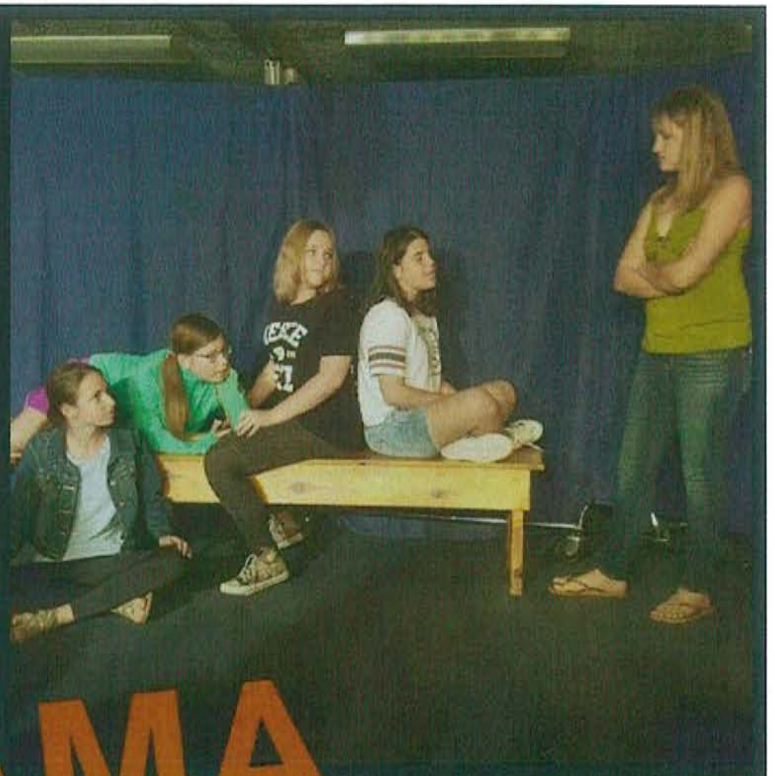
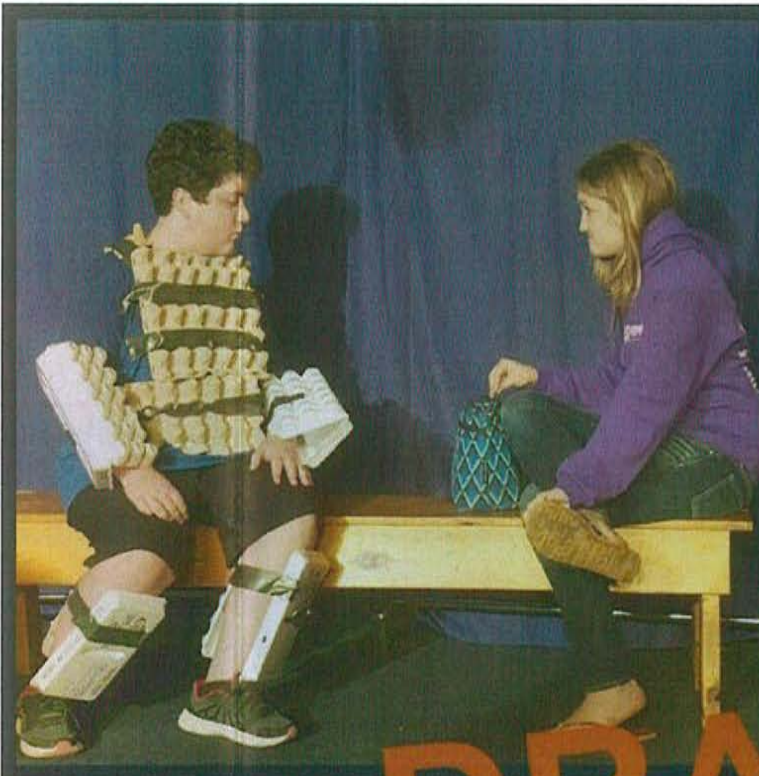
**SAA**



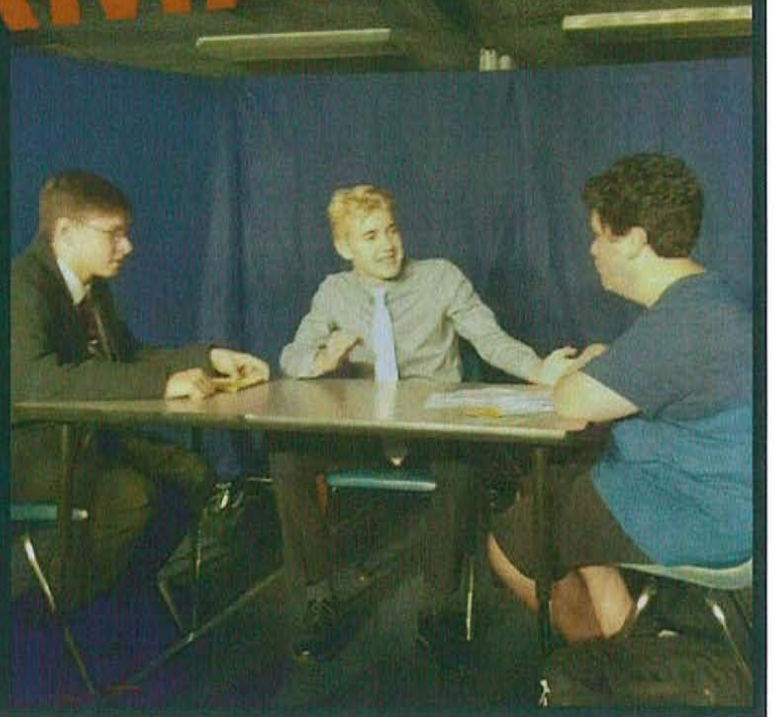
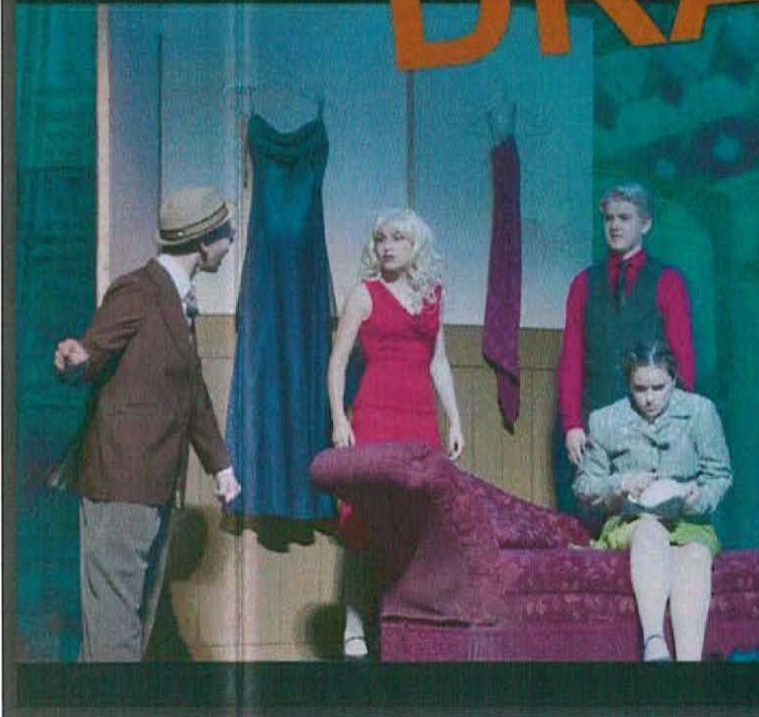
**Performances**



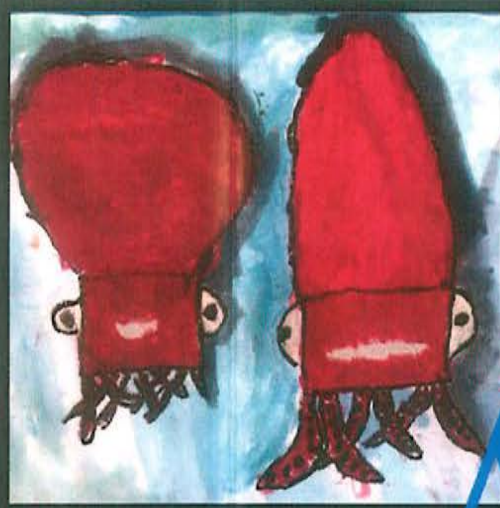




# DRAMA



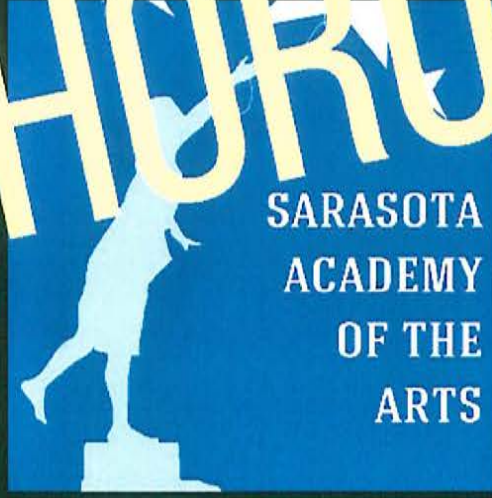
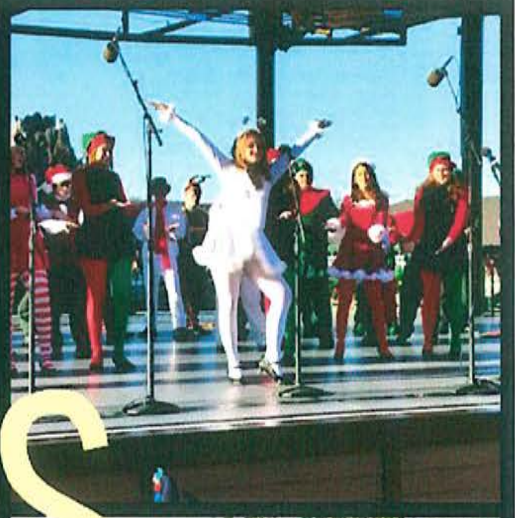
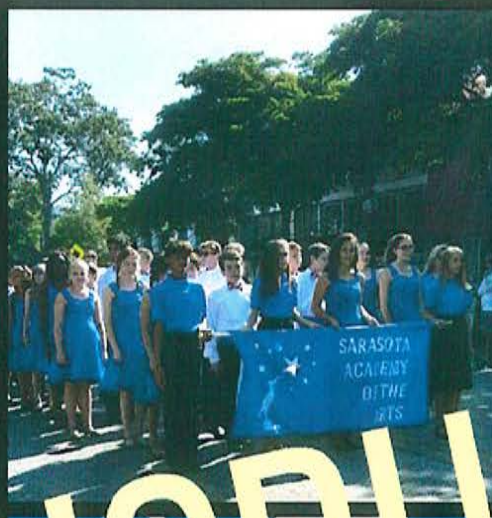




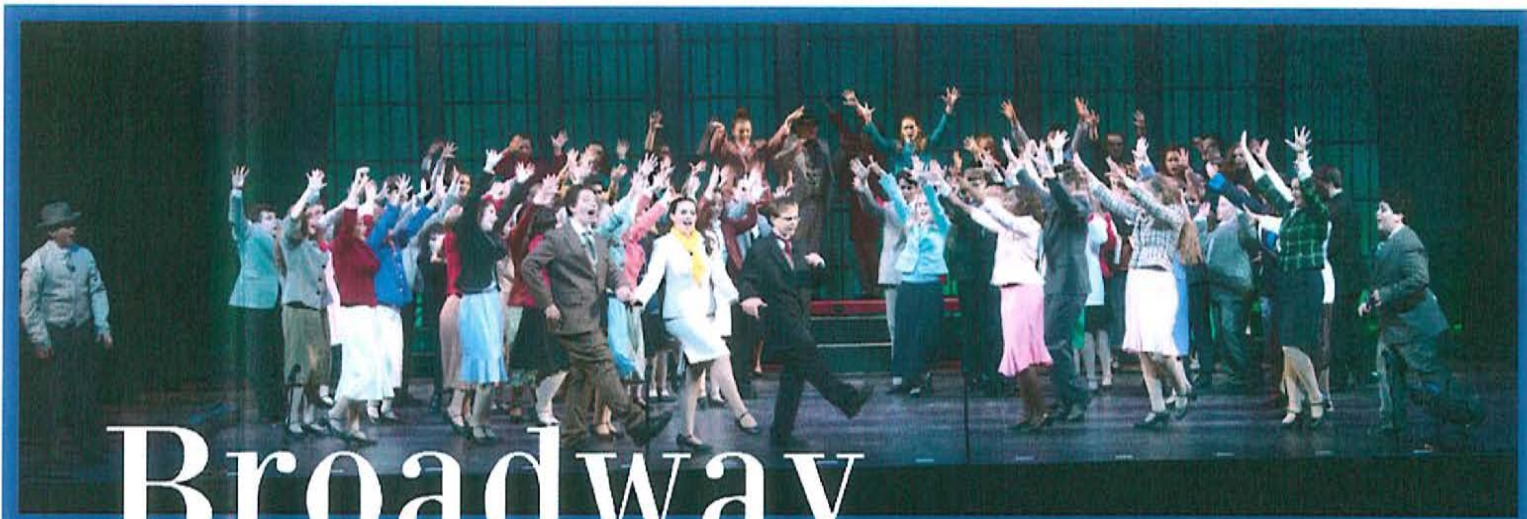
# ART







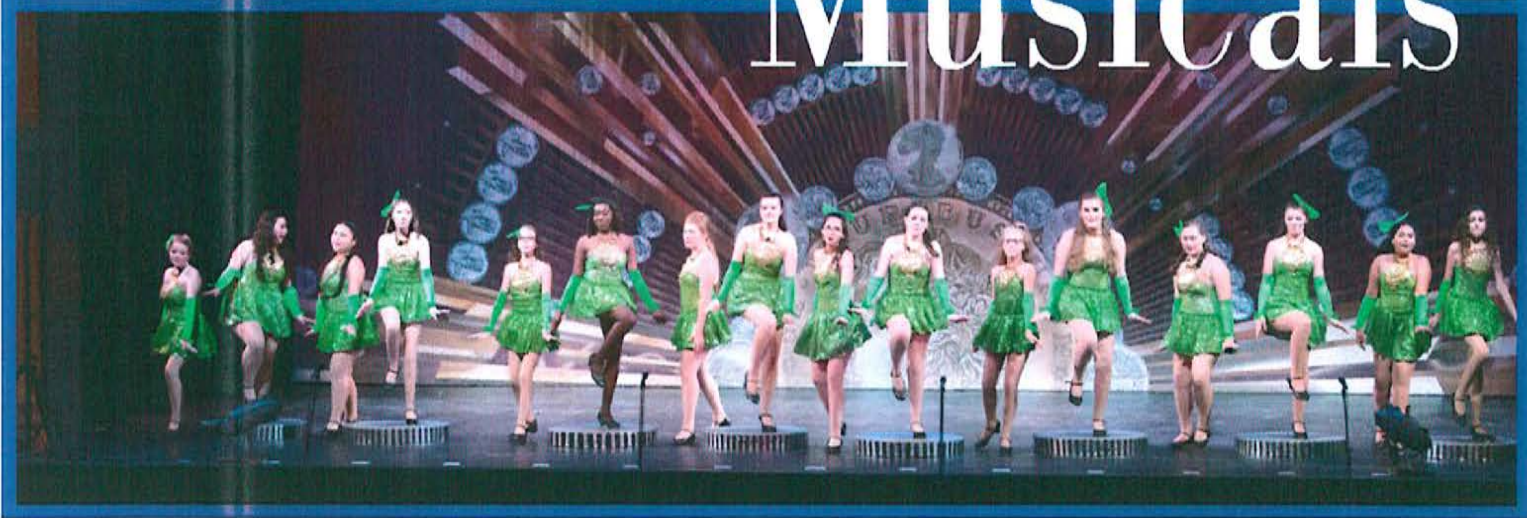




Broadway

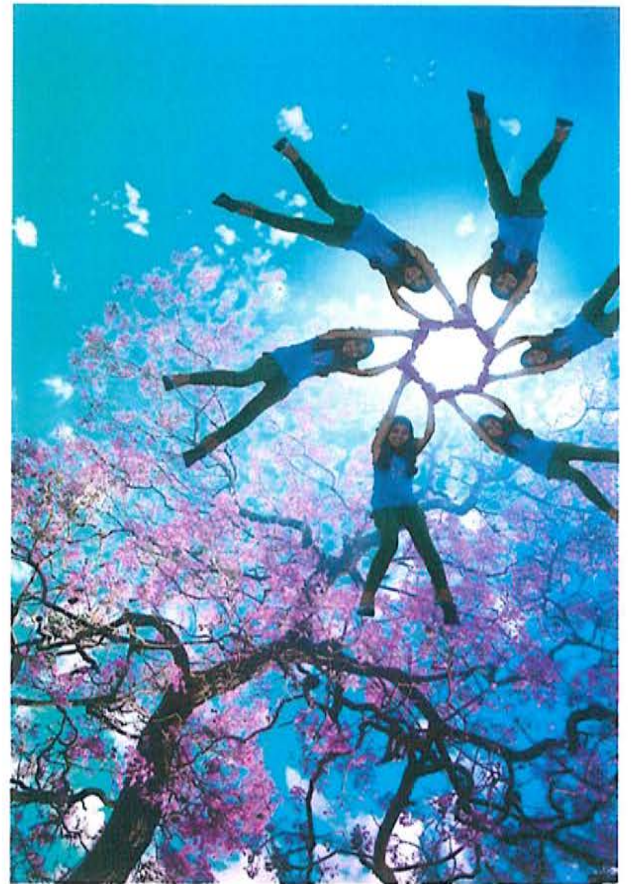


Musicals



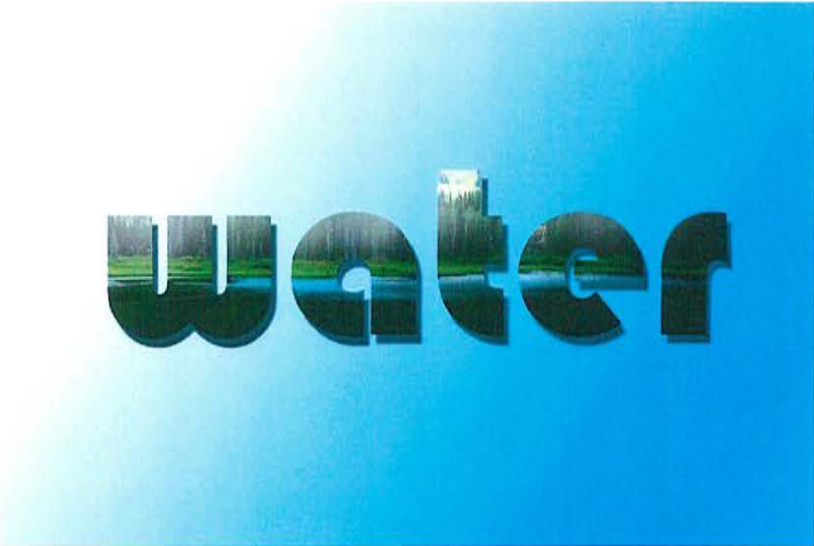
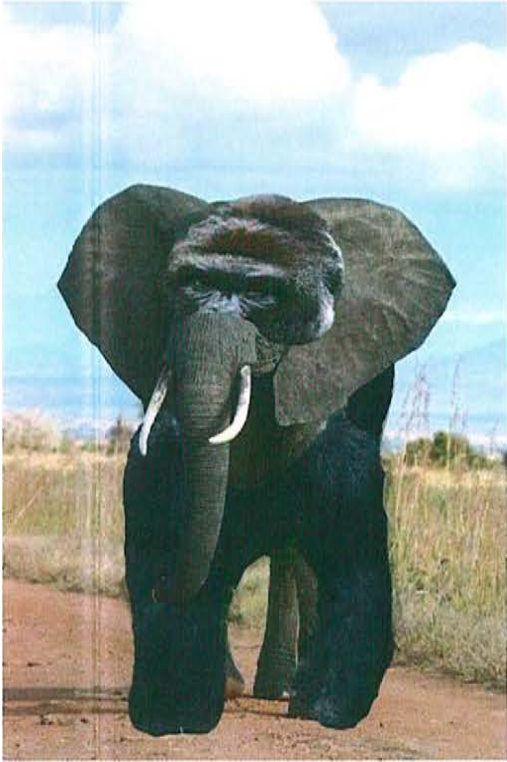


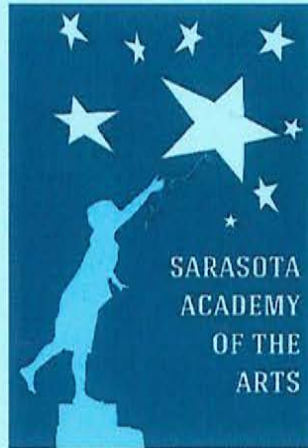
# Photoshop Elements layering techniques





# Photoshop Elements layering techniques





# CHARTER RENEWAL

## SECTION 4

### SERVICES FOR ESE AND ELL STUDENTS

Monday, December 11, 2017

## Katie Graddy Schedule (ESE/Reading)

8:15 – Prep

9:00 – Grade 7 Pullout (5 students.)

10:00 – T/Th/F (3 5<sup>th</sup> grade students)

10:30 – Grade 4/5 Pullout (3 students)

11:00 – Zach M, Csenga (2 8<sup>th</sup> grade students)

12:00 – Lunch

12:30 – Functional Literacy Class (4 students)

1:00 - Prep

2:15 – Grade 8 Pullout (4 students)

3:15 – Grade 6 Pullout (7 students)

Monday, December 11, 2017

## Justin Neimann Schedule

8:00 – Math 7 coteach with Jerry Pascuzzi (4 students)

9:00 – Math 6 coteach with Stan Koci (4 students)

10:00 – English 7 coteach with Stephanie LaRose (4 students)

11:00 – 11:15 - Math preteaching (2 5<sup>th</sup> grade students).

11:15 – Lunch, prep, meet with students who have Assorted Other Services (8 Middle School students)

1:15 – Math 8 coteach with Jerry Pascuzzi (8 students)

2:15 – Work with students who have Assorted Other Services (8 Middle School students)

3:15 – Meet weekly with Jerry P. and Stan K. to plan coteaching.

Monday, December 11, 2017

## Jane Bergin (ESE) Schedule

11:45 & 12:15 – Reading Grade 6 (9 students)





# CHARTER RENEWAL

## SECTION 5

### HUMAN RESOURCES, STAFFING AND TEACHER QUALIFICATIONS



# Instructional and Non-Instructional Staff Listing – 2017-2018

(Include all staff - administrators, faculty and school support staff)

Charter School Sarasota Academy of the Arts 0113

Employee Name	Certificate No.	Area(s) of Certification - Include Grade Level	Temporary Certificate	ESOL Endorsed	ESE Certified	Reading Endorsed	Gifted Endorsed	Job Title/Position (include assigned grade levels for teachers)	Out of Field Y/N
Bechtei, Kathleen								Backup Registrar, Administrative Assistant, Health Room Aide, Attendance Clerk, Record Retention Coordinator	
Bergin, Jane	997566	English Grades 5-9, ESE Grades K-12, Social Studies Grades 6-12		X 60 hrs	X			Grade 6 Social Studies, Grade 6 English Language Arts	N
Biroscak, Gail								Registrar	
Blankenship, Cecilia	664505	General Science Grades 5-9		X 60 hrs				Principal	
Brown-North, Elizabeth	1204855	World Language-Spanish Grades K-12		X 240 hrs				Grades 6, 7, 8 Spanish Teacher	N
Bryan, Kristie	899896	Elementary Education Grades K-6		X 18 hrs				Grades K-5 Technology Teacher/Librarian Grades 6, 7, 8 Digital Arts Custodian	N
Corcino, Benjamin									Y
Curulla, Margaret	1202756	PreKindergarten/Primary Education Age 3 to Grade 3		X 300 hrs				Kindergarten Teacher	N
Delahunt-Lopez, Susan	708548	Elementary Education Grades 1-6, Primary Education Grades K-3		X				Grade 1 Teacher	N
Egan, Brian		Paraprofessional						Grades K-8 Teacher Aide	

Farmer, Clare	997249	Social Studies Grades 6-12				X 120 hrs				Grade 7, 8 Social Studies Teacher	N
Garabedian, Renee	1188249	PreKindergarten/Primary Education Age 3 to Grade 3, Elementary Education Grades K-6				X 300 hrs				Grade 3 Teacher	N
Goldman, Jeffrey		Contracted Specialist - Drama								Grades 6, 7, 8 Drama Teacher	
Graddy, Katie	1050356	Elementary Education Grades K-6, PreKindergarten/Primary Education Age 3 to Grade 3, Reading Grades K-12, PreKindergarten Disabilities Endorsement				X	X	X		Grades K-8 Reading Specialist	N
Hartman, Karen										Bookkeeper	
Howard, Lauren	1186703	Elementary Education Grades K-6, English Grades 6-12				X 60 hrs				Grade 4 Teacher	N
Koci, Stanley	895185	Elementary Education Grades K-6, Middle Grades Integrated Curriculum Grades 5-9, Drama Grades 6 -12, ESOL Grades K-12				X				Grade 6 Science Teacher, Grade 6 Math Teacher, Grades 6, 7, 8 Drama Teacher	N
Kolowith, Jeffrey	918902	Elementary Education Grades K-6, ESOL Grades K-12				X				Grade 2 Teacher	N
Kopacz, Jodi	763517	Educational Leadership (All Levels), English Grades 6-12				X 60 hrs				Assistant Principal	
LaRose, Stephanie	855393	English Grades 6-12				X 300 hrs.				Grades 6, 7, 8 English Language Arts	N
Marsh, Kelly										Aide	
Martin, Melissa		Contracted Specialist - Dance								Grades K-8 Dance Teacher	
McDonald, Mikayla	1315678	Elementary Education Grades K-6				X	X			Grade 5 Teacher	N
McHugh, Julie	251419	Music Grades K-8				X 18 hrs				Grades K-8 Music	N
McHugh, Matthew										Business Manager	
Nielsen, Lauren		Paraprofessional								Grade K-8 Music Aide	

Niemann, Justin	989749	ESE Grades K-12, Math Grades 6-12									ESE Teacher & Liaison	N
Owens, Sharon	1211568	ESE Grades K-12, Elementary Education Grades K-6						X			ESE Liaison	N
Palmer, Lori		Contracted Therapy Service									Occupational Therapy	
Pascuzzi, Jerome	711309	Middle Grades Integrated Curriculum Grades 5-9, Mathematics Curriculum Grades 5-9						X	60 hrs		Grades 7 and 8 Math Teacher, Grades 6, 7, 8 Algebra I Math Teacher Geometry Honors	N
Plank, Pamela		Contracted Therapy Service									Speech Therapy	Y
Russo, Vanessa		Contracted Specialist - Dance									Grades K-8 Dance Teacher	
Ryder, Jacqueline	0001210557	Biology Grades 6-12						X	60 hrs		Grades 7 and 8 Science Teacher, High School Physical Science	Y
Scofield, Donna											Office Aide, Health Room Aide	
Swilley, Adam	1024961	Physical Education Grades K-12						X	60 hrs		Grades K-8 Physical Education Teacher	N
Thomason, Brett											Technology Coordinator	
Tilman, Ann Lee	910883	Guidance and Counseling PreK-12									School Counselor	N
Tippett, Courtney	1255078	Art Grades K-12, Biology Grades 6-12						X	18 hrs		Grades K-5 Art Teacher	N
Tirota, Maria	1046700	World Language-Spanish Grades 6-12, ESOL K-12						X			Grades K-5 Spanish Teacher, ESOL Liaison	N
Walter, Helga	586490	Art Grades K-12						X	18 hrs		Grades 6, 7, 8 Art	N
Wolfe, Kathy											Food Services	

## Specialists in Performing Arts

Jeff Goldman – Drama Department

Jeff Goldman comes to the faculty of Sarasota Academy of the Arts with years of real-world experience creating an environment that fosters excellence. He has worked across the country on stage, on television sets and on film shoots. He knows how to connect mind and body and memorize a script – and desires his students' success in doing the same. At SAA we help the student achieve a professional and personal goal, while preparing them for the modern world.

If you can stand on stage and go through the experience as if for the first time, you are ahead of ninety percent of actors. Most people are the same in their living room as they are on stage. They can repeat every line and movement as they've planned. But being able to do it as if for the first time required you to account for your partner's new line reading, the lost button on your costume, your forgotten prop and the man sneezing in the second row. Our goal is to introduce the student to the practical tools necessary to get around those obstacles.

My teacher style is passionate, rigorous and honest. I believe in an acting class that challenges the student, but is not invasive.

I hope to inspire my students by example: by giving their work my complete attention and by using all the gifts I have to aid in their development as artists and as human beings.

### Career Highlights

- American Academy of Dramatic Arts
- Years of experience in New York City doing Off and Off-Off Broadway shows
- Member of the AEA Showcase Committee
- Co-Founder of the No Smoking Playhouse (NYC)
- Past Executive Vice President of the Florida Motion Picture and Television Association
- Founder of Centerstage, A new school of theater (Sarasota, FL and Asheville, NC)

### Organizations

- Actor's Equity Association (AEA)
- Screen Actors Guild (SAG)
- American Federation of Television and Radio Artists (AFTRA)

Highlights of what we have accomplished in our first five years at SAA

- Setting up acting and video production curriculum for 6<sup>th</sup> through 8<sup>th</sup> grades
- Preparing advanced students for the “next step” in acting at the high school level
- Annual Theater Picnic where our students perform for friends and family
- In our third year we produced a short, but full-scale movie as an extra-curricular activity
- We produce a news program every week in our Broadcasting Class.
- We are currently working on another Video Production about Firefighter Training.
- The Broadcasting Class is in the process of producing a News Magazine called Out ‘N About, offering information about things to do in our area.
- Along with performing our scene study works, we are now introducing Readers Theater to our performance schedule.
- We now have a Drama Club with 21 new members. Among other things, the club produces all our performances.

Vanessa Russo – Dance Department

—**BILLY ELLIOT** First National Tour (Swing / Dance Captain / Ballet Instructor); **BILLY ELLIOT** (Amsterdam Netherlands), (THE MUNY), (North Shore Music Theatre) & (Fulton Opera House) Assistant Choreographer/ Dance Captain/ (Sharon Percy); **WEST SIDE STORY** Asian / European Tour (ANYBODYS / JET GIRL); **OKLAHOMA** First National Tour (Sally Skidmore); among others.

FILM: **ACROSS THE UNIVERSE** (Featured Dancer); **GREAT EXPECTATIONS!**

OTHER: **Radio City Christmas Spectacular** (Dancer); **THE TALES OF HOFFMANN** St. Petersburg OPERA COMPANY (Principal Dancer); Ballroom Dancesport National Latin Champion; Broadway Dance Lab with Josh Prince.

Choreographer For: Manatee Players (The Bridges of Madison County), (Phantom), (Spamalot), (Man of LaMancha), and (A Funny Thing .... Forum); Sarasota Players (She Loves Me); Starlite Players (Heathers).

*Q: Why did you want to be a dance teacher?*

A: I had not planned to be a dance teacher. My professional career is an Actress, Dancer and Singer while performing for Broadway Productions. I was asked to be the Dance Captain for the Broadway Tour of Billy Elliott, where I taught the show choreography to the children and adults in addition to being a performer. Teaching the show choreography in the Billy Elliot Production is what piqued my interest in Dance Education.

*Q: How did you find your love for dancing?*

A: I was introduced to all forms of dance at a very young age. I loved to perform and knew dance would be a part of my career someday.

*Q: What's the most difficult thing about your job?*

A: It is difficult when I see someone who does not care to participate knowing that they could find it enjoyable and rewarding. No matter what career path someone may choose, dance can help instill discipline, self confidence and self-esteem.

*Q: What's the coolest production you have worked on?*

A: The coolest production I have ever worked on was the Broadway Tour of Billy Elliott for six years in which I performed up to eleven different roles and was also the Dance Captain. Sometimes, I performed up to three different roles in the same show. The longer I remained with the Billy Elliott Production, the more opportunities I received.

Lauren Nielsen – Musical Theater

**Title:** Miss Desoto Heritage

**Hometown:** Sarasota, Florida

**Education:** University of Tampa- Bachelor of Fine Arts, Musical Theatre, 2015  
Venice High School

**Scholastic Honors:** Member of University Court; University Graduation Soloist; Kiwanis Foundation Scholarship recipient; Women's Exchange Performing Arts Scholarship recipient; Kappa Alpha Theta Founders Award; President's List; Phi Theta Kappa Member; National Honor Society member.

**Leadership Roles:** University Homecoming Queen; Volleyball Captain; Improv Leader; Voice Teacher; Club Volleyball Coach; Musical Theater Camp director; Relay for Life Leader; Sorority Philanthropy Board member.

**Accomplishments:** Interview and Talent pre lim winner at Miss Florida as well as top 10 finalist; 5,000 hours Community Service; Soloist Philadelphia Phillies; National Association of Teachers of Singing winner; Sang for 30,000 at Amalie Arena; Master Class with Ben Vereen and Faith Prince.

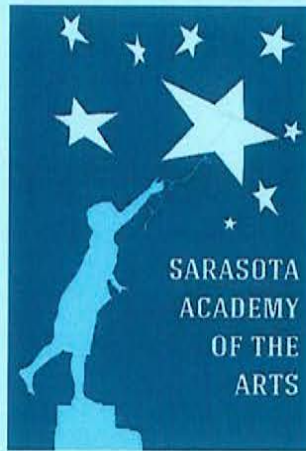


**Recent Performances:** *My Fair Lady* (Manatee Players), *Annie* (Manatee Players), *America Sings 2017*

I have been taught to pursue excellence through hard work and determination. This is something I saw daily from my mother who worked three jobs, even during her battle with cancer. My father is disabled. While my life at home was not always easy, I knew from an early age that there was no obstacle I could not overcome. I believe I can do all things through Christ who strengthens me. I worked hard throughout school and college despite having a learning disability. I define myself as an overcomer and a high achiever. These traits will serve me well as Miss Manatee, Miss Florida, and Miss America.

When I chose to compete, I realized that I'd already invested in community service, worked diligently in school, show-cased my talent, cared for others, and worked with businesses, the elderly and young children. These are all qualities that I feel a Miss Florida should have and which I possess. The job of Miss Florida will help elevate awareness of my platform, Uniquely You. So many people with eating disorders struggle in the shadows. I feel that when one overcomes an obstacle, one has an enormous opportunity to help others. I want to share my journey and impart knowledge in how to have a healthy body and mind.

My experiences as Miss Orange County and Miss DeSoto Heritage have helped me better relate to the students with whom I work. As a member of the Sarasota Academy of the Arts staff, I personally take time to give the students voice lessons, serve as an acting coaching, and modeling coach after school. I also speak to the students about body positivity and check in on them to make sure they are keeping a healthy body and confident mind set. It is extremely important to all the teachers that we keep a close eye on our students to ensure they are living their best life.



# CHARTER RENEWAL

## SECTION 6

### ADMISSIONS AND ENROLLMENT POLICIES



# Sarasota Academy of the Arts

## Re-Enrollment Commitment Form

For the 2018-2019 School Year

Return by February 16<sup>th</sup>, 2018

(for Returning SAA Students ONLY)



**Please Note:**

- A separate form must be filled out for each student re-enrolling.
- This form must be returned to the SAA main office and date stamped by 5:00 PM on February 16, 2018, in order for your student’s spot to be guaranteed for the 2018-2019 school year.
- InfoSnap is a more detailed on-line enrollment for Sarasota County Schools that will need to be filled out at a later date.

Student’s First Name:	Last Name:	Grade Entering:
Sibling’s Name:	Sibling’s Name:	Sibling’s Name:
Does sibling attend SAA? YES NO	Does sibling attend SAA? YES NO	Does sibling attend SAA? YES NO
2018-2019 Grade:	2018-2019 Grade:	2018-2019 Grade:
School attending:	School attending::	School attending:

\_\_\_\_\_ My child **will not** return to SAA for the 2018-2019 school year.

Parent’s Name: \_\_\_\_\_

Parent’s Signature: \_\_\_\_\_

Date: \_\_\_\_\_

4466 Fruitville Road

Sarasota, FL 34232

Phone: 941-377-2278

FAX: 941-404-4492

[www.SarasotaAcademyoftheArts.com](http://www.SarasotaAcademyoftheArts.com)

Date & Time Received in the SAA Office: \_\_\_\_\_





**ENROLLMENT & ADMISSIONS PROCESS**

The initial enrollment period starts on January 8, 2018 and will run through February 16, 2018.

Students who currently attend SAA will be asked to submit a re-enrollment form to ensure their spot for the 2018 – 2019 school year.

A separate application form must be filled out for each applicant.

Parents are responsible for ensuring that information submitted is accurate and up to date.

All new applicants will be entered into a lottery that will select students for enrollment and generate a wait list for classes exceeding the maximum class size. Students who withdrew from SAA must re-apply through the lottery system if they wish to return.

As wait lists roll over from year to year, we will place students on the list for the grade they would attend, assuming that they are promoted one grade each year.

Children of SAA employees and sibling preference is granted to siblings of students who are enrolled at SAA for the 2017-2018 school year. If the class is full, they will be moved to the top of the waiting list.

**Students will be given preferential treatment if they meet any of the following exceptions:**  
(please circle the number which applies to the applicant)

1. **Dependent children of active military personnel whose move resulted from military orders.**
2. **Children relocated due to a foster care placement in a different school zone.**
3. **Children who moved due to a court-ordered change in custody due to separation or divorce, or the serious illness or death of a custodial parent.**

*The exception must be circled when the application is turned in along with validating paperwork to prove the criteria is met, in order to be considered.*

As spaces become available throughout the summer and next school year, SAA will invite applicants on the waiting list to enroll. It is the responsibility of applicants to assure that the school has up to date contact information. Applicants that cannot be reached will be removed from the wait list. Once notified, applicants will have three business days to schedule an enrollment appointment. Applicants who fail to make the appointment or enroll will be removed from the waiting list. The seat will be offered to the next applicant on the waiting list.

Parents (or a family member) are expected to volunteer a minimum of 10 hours for the school year. Single-parent families are expected to volunteer a minimum of 5 hours for the school year. Attending PTO Meetings counts toward this requirement. There will be school sponsored volunteer projects for students and parents throughout the year. The PTO will publish a list of possible volunteer hours at the beginning of each school year. Parent contract volunteer requirements may be reduced or waived for families due to economic hardship or extenuating circumstances. Parent Contract does not give families the option to donate funds to the school in lieu of completing the expected volunteer hours.

Please Note:

- This application must be returned to the SAA main office and date stamped by 5:00 PM on February 16, 2018, to be entered in the Lottery for the Initial Enrollment Period. The application can also be faxed to (941) 404-4492 or emailed to [info@SarasotaAcademyoftheArts.com](mailto:info@SarasotaAcademyoftheArts.com).
- InfoSnap is a more detailed on-line enrollment for Sarasota County Schools that will need to be filled out at a later date.

<b>Student's Name:</b>	<b>Date of Birth:</b>	<b>Grade Entering:</b>
	<b>2017-2018 School Attending:</b>	<b>Sibling's Name:</b>  <b>Does sibling attend SAA?</b> <b>Circle One: YES NO</b> <b>2018-2019 Grade:</b> <b>School Attending:</b>

<b>Sibling's Name:</b>  <b>Does sibling attend SAA?</b> <b>Circle One: YES NO</b> <b>2018-2019 Grade:</b> <b>School Attending:</b>	<b>Sibling's Name:</b>  <b>Does sibling attend SAA?</b> <b>Circle One: YES NO</b> <b>2018-2019 Grade:</b> <b>School Attending:</b>	<b>Sibling's Name:</b>  <b>Does sibling attend SAA?</b> <b>Circle One: YES NO</b> <b>2018-2019 Grade:</b> <b>School Attending:</b>

Parent's Name (print): \_\_\_\_\_ Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Phone Number (Home/Cell): \_\_\_\_\_ Email: \_\_\_\_\_

4466 Fruitville Road Sarasota, FL 34232 Phone: 941-377-2278 FAX: 941-404-4492 [www.SarasotaAcademyoftheArts.com](http://www.SarasotaAcademyoftheArts.com)

*SAA does not discriminate in admissions or enrollment practices regarding student race, religion, ethnicity or sexual preference.*

Date & Time Received in the SAA Office: \_\_\_\_\_ SAA Staff Initials: \_\_\_\_\_





4466 Fruitville Road Sarasota, FL 34232 (941) 377-4ART (2278) FAX (941) 404-4492  
[www.sarasotaacademyofthearts.com](http://www.sarasotaacademyofthearts.com)

### 2018/2019 SAA Parent/Student Contract

Sarasota Academy of the Arts follows the policies, rules, and regulations set forth in the Sarasota County Student and Family Handbook. The following information is especially pertinent to SAA families. Further information and explanations can be found in the SAA Student and Parent Handbook.

As a parent of a Sarasota Academy of the Arts student, I have read and agree to the following:

1. **Performance:** All students that attend SAA must demonstrate an interest in the performing and/or visual arts. Students do not have to demonstrate exceptional talent in these areas but must be willing to “work hard” to achieve excellence in performance.
2. **Dress code:** Dress must be appropriate for school for all children. SHORTS, SKIRTS AND SKORTS MUST BE AT LEAST FINGERTIP LENGTH. Pajamas, low cut tops, spaghetti straps, bare midriffs, and short shorts are strictly prohibited. Shirt straps must be at least the width of two fingers. Overly tight or low rider pants or shorts are not allowed. Jeans are acceptable, with the exception of torn jeans, which are **not acceptable** at any time. Slippers are not allowed to be worn at any time. Appropriate shoes must be worn during PE and music/dance classes. Hats of any kind are NOT permitted at any time except during recess/PE as protection from the sun. Spiked collars/chains are not permitted. Facial piercings are not allowed at Sarasota Academy of the Arts. A Sarasota Academy of the Arts shirt must be worn on all field trips.
3. **Arrival Time:** Students should not arrive before 7:30 AM unless enrolled in extended care. At 7:45, students will report to their homeroom. Classes begin promptly at 8:00 AM, at which time all students are expected to be in their seats in their first period class, ready to learn. Students arriving after 8:00 AM will be considered late and appropriate action will be taken. Extended care before and after school will be provided by SAA for a nominal fee.
4. **Daily Dismissal:** Bus riders are dismissed at a time to be determined when bus routes are established. Car riders K-4<sup>th</sup> grade are dismissed at 3:40 PM and 5<sup>th</sup>-8<sup>th</sup> grade are dismissed 4:00 PM. All students need to be picked up by 4:30 unless they are participating in after-school activities or are enrolled in an aftercare program.
5. **Attendance:** Students are expected to be in school daily unless sick or absent because of a doctor/dentist appointment. Please try to schedule family days outside of school time. A written explanation of absence must be sent in with the student within three days return to school. Permissions for off-campus field trips must be in writing or digitally signed through the SAA website.
6. **Visitors:** All visitors MUST present their driver’s license and sign in at the front desk prior to entering school. Visitors will be screened through the Raptor System. All adults must be registered with the Volunteers Count program and approved prior to participating in any activity with students.



7. **Harassment:** SAA will follow a strict harassment policy. In light of FS 1006.147, the Jeffrey Johnson Stand Up For All Students Act, we are implementing an ABSOLUTE ZERO TOLERANCE policy for any form of harassment. This law prohibits bullying or harassment, including cyber bullying, of any public K-12 student or employee.

8. **Volunteer Hours:** Parents (or a family member) are requested to volunteer a minimum of 10 hours for the school year. Single-parent families are asked to volunteer a minimum of 5 hours for the school year. We believe that the parents and guardians of our students play an important role in our school. Engaged parents and participation at SAA will truly make a

difference, and will positively impact your child’s academic progress. Attending PTO Meetings counts toward this requirement. There will be school sponsored volunteer projects for students and parents throughout the year. The PTO will publish a list of possible volunteer hours at the beginning of each school year. Outstanding volunteers are recognized in the Spring.

9. **Dismissal/Return to Districted School:** The Sarasota Academy of the Arts (SAA) is an open enrollment public charter school. Students attend SAA by parent choice including an application process and a lottery (if applications exceed the school’s capacity at any grade level). A parent/student contract is also required for student enrollment. Students may be dismissed from SAA and returned to their districted schools for:

- a. Repeated violations of the parent contract
- b. Repeated serious violations of the SAA Code of Student Conduct resulting in In-School or Out-of-School Suspensions. Reasonable interventions including student conferences, parent conferences, behavior contracts, probations, etc. will be implemented prior to a student being recommended for dismissal. All recommendations for dismissal will be subject to approval by the SAA Governing Board.

10. For enrollment to be complete, the following documents must be provided:

- a. District Enrollment Form for new students/Re-enrollment Form for current SAA students
- b. Signed SAA Parent/Student contract
- c. Proof of required 7<sup>th</sup> grade/Kindergarten Immunizations.

11. New students also need:

- a. Copy of IEP/504 Plan if applicable
- b. Original Birth Certificate, Proof of Physical, Record of Immunizations (new to district public school), verification of address.

**Signatures:** Signatures below indicate agreement with the contract.

\_\_\_\_\_

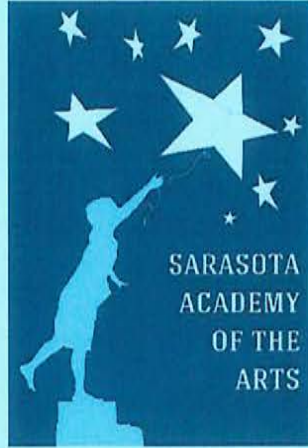
Parent Signature

\_\_\_\_\_

Student’s Name

\_\_\_\_\_

Date



# CHARTER RENEWAL

## SECTION 7

### SCHOOL CULTURE AND DISCIPLINE

TEACHER CLASSROOM BEHAVIOR PLAN

Behavior Plan:

Your email address will be recorded when you submit this form. Not you?

Name: \*

Your answer

Classroom Rules (3-5 positively stated, rules must be observable) Write on short answer line below: \*

Your answer

Teaching the Rules (How will you teach, when will you reteach – initially and booster training, how will you remind students, etc.) \*

Your answer

Positive Reinforcement (how will you recognize appropriate behavior?)

Your answer

Responding to Problem Behavior (responding to students who do not follow rules and procedures) Write response below: \*

Your answer

Where are your emergency substitute plans, seating charts, teacher schedule, and class lists located? Respond below \*

Your answer

Where is you Sarasota County School District Emergency Green/Red book located? \*

Your answer

# Sarasota Academy of the Arts School Wide Expectations



**S: Show respect**

**T: Take time to learn**

**A: Always do my best**

**R: Responsible every day and every where**



## **Sarasota Academy of the Arts STAR Buck Reward Card 2017-2018**

Any student who is “caught” going above and beyond SAA expectations can receive a STAR buck card.

### **How it Works!**

All Faculty and Staff will have STAR buck cards to pass out to students.

If you do something beyond the regular school expectations and are “caught”, then you will receive a Star buck card which **MUST** be signed by the faculty or staff member, dated and your name is printed clearly on the back of the buck.

You can redeem it immediately or collect them for a larger reward item. The buck reward card may be redeemed in the following manner:

<u>REWARD ITEMS:</u>	<u>HOW MANY BUCKS?</u>
<b>Go to the front of the Lunch Line</b>	<b>1</b>
Pick a small goody from the 1 ticket basket	1
<b>Eat lunch with a Teacher or Principal/Assistant Principal</b>	<b>2</b>
Pick a big goody from the 3-ticket basket	3
Work as the Principal/Assistant Principal apprentice for 15 minutes	3
<b>Ice Cream Truck Ice Cream</b>	<b>4</b>
Dr. Kopacz Pie in the Face at Luau	5

### **POSSIBLE QUARTERLY REWARDS:**

A drawing will be held each quarter and students may choose from the following Gift cards available (\$5 / \$10):

Starbucks, Dunkin’ Doughnuts, McDonald’s, Cold Stone, Hollywood 20, Smuggler’s Cove Adventure Golf, Jumpin’ Fun Sports,

### **Notes:**

Teachers will still provide classroom rewards beyond STAR buck cards.  
A student who has received a discipline referral will not be able to redeem his/her STAR buck card(s) for one month following the discipline.

THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA STUDENT SUPPORT SERVICES

**CHILDREN AT RISK IN EDUCATION TEAM OUTCOMES AND RECOMMENDATIONS**

Parent Invited?  Yes  No

Date:

Student's Name:

D.O.B.:

School: Sarasota Academy of the Arts

Grade:

Classroom Teacher(s):

**TEAM MEMBERS PRESENT**

<b>NAME</b>	<b>POSITION</b>	<b>NAME</b>	<b>POSITION</b>
<input type="checkbox"/> Cecilia Blankenship	Principal	<input type="checkbox"/> Sharon Owens	ESE Liaison
<input type="checkbox"/> Jodi Kopacz	Assistant Principal	<input type="checkbox"/> Pam Plank	Speech
<input type="checkbox"/> Jerry Pascuzzi	Middle School Team Leader	<input type="checkbox"/> Maria Tirota	ESOL Liaison
<input type="checkbox"/> Jeff Kolowith	Elementary School Team Leader	<input type="checkbox"/> Kathy Bechtel	Clinic Aide
	<input type="checkbox"/> Ann Lee Tilman		Guidance Counselor

**SUMMARY OF DISCUSSION: REVIEW PLAN OF ACTION, INTERVENTIONS & DATA**

**RECOMMENDATION(S)**

**PERSON(S) RESPONSIBLE**

--	--

Student is referred for formal individual evaluation to determine need for additional services?

Yes  No

Reason for evaluation:



**SAA STUDENT RTI REPORT (Google Forms)**  
STUDENTS OF CONCERN: PLEASE SELECT FROM DROP DOWN LIST

- KINDERGARTEN
- 1ST GRADE
- 2ND GRADE
- 3RD GRADE
- 4TH GRADE
- 5TH GRADE
- 6TH GRADE
- 7TH GRADE
- 8TH GRADE

PROBLEM IDENTIFICATION (academic/Social/other) \*

Describe the observed concern (ex. low test scores, cannot focus) \*

DATA: WHAT IS STUDENT'S CURRENT LEVEL OF PERFORMANCE AND PROVIDE AT LEAST 4 SCORES (EX: AVERAGE OF TESTS/GRADE/OFF TASK 5 MINS OF 30 MINS READING TIME) \*

WHAT IS THE CURRENT PEER LEVEL OF PERFORMANCE? (USING SAME DATA AS ABOVE) \*

PLEASE LIST THE TIER 2 INTERVENTIONS YOU HAVE USED. (EX. 15 MINS EXTRA FOR TEST COMPLETION, PREFERENTIAL SEATING, WORK 1:1 FOR 30 MINS A WEEK) \*

HAVE YOU CONFERRED WITH THE PARENT PRIOR TO SUBMITTING THIS FORM, AND WHAT WAS OUTCOME? \*

REFERRING FACULTY/STAFF NAME \*

COMMENTS

## SAA Referral for School Counseling Services (Google Forms)

Please only use student initials. Please contact me directly if it is an emergency and I am on campus. If it is an emergency and I am not on campus, please contact administration.

Teacher (Your) Name & Grade

Your answer

Student's Initials and Grade

Your answer

Does student know about your referral?

Yes

No

Other (Parent Contacted, Administrative Referral, Peer Referral, etc.)

Date of Referral for Counseling

Preferred Date for Counseling

Best Time to See Student

Time

AM

Please note the nature of the concern, if known.

Social

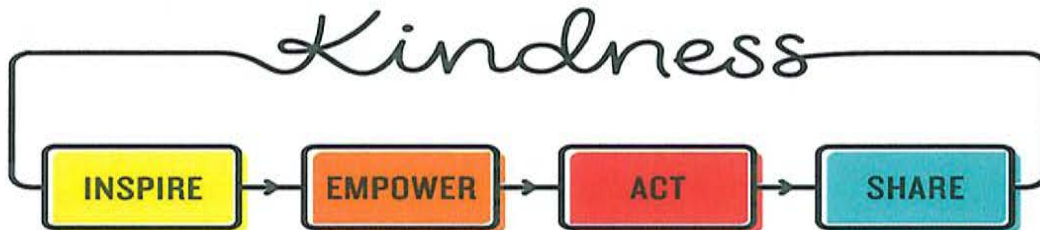
Personal

Academic Advisement

Other (please use discretion in how much you share here)

Any Other Comments? (Please be mindful to not include sensitive student information)

**SARASOTA ACADEMY OF THE ARTS**  
**A KINDNESS COMMUNITY SCHOOL**



DEVELOPED BY THE RANDOM ACTS OF KINDNESS FOUNDATION DEVELOPED BY THE RANDOM ACTS OF KINDNESS FOUNDATION

**THE KINDNESS PARADIGM**

All Grade levels have unique units with four lessons in each to assist in developing social and emotional skills while using a variety of modalities to address different learning styles and build on each other.

**STEP 1 - INSPIRE**

Whether it's through video, role-play, books, games, or another hands-on activity, each kindness lesson is designed to inspire students. That way, teachers aren't just informing - they're using their imaginations and applying their natural ingenuity.

**STEP 2 - EMPOWER**

Inspiration is good—but it doesn't become transformative until students are given the tools that will let them act on that inspiration. With that in mind, the next step is for teachers to lead the class through discussions designed to empower students to find ways to be kind in their daily lives.

**STEP 3 - ACT**

You might be able to guess what's coming next. Once students have the ideas and the tools to act on those ideas, the next step (of course) is help students put those ideas into action. It might be a research project, it might be community service, it might be something else entirely—but regardless of the form, the program will have students bringing real, tangible kindness into the world.

**STEP 4 - SHARE**

At this point, students will have experienced how great it feels to perform acts of kindness. And what does everyone want to do after doing something cool (besides 'do it again')? Talk about it, of course!

**WHAT DOES EMPIRICAL RESEARCH SAY?**

[http://rak-downloads.s3.amazonaws.com/School\\_Kindness\\_Scale\\_Binfet\\_Gadermann\\_Schonert-Reichl\\_2015.pdf](http://rak-downloads.s3.amazonaws.com/School_Kindness_Scale_Binfet_Gadermann_Schonert-Reichl_2015.pdf)

[http://rak-downloads.s3.amazonaws.com/RAK\\_CASEL\\_study.pdf](http://rak-downloads.s3.amazonaws.com/RAK_CASEL_study.pdf)

# SAA Kindness Community

## Monthly Key Words



November: Gratitude

December: Caring

January: Responsibility

February: Compassion

March: Respect

April: Integrity

May: Self-Care



Teacher Form: Student Incident Report

SAA STUDENT INCIDENT REPORT

This is a Google Form which teachers fill out and submit. The assistant principal receives it immediately when emailed. The assistant principal is able to immediately address behaviors.

KINDERGARTEN STUDENT NAME:

Choose

1ST GRADE

Choose

2ND GRADE

Choose

3RD GRADE

Choose

4TH GRADE

Choose

5TH GRADE

Choose

6TH GRADE

Choose

7TH GRADE

Choose

8TH GRADE

Choose

UNEXCUSED TARDY

Choose

DRESS CODE

INAPPROPRIATE WRITING/DRAWING

JEAN/PANTS WITH HOLES ABOVE KNEES

BAGGY PANTS WITHOUT BELT, UNDERWEAR EXPOSED

SHORTS/SKIRTS TOO SHORT, DOES NOT COME TO STUDENT'S THUMB TIP

SHIRT/DRESS NOT MORE THAN 1 INCH WIDE/ MID-DIFF, HALTER/TUBE/

CROPPED

SPIKED JEWELRY, CHAINS, DISTRACTING TOYS UNAUTHORIZED, VISIBLE BODY PIERCINGS

## VIOLATIONS

POOR CONDUCT

DISRUPTIVE PLAY

POOR LUNCH LINE ETIQUETTE /CUTTING IN THE LINE

CELL PHONE

INAPPROPRIATE LANGUAGE/UNKIND WORDS

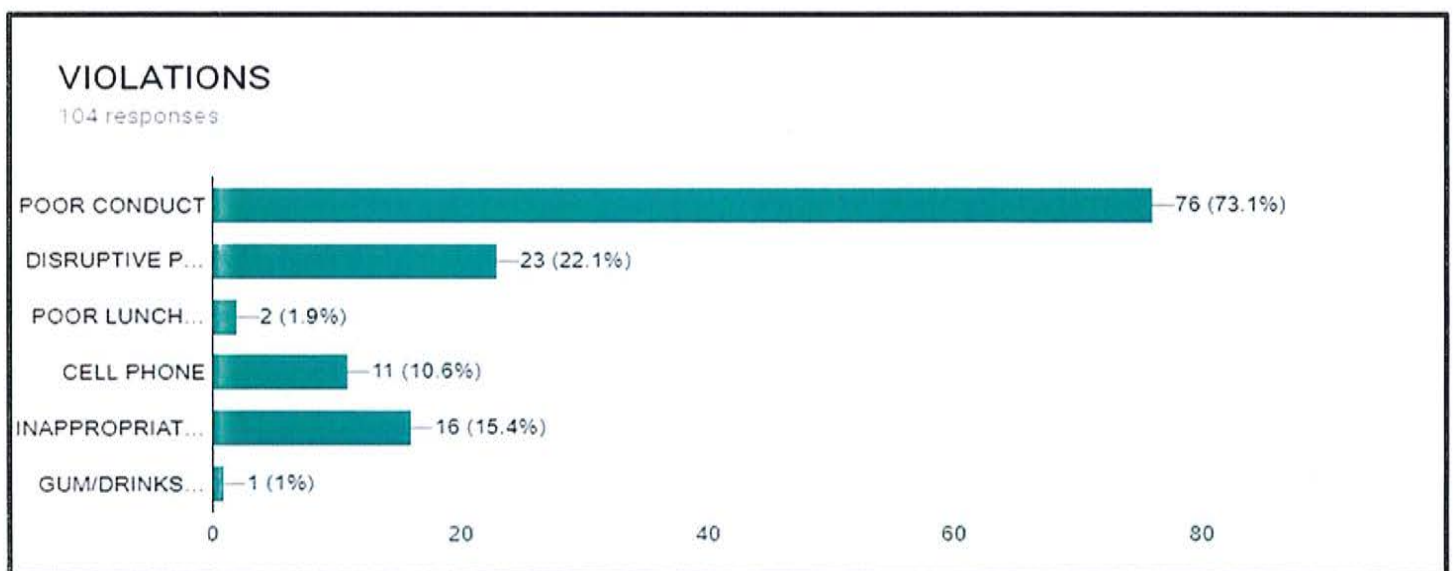
GUM/DRINKS OTHER THAN WATER/FOOD

## COMMENTS:

FACULTY/STAFF NAME \*

Choose

The results help provide data showing which violations are occurring most as seen below. Other data results graph student's total violations, and grade level violations. This assists the administrative team to develop plans to improve student behaviors based on what, when, where, and why they are occurring.





**CLASSROOM WALKTHROUGH CHECKLIST 201718 (Google Forms)**

Schoolwide Root Words Posted \*

- Yes
- No

Standards-based learning objectives posted or student can state:

- Yes
- No

Instructional Practice:

- Differentiated (different academic levels)
- Small group/Paired
- Direct Instruction
- Individual/Independent
- Instructional Materials/Technology

Student Engagement

- All
- Most
- Few
- None

Classroom Management: Circulates room

- Yes
- No

Time is used effectively and efficiently

- Yes
- No

Uses positive/negative reinforcement

- Yes
- No

Classroom Appearance: emergency book hanging

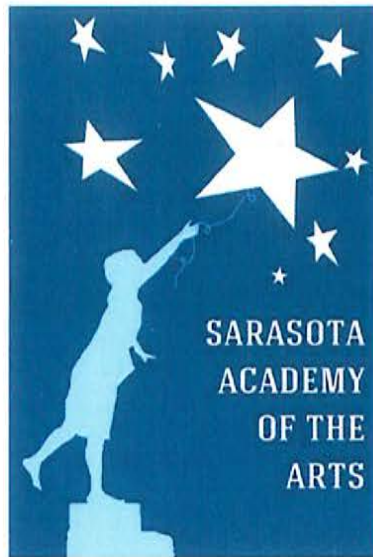
- Yes
- No

Standard-based student work displayed

- Yes
- No

**2017-2018**

**STUDENT AND PARENT HANDBOOK**



**4466 Fruitville Road  
Sarasota, FL 34232**

**Phone (941) 377-2278 Fax (941) 404-4492**

**[www.SarasotaAcademyoftheArts.com](http://www.SarasotaAcademyoftheArts.com)**

**School Hours:**

8:00 AM – 4:00 PM

**Before and Aftercare Hours:**

7:00 AM - 7:30 AM

4:30 PM – 6:00 PM

**Office Hours:**

7:30 AM – 5:00 PM

**Please read, sign and return  
the last page of the handbook.**

## Welcome to the 2017-2018 School Year

Dear Families and Students:

The Governing Board members, administration, and staff of the Sarasota Academy of the Arts welcome you to our fifth year as a public charter school. The information in this handbook has been carefully prepared to help our students succeed.

In addition to reading this handbook thoroughly, parents and students should also read the Sarasota County Schools Student and Family Handbook which is linked to the Sarasota Academy of the Arts website. It is especially important to study the Code of Student Conduct to ensure that student behavior meets school and district expectations.

We look forward to the challenge of educating our students and helping them grow to be happy, secure, well-adjusted young adults. We hope this handbook will help your family be an active partner in making the 2017-2018 school year your students' most successful ever.

SAA Governing Board Members:

Dan Kennedy, Chairman      ccessie@comcast.net

Rob McLain, Vice-Chairman      rmcclain@sarasotaacademyofthearts.com

Joe Solano, Secretary      jsolano@sarasotaacademyofthearts.com

Kyle Turoff, Treasurer      kturoff@sarasotaacademyofthearts.com

Coy Carter, Board Member      ccarter@sarasotaacademyofthearts.com

Edward J. Whitehead, Board Member      ewhitehead@sarasotaacademyofthearts.com

Principal:

Cecilia Blankenship      cblankenship@sarasotaacademyofthearts.com

Assistant Principal:

Dr. Jodi Kopacz      jkopacz@sarasotaacademyofthearts.com

School Administration Assistant:

Kathy Bechtel      kbechtel@sarasotaacademyofthearts.com

Finance Officer:

Matt McHugh      mmchugh@sarasotaacademyofthearts.com

Director of the Arts:

Julie McHugh      jmchugh@sarasotaacademyofthearts.com

ESOL Coordinator:

Maria Tirota      mtirota@sarasotaacademyofthearts.com

ESE Liaison:

Sharon Owens      sowens@sarasotaacademyofthearts.com

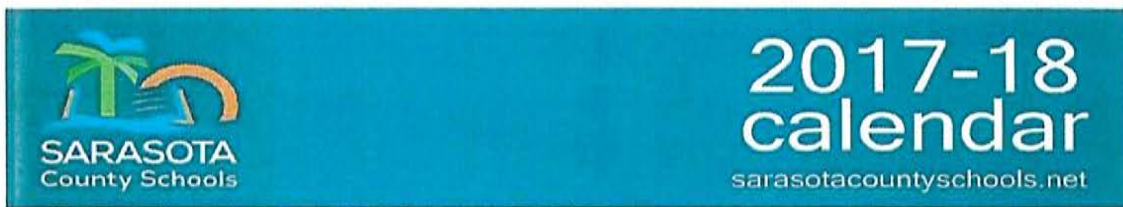
Parent Liaison:

Donna Scofield      dscofield@sarasotaacademyofthearts.com

**Mission Statement:** Sarasota Academy of the Arts, a public charter school for Kindergarten through 8th grade students, was established to provide a strong academic program enhanced by daily exposure to the visual and performing arts in a small, family atmosphere.

**Vision Statement:** SAA will provide students interested in visual and performing arts with rigorous academic skills in line with The Florida Standards of Education strongly infused with the arts. SAA believes that the opportunity to experience the arts on a continual basis promotes and enhances academic success. All students in elementary school will receive art and music instruction daily. Middle school students may elect from a wide variety of visual and performing arts to round out their academic day. The goal of SAA is to prepare students to become well-rounded, confident, academically-prepared, and innovative adults who are able to reach their full potential as caring and responsible citizens.

**Sarasota County Schools 2017-2018 District Calendar**  
 (SAA's calendar is on the school's website)



JULY 2017						
SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24/31	25	26	27	28	29

3rd-7th - Non work days-240 day staff  
 24th - 220 Day staff return

AUGUST 2017						
SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

7th - 195 day staff return  
 14th - School starts, 186 day staff return

SEPTEMBER 2017						
SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

4th - Labor Day (students and all staff)

OCTOBER 2017						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

13th - End of first grading period  
 16th - Professional Day (students, 186 day staff)

NOVEMBER 2017						
SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

22nd-24th - Thanksgiving (students, 186, 196, 220 day staff)  
 23rd-24th - Thanksgiving (240 day staff)

DECEMBER 2017						
SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

21st - End of second grading period  
 22nd - Professional Day (students, 186 day staff)  
 26th-29th - Winter Break (students and all staff)

JANUARY 2018						
SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1st-6th - Winter Break (students and all staff)  
 8th - Classes resume  
 16th - Martin Luther King Day (students and all staff)

FEBRUARY 2018						
SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

19th - Presidents Day (students and all staff)

MARCH 2018						
SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

13th - End of third grading period  
 16th - Professional Day (students, 186 day staff)  
 26th-30th - Spring Break (students and all staff)

APRIL 2018						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

2nd - Classes resume

MAY 2018						
SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

24th - Last day for students, 186 day staff  
 28th - Memorial Day (all staff)  
 29th - Last day for 196 day staff

JUNE 2018						
SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

18th - Last day for 220 day staff

## **SECTION 1 – ATTENDANCE**

- 100.0 Attendance Policies and Procedures
  - 100.1 Excused Absences
  - 100.2 Unexcused Absences
  - 100.3 Tardies
  - 100.4 Early Release

## **SECTION 2 – BEHAVIOR**

- 200.0 Code of Student Conduct
  - 200.1 Dress Code
  - 200.2 Electronic Devices
  - 200.3 Character Education
  - 200.4 Discipline Policies and Procedures
  - 200.5 Nonacceptable Forms of Discipline

## **SECTION 3 – PARENT EXPECTATIONS**

- 300.0 Expectations of Parents of SAA Students
  - 300.1 Parent Volunteer Hours
  - 300.2 Parent Teacher Organization (PTO)
  - 300.3 Transportation/Parking
  - 300.4 Class Interruptions
  - 300.5 Visitors on Campus
  - 300.6 Communication
  - 300.7 Permission for Publication of Pictures in Public Media
  - 300.8 Student/Parent Grievances
  - 300.9 Dismissal Policy and Procedures
  - 301.0 Lost and Found
  - 301.1 Meals and Snacks

## **SECTION 4 – HEALTH**

- 400.0 School Health Services
  - 400.1 Student Information/Student Pickup
  - 400.2 Required Documents
  - 400.3 Immunizations
  - 400.4 Medications in School
  - 400.5 Screening Services
  - 400.6 Health Issues
  - 400.7 Head Lice
  - 400.8 Animals on Campus
  - 400.9 Accident and Illness Documentation

## **SECTION 5 – ACADEMICS**

- 500.0 Academic and Curriculum Information
  - 500.1 School Books
  - 500.2 School Supply List
  - 500.3 Agenda Books
  - 500.4 Assignments: Homework, Tests, Classwork
  - 500.5 Grades
  - 500.6 Exceptional Student Services
  - 500.7 Make Up Work
  - 500.8 Google Accounts
  - 500.9 Acceptable Use Policy for Technology and Devices
  - 501.0 Field Trips
  - 501.1 Visual and Performing Arts
  - 501.2 Emergency Drills



## 100.0 Attendance Policies

Florida Statute 1003.21 mandates that all students are required to attend school and sets forth specific requirements for the school. Parents and students can be held legally accountable for truancy. Excessive tardiness and/or unexcused absences may lead to disciplinary action up to and including dismissal and a return to the students' districted school.

- Sarasota Academy of the Arts will follow the Sarasota County Schools' calendar. The academic day starts at 8:00 am and ends at 4:00 pm. Students may arrive at 7:30 am and depart as late as 4:30 pm.
- K-4 car riders are dismissed at 3:40 PM. Students who ride with 5-8 students will be picked up at 4:00 PM.
- Before- and after-school care is provided by SAA as a fee-based program. Information concerning fees and the program schedule is available in the school office and on the website.
- Regular school attendance is imperative and crucial to academic achievement. Every effort should be made to ensure regular attendance.
- Family vacations should be scheduled when school is not in session. Vacations are not excused absences.

### 100.1 – Excused Absences

- If a student is absent, a signed note or email from the parents/guardian or a physician must be presented within three days for the absence to be counted as excused.
- If that contact does not occur, the absence will be recorded as unexcused.
- The following absences will be considered excused:
  - Student is ill (if illness persists for three or more consecutive days, or requires numerous nonconsecutive absences, a doctor's note may be requested by the principal.)
  - Major illness in the family (if illness persists for three or more consecutive days, or requires numerous nonconsecutive absences, a doctor's note may be requested by the principal.)
  - Any absence judged appropriate by the principal, provided that a written request is made 48 hours before the absence.
- With an excused absence, students will have an equal number of days to complete the assigned work without penalty.

### 100.2 – Unexcused Absences

- In accordance with the Sarasota County School District's policy, a student is considered truant if s/he has five (5) or more unexcused absence days within a calendar month or ten (10) or more unexcused absence days within a ninety (90) day calendar period and can be subject to judicial action.
- In the case of an unexcused absence, a student will have an equal number of days to complete the work missed, but may lose points on assignments.

### 100.3 – Tardies

It is extremely important that students arrive at school on time and ready to learn. When students arrive late, they miss valuable instruction time and disrupt the classroom.

- Students are allowed to enter classrooms at 7:45 am.
- Students should arrive a minimum of five (5) minutes before 8:00 to make sure that they are in their classrooms on time.
- Students who are tardy must be signed in at the office by their parents before going to class.

### 100.4 Early Release

- Parents/guardians are strongly discouraged from picking up their children during the academic day.
- Students who are removed early from school are missing valuable instruction time and this will be treated in the same way as tardies
- Should an emergency arise, the parent must sign the student out in the office.

- Students who are not feeling well, must go to the school office to call their parents, rather than use their cellphones or classroom telephones.

Excessive tardies, early dismissals, and/or unexcused absences may jeopardize the standing of a student at SAA. Cases will be handled individually and a determination will be made based on the circumstances of the absences.

## **200.0 Behavior**

Sarasota Academy of the Arts is committed to providing a quality education in a family atmosphere and believes this is one of the strongest qualities in making SAA a nurturing and creative atmosphere for learning. There is no place for disrespect for teachers, other adults, or students in this type of environment.

### **200.1 – Dress Code**

Students are expected to dress appropriately at all times. The following attire is permitted:

- Walking shorts
- Jeans in good repair T-shirts with appropriate slogans
- Neat and clean clothing

Students may **not** wear the following:

- Baggy pants without a belt/exposed underwear
- Jeans with holes in them other than at the knees
- Midriff tops, halter tops, tube tops, or cropped tops
- Shirts or dresses with spaghetti straps or low cut necklines. Shirts or dresses must have straps at least one inch wide
- Spiked jewelry, chains, or excessive jewelry
- Visible body piercings other than earrings (no more than 2 per ear).
- Pajamas or slippers
- Short shorts or very short skirts (must come down to the student's thumb tip)
- Low-rise or hip-hugger pants without a top that covers the midriff
- Shirts with inappropriate slogans (offensive, suggestive, indecent, or associated with gangs)
- Hats or head covers inside the classroom.
- Tattoos
- Hand coverings or gloves in the classroom

The homeroom teacher is responsible for checking for dress code compliance. Parents will be called to bring appropriate clothes.

### **200.2 – Electronic Devices**

In accordance with the revised Sarasota County School Board policy, students may possess an electronic device, such as a cell phone, smart phone, laptop computer, or other device that receives, sends, or stores digital data, provided that the electronic device remains powered off and concealed from view during the school day.

- All students must sign and return the Acceptable Use Policy before using electronic devices on campus. (This is found on Appendix A.)
- SAA will not be responsible for Game Boys, iPods, etc. when brought for use outside of class. When permitted by the teacher, electronic devices may be used in the classroom.
- Students who abuse the privilege will have the device placed in the principal's office for the remainder of the day.
- Any student who uses an electronic device to threaten, harass, or intimidate another student or staff member through email, social network posting or other electronic messaging will be subject to disciplinary action.

- If a student is not feeling well, s/he must use the office phone to call a parent/guardian. Students will not be allowed to use their cell phone, a staff member's cell phone, or a classroom phone to call home when they don't feel well. If a student goes home sick and they have contacted their parent/guardian from a cell phone, the absence will be considered "unexcused."

### **200.3 – Character Education**

Sarasota Academy of the Arts has a character education curriculum that is included in the elementary social studies classes and infused throughout the day at all levels of the school.

- The goal of the character education curriculum is to provide SAA students with information to help them develop the tools and desire to become caring and compassionate adults.
- SAA strongly believes that character education is as important as other subject areas.
- A strong character education curriculum creates a ripple effect of a community of caring.

### **200.4 Discipline Policies and Procedures**

Sarasota Academy of the Arts follows the Discipline Policies and Procedures set forth by Sarasota County Schools as described on the District website, [www.sarasotacountyschools.net](http://www.sarasotacountyschools.net).

### **200.5 – Nonacceptable Forms of Discipline**

Sarasota Academy of the Arts does not use at any time the following forms of Discipline:

- Corporal punishment or any type of physical punishment
- Degrading or embarrassing punishment
- Repetitive written punishments
- Withholding snacks or lunch

## **300.0 - Expectations of Parents of SAA Students**

A strong partnership between school and home provides a greater likelihood of each student's education. Please let the school know if you have concerns as soon as they arise so we can work on them together.

### **300.1 - Parent Volunteer Hours**

- Parents or guardians are asked to volunteer a minimum of ten (10) hours during the school year.
- A list of suggested volunteer activities will be distributed at the beginning of each school year.
- Each volunteer must have a background check through the Sarasota County School District's security system. (Level 1 or 2)
- Parents are encouraged to join and support the PTO.

### **300.2 – Parent Teacher Organization (PTO)**

The mission of the SAA PTO is to support the school by fostering a sense of community among school families, assisting in the creative learning of our students, and raising needed funds for school and student use. The SAA PTO Executive Board meets on a regular basis to discuss the needs and goals of the school. Parents are encouraged to attend meetings and participate in activities.

### **300.3 - Transportation/Parking**

- Transportation is available via Sarasota County School District buses for students living within a two to five-mile radius of the school. Information is provided at the "Meet and Greet" at the beginning of the school year and in the office.
- Students may meet at a designated pick-up place if outside the five-mile limit.
- Sentence removed

- The parents drop off/pick up lane runs next to the wooden fence along Tree Road. Some additional parking is available on Garrison Street.
- Pull your car up as far as possible when dropping off and picking up your child.

#### **300.4 – Class Interruptions**

- Sarasota Academy of the Arts strives to provide a nurturing family atmosphere where students and parents can feel comfortable and safe. Open communication between parents and teachers is imperative.
- However, when a staff member is either teaching or supervising students, it is impossible to have a lengthy discussion with a parent because the students need the full attention of that staff member.
- Every teacher has a daily planning time that can be used for parent/teacher conferences.
- If a conference is needed, either tell the teacher, leave the teacher a note, send an email, or inform the administration. All of the staff members' email addresses are available on the SAA website.

#### **300.5 – Visitors on Campus**

- All visitors to campus must sign in at the administration office at the back of the campus and present a current state-issued form of identification. Visitors will be processed through the RAPTOR computer system.
- Parents must register on the Volunteer computer before serving as a volunteer in any capacity. All chaperones for out-of-county field trips must be Level II.
- Parents and visitors may not enter the campus through the office door from the front parking lot. This is an entry into a classroom and will be kept locked.

#### **300.6 – Communication**

- Please check the SAA website on a regular basis for information about school events and links to individual teacher webpages.
- During the year, parents may receive newsletters, permission slips, and other information through emails, the website, or weekly information packets.
- Please be sure that we have your current home and email addresses.
- Mrs. Donna Scofield will serve as the Parent Liaison between the SAA parents and the governing board for the 2017-2018 school year. She can be reached through her email at [dscofield@sarasotaacademyofthearts.com](mailto:dscofield@sarasotaacademyofthearts.com).

#### **300.7 – Permission for Publication of Pictures in Public Media**

There may be times during the school year when students are photographed or videoed for public media. These pictures could appear in magazines, newspapers, television, advertisements or on the school website.

- It is necessary to have parent permission to publish photos or videos.
- This permission can be found on the "Enrollment Information Form"

#### **300.8 – Student/Parent Grievances**

In the event there is a concern that is not resolved through parent/student/teacher communication, the parent or student may appeal to the administration which will conduct a thorough investigation and make a determination in the best interest of the student. At no time should the dispute be allowed to escalate to a level where other parents or students are involved or affected. If necessary, following the investigation, the following steps should be utilized:

- Make an appointment via email or telephone with the administration to set a conference with the parties involved.
- The administration will schedule the conference within 48 hours.
- The administration will render a decision regarding the issue.

- If a suitable resolution cannot be reached, the parent/guardian can appeal to the Governing Board through a formal letter of complaint and/or conference with the parent liaison who has been appointed by the Governing Board.
- Because the teachers and staff of SAA are employees of the SAA Governing Board and not the Sarasota County Schools, parents should go through the above steps before contacting the Charter School Department at the Sarasota County School Board Office.
- At no time may a parent/guardian address a student other than their own child or another parent about a conflict on school grounds without an administrative staff member present.

### **300.9 – Dismissal Policy and Procedures**

Sarasota Academy of the Arts is an open enrollment public charter school. It is, however, like all charter schools, a school of choice requiring an application process, an enrollment lottery if applications exceed enrollment capacity, and a parent/student contract specifying the policies and disciplinary procedures of the school.

- Students may be dismissed from SAA and returned to their districted schools for:
  1. Repeated violations of the parent contract.
  2. Repeated serious violations of the SAA Code of Student Conduct resulting in In-School or Out-of-School Suspensions.
- Reasonable interventions including student conferences, parent conferences, behavior contracts, probations, etc. will be implemented prior to a student being recommended for dismissal. All recommendations for dismissal will be subject to approval by the SAA Governing Board.

### **301.0 - Lost and Found**

Students often take off sweaters, hoodies, sweatshirts, and jackets during the day and misplace them.

- Please label all items that your child may shed during the day with his/her last name so the items can be returned to your child.
- All lost items will be taken to the office.
- Students and parents are welcome to search for lost items during the school day or contact the office by phone or email to inquire about lost items.
- At the end of each month, items will be displayed and students or parents can take what is theirs.
- Items that are not claimed each month will be given to the Goodwill.

### **301.1 – Meals and Snacks**

Breakfast will be provided through the Sarasota County School District Food Services may be purchased between 7:00 AM and 7:55 AM.

Lunches will be provided through the Sarasota County School District Food Services.

- A monthly menu and directions for ordering lunches are available on the SAA website.
- Parents/Guardians may apply for free or reduced lunches on the SAA website.
- Students may bring a ready to eat packed lunch that does not require refrigeration or heating.
- Energy drinks, coffee, and “monster” drinks are not permitted in school.
- A snack time will be provided in the elementary grades, with snacks brought from home.
- Students may have water bottles in the classroom; no food or drinks are allowed during class times without teacher permission.
- Gum is not allowed in classrooms.
- While SAA is not a peanut-free school, every effort will be made to accommodate all food allergies on an individual and classroom basis.



## **400.0 Health, Safety, and Documentation**

The mission of Florida's school health services plan is to appraise, protect, and promote the health of students. Services are provided in accordance with a county School Health Services Plan jointly developed by the county health department, school district, and School Health Advisory Committee.

### **400.1 – Student Information/Student Pick Up**

- Each student's Personal Information Form must be on file at school on the first day of attendance. In case of an accident or illness, SAA must be able to reach a parent or legal guardian. The information on this form must be kept current.
- Students will not be released to anyone other than those people listed by their parents/guardians on the Personal Information Form.
- If someone not listed on the form must pick up a student, a dated note to that effect must be brought to school that morning by the parent/guardian or student and given to the office. The name of the person picking up the student and the anticipated time of dismissal must be on the note.
- Anyone picking up a student must present a picture ID at the office.

### **400.2 – Required Documents**

- Refer to the Sarasota District Student and Family Handbook for the required documents which must be submitted to the SAA office before a student may attend classes.

### **400.3 – Immunizations**

- Parents must show proof of required student immunizations or an immunization exemption issued by the Health Department prior to enrolling in SAA and/or attending classes.
- Required immunizations are listed in the Sarasota District Student and Family Handbook.

### **400.4 – Medications in School**

Students are not allowed to carry medication and self-medicate unless it has been approved by the school health nurse (only middle school students are allowed to self-medicate).

- Whenever possible, medications should be given at home.
- However, if necessary, the proper form and the medications must be turned in at the school office and the health room aide or assigned school employee will administer all medications in the school health room.
- Only FDA approved prescriptions and over the counter medications are permitted to be given at school.
- A Medication/Treatment Authorization Form, signed by a parent and physician, must be provided and medication must be stored and administered according to Sarasota County Student and Family Handbook 2017-2018.

### **400.5 – Screening Services**

- Screening for vision, hearing, scoliosis, height, and weight are mandated by Florida Administrative Code 64F-6003 for specific groups of students, according to grade level.
- Permission is given when a parent/guardian signs the Health Emergency Information Card.
- Parents must inform the school in writing if they do not wish their child to participate in any screening. Adequate notice will be sent home prior to a scheduled screening.

### **400.6 – Health Issues**

- No child with an infectious disease, fever over 100 degrees, open skin infection, undiagnosed rashes, coughs, active head lice, serious diarrhea, or who is vomiting may be left at school.
- It is imperative that children with any of the above be picked up from school immediately.

- Students will remain in the health room until they are picked up.
- Students sent home with a fever above 100 degrees may return to school when they have been fever-free for 24 hours without fever-reducing medicine.
- Students with undiagnosed rashes may return to school when they are rash-free.
- If a health care provider is seen, a note should be sent when the student returns to school.
- Students who feel sick while in school are to come to the school office to call their parents – they are not to call on a cell phone or a classroom phone.

#### **400.7 – Head Lice**

- Students who display signs of head lice such as excessive scratching of the head may be sent to the health room for a thorough examination of the hair and scalp.
- Adult lice or eggs (nits) are often found in the hair, behind the ears, or at the nape of the neck.
- If lice are present, the student will be sent home with instructions for treatment.
- After lice treatment, the student must report to the health room for the next consecutive school days with a parent/guardian to be examined for lice and nits before they may return to class.
- If nits are present, the student may return to class, but the student’s parent must continue daily efforts to remove all nits.
- The student must report to the health room on a daily basis to monitor progress of nit removal until no nits are found.
- Encourage your child to avoid sharing combs, hats, or clothing with other children.
- Check your child’s head on a regular basis.
- For more information, refer to the Head Lice Chapter of the School Health Services Manual, [www.sarasotacountyschools.net/schoolhealth](http://www.sarasotacountyschools.net/schoolhealth).

#### **400.8 – Animals on Campus**

There are times throughout the school year when animals come to visit for specific classroom activities.

- It is necessary to have parental permission for students to touch and play with these animals.
- Due to allergies, some students may not be able to come in contact with certain animals.
- Please be sure that permission is granted through the office before bringing any animals on campus.

#### **400.9 – Accident and Illness Documentation**

All reported accidents and visits to the health room will be documented

- If an accident is minor and requires simple first aid, parents will not be called but will receive written notification of the injury when the student goes home.
- If more than basic first aid is needed, the parent/guardian will be called immediately.

### **500.0 Academic and Curriculum Information**

#### **500.1 – School Books**

- Books are very expensive and must be treated with respect. Each classroom will be furnished with a set of hardback books.
- Students in the lower grades will have individual workbooks and access to the texts and supplementary materials online.
- Middle school students will have online access to texts and supplementary materials online.
- Students can check out textbooks and are responsible for returning them in good condition.
- Lost and/or badly damaged books will be assessed at replacement cost.
-

### **500.2 – School Supply List**

- A supply list will be published on the website prior to the beginning of the school year.
- School supplies must be brought to class daily by each student.

### **500.3 – Agenda Books**

- All students in grades kindergarten through eight will be given an agenda book that is to be used on a daily basis. The charge for additional agenda books is \$5.00.
- It is the responsibility of each teacher to ensure nightly assignments are written in the agenda book and the duty of the parent/guardian to check and initial the agenda book nightly.
- Students must have the agenda book with them in every class and will be required to enter daily assignments at the beginning of each class.

### **500.4 – Assignments: Homework, Tests, Classwork**

- Homework is an independent activity to reinforce concepts learned in class and to be accomplished outside of the school day and without teacher assistance.
- Some homework may require some assistance by parents/guardians.
- Parents will be given access to student assignments, homework, and rubrics on the teacher’s website or Google Classroom.
- Teachers will assign homework based on the maturity and ability levels of the students. The following suggests the average amount of time students should spend on homework nightly. Teachers and parents may use these times as guides to monitor student time devoted to homework:
  - K & Grade 1 – 30 minutes
  - Grades 2 & 3 – 45 minutes
  - Grades 4 & 5 – 60 minutes
  - Grades 6, 7, 8 – 90 minutes
- Students are responsible for completing their homework and returning it to school on the required day.
- Teachers are responsible for assigning, explaining, and correcting student homework. They are also responsible for notifying parents if students have not turned in homework assignments.
- Parents are responsible for setting a specific time and place for students to do homework and checking to make sure that assignments are completed.
- Students are also expected to read at least 20 minutes at home nightly.
- Assessments and tests will be administered on a regular basis in each subject area.

### **500.5 – Grades**

Grades should never be a surprise to any student or parents/guardians. Access to student grades is available through the Parent Portal; each student and parent/guardian will have an individual password.

- Students will receive a district report card at the end of each grading period indicating their progress either digitally through the Parent Portal or as a hard copy if requested.
- Honor Roll (2<sup>nd</sup>– 8<sup>th</sup> grades) will be as follows:
  - 4.0 GPA = Principal’s Honor Roll
  - 3.5-3.9 GPA = Honor Roll
- Sarasota Academy of the Arts will follow the Sarasota County School District Student Progression Plan regarding performance and promotion. Refer to the Sarasota County School District Student and Family Handbook for more information.

### **500.6 – Exceptional Student Services (ESE)**

- All accommodations and modifications will be implemented as stated in Individual Education Plans (IEPs), Section 504 Plans, and Gifted Educational Plans (EP) as required by the Individuals with Disabilities Act (IDEA) and the Americans with Disabilities Act (ADA).

- If a student is having difficulty academically, socially, or behaviorally, the classroom teacher will plan and document specific interventions within the classroom under the Rtl (Response to Intervention) system. If these interventions do not change the student's concerns, the teacher will refer the student to the grade level MTSS team.
- Before a student is considered for an Exceptional Student Services Plan, interventions will be provided in the classroom by the classroom teacher with guidance from the Multi-Tiered System of Supports (MTSS) Team.
- If the MTSS interventions do not make the changes needed for the student to show progress, s/he will be referred to the SAA Children at Risk in Education (CARE) team.
- The parents/guardians have a right to be involved in all intervention plans and CARE meetings. They also need to be involved in writing an IEP if the student qualifies for special education services, a 504 plan, or gifted services.
- The SAA charter allows the school to provide special education services for students who are in the regular classroom a majority of the school day.

### **500.7 – Make Up Work**

Students who miss school for any reason (excused or not excused) are expected to make up all work missed during their absence, tardiness, early removal from school, or suspensions.

- Parents may contact the school office to request work, but should provide at least 24 hours to prepare materials.
- Parents may also access the teacher websites for assignments. Students in grades 5-8 have access to assignments through Google Classroom.
- Students will have as many days as they are absent to make up work.
- Extended illness will receive special consideration.

### **500.8 – Google Accounts**

Sarasota Academy of the Arts has the ability to create accounts for all students to allow for collaborative sharing using Google Suite for Education. These accounts will be used for school-related projects. However, no student will be assigned an account without parent or guardian approval. The rules governing proper electronic communications by students are included in the Technology Acceptable Use Policy that is part of the Student Code of Conduct. Once accounts are assigned, students gain access to the wealth of collaborative tools available through a Google Suite.

- An official school email address for grades 3-8 will be assigned to students for school related use only in the [username@sarasotaacademyofthearts.com](mailto:username@sarasotaacademyofthearts.com) format.

### **500.9 – Acceptable Use Policy for Educational Technology and Devices**

Sarasota Academy of the Arts (SAA) provides information technology resources with a firm belief that the educational advantages outweigh the potential for misuse. In return, SAA expects our students to exercise appropriate personal responsibility in their use of these resources. Our goals are to provide access to educational tools, resources, and communication and to encourage innovation and collaboration. Our policies are intended to promote the most effective, safe, productive, and instructionally sound uses of these tools.

- General Guidelines
  1. The use of technology is a privilege, not a right.
  2. The use of technology may only be for purposes related to schoolwork. SAA technology may not be used for personal, commercial or political purposes.
  3. No one other than technology administrators and teachers are allowed to add or remove software. This includes, but is not limited to applications, games or other types of software programs.
  4. Food and drink are not allowed in Technology Labs and should not be kept or consumed around electronic devices in other parts of the campus.

5. Users are not allowed to play computer or other technology-based games unless directed by a faculty member for educational use.
  6. Users are not permitted to alter any computer settings unless directed by a technology staff member.
  7. E-mail is provided for educational-related purposes only and should not be used for personal reasons.
  8. Supplies such as printer paper, ink, toner and other consumables should be used responsibly and sparingly.
- Your Rights and Responsibilities
    1. All technology errors, suspicious activity, or damages must be reported to a faculty member as soon as it occurs.
    2. At no point should a user attempt to access, alter, or otherwise tamper with system files, network files, or files belonging to or assigned to another user.
    3. Users should only use the access accounts and passwords which have been provided to them by SAA. Users should never use another person's account access or password.
    4. In most cases users are allowed to select and change their own passwords. Passwords should never be shared with or used by other users. When selecting a password, users should choose something easy to remember but not easy for others to guess. Information on choosing the most secure password is available from SAA.
    5. Users must alert the technology staff and change their password at the slightest indication that their password has been compromised.
    6. Users should never reveal telephone numbers, addresses, passwords or other forms of personal information about themselves or others online or via email.
    7. Any and all Code of Conduct, Honor Code, and other regulations shall apply to technology as they do to other forms of interaction.
    8. It shall be considered a violation of this policy if users engage in any illegal act, harass, engage in cyberbullying, or threaten the safety or well-being of any person using SAA resources.
    9. It shall be considered a violation of this policy if users create, display, or transmit obscene, libelous, derogatory, or threatening messages or materials using SAA resources. Restrictions against inappropriate language apply to public messages, private messages, emails and material posted on web pages, including but not limited to a user's own web page, Facebook, YouTube, or similar sites.
    10. In the interest of safety for our school community and in maintaining ethical standards, SAA reserves the right to review and examine laptops or other digital devices including but not limited to media players or cell phones at any time while you are on campus, whether that device is owned by you or the school. This review can occur randomly.
  - Limitation of School Liability
    1. While many precautions have been instituted, SAA makes no assurances that users will not encounter objectionable material while working on the Internet. Should a user encounter such material he/she should navigate away from the site and immediately alert a technology staff member or teacher.
    2. SAA provides no expectation of privacy on the part of the user. SAA administrators may authorize technology reviews including real-time or historical reviews of a user's computer activity, email, web history, stored files or other resources.
    3. Do not assume that e-mail is private. Technology administrators have full access to all incoming and outgoing e-mail. Messages in relation to or in support of illegal activities may be reported to the authorities.
    4. SAA will not be responsible for any charges related to fees for service access to on-line resources without prior written approval.
    5. SAA makes no warranties of any kind, either expressed or implied, for the technology service or equipment it is providing. SAA will not be responsible for any damages suffered. This includes but is not limited to loss of data.

### **501.0 – Field Trips**

SAA staff members design a variety of experiences throughout the year for students in all grades. Field trips are valuable learning opportunities for students and behavioral expectations are even more important when students are representing the school off campus.

- If a student has demonstrated an inability to control his/her behavior in school, extra steps will be taken to ensure that the student has a successful experience.



- Students cannot be excluded from a field trip based on the inability to pay a fee. If a family is facing financial difficulties, the parent/guardian can contact the SAA principal prior to signing the field trip permission form to request financial assistance.
- Opportunities for “raising funds” for longer, more expensive field trips will be provided.
- Students are required to wear SAA polos on all field trips. Polos are available for purchase at Children’s World, 4525 Bee Ridge Road, Sarasota 34233, phone 941-955-6999.
- Chaperones must follow the volunteer guidelines found within the policies of SAA.
- Chaperones must register with the school prior to attending a field trip.
- Chaperones must have the appropriate clearance level, either through Volunteers Count or Level 2 clearance through the Sarasota County Schools security office.
- Each chaperone will be provided with a detailed list of the students s/he is responsible for, including emergency contact information for the teacher and parents.
- The teacher in charge will coordinate times and locations for all chaperones and students will meet periodically throughout the day.
- A complete roll call of all students and chaperones will be completed before leaving on a bus.

### **501.1 – Visual and Performing Arts**

Sarasota Academy of the Arts is a visual and performing arts academy that provides experiences that are unique in an academic school setting. Self-esteem, confidence, and poise are improved through performances; these attributes positive affect other aspects of a student’s performance in school.

- SAA students are expected to be actively involved and take advantage of the opportunities that are offered.
- Students will participate in evening performances during the school year.

### **501.2 - Emergency Drills**

Monthly safety drills are required by the Sarasota County School District.

- It is essential that when the first signal is given, everyone must obey orders promptly and clear the building for fire drills by the prescribed route as quickly as possible.
- Each teacher will give instructions for leaving his/her classroom.
- During a critical incident, the school will go into a lock down, where students must stay calm and quiet.

**2017-2018**  
**Student and Parent Handbook**  
**Signature Page**

\_\_\_\_\_ I have reviewed and discussed with my child the Sarasota Academy of the Arts Student/Parent Handbook. I agree to abide by the expectations set forth.

\_\_\_\_\_ I have accessed and reviewed the Sarasota County School District Student and Family Handbook 2017-2018. The handbook can be found at:  
<http://www.sarasotacountyschools.net/departments/dop/handbook.aspx>

\_\_\_\_\_ I give permission for my child to be in contact with supervised animals (reptiles, dogs, cats, etc.) brought into the classroom (or on a field trip). (Please do not give permission if you child has known allergies.)

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Parent Name (Printed)

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Parent Name (Printed)

\_\_\_\_\_  
Student's Name for Kindergarten  
Student's Signature for 1<sup>st</sup>-8<sup>th</sup> grade

\_\_\_\_\_  
Student Name (Printed)

\_\_\_\_\_  
Date of Signatures

**Technology Survey**

There is internet service in the home that can be used by students \_\_\_\_\_ Yes \_\_\_\_\_ No

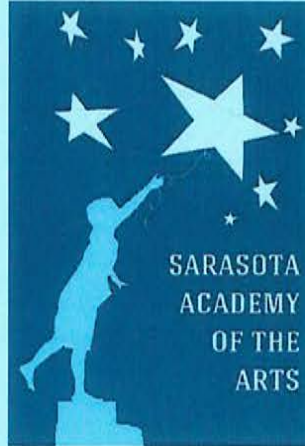
My child has a computer or laptop available at home to use for homework/schoolwork \_\_\_\_\_ Yes \_\_\_\_\_ No

In the interest of reducing printing cost, SAA sends out weekly newsletter via email.  
However, if you would prefer to also receive a printed copy please indicate that below:

I would like to receive weekly newsletters in print (sent home on Mondays) \_\_\_\_\_ Yes \_\_\_\_\_ No

Please write the email address(es) where you would like the newsletters sent:

\_\_\_\_\_  
\_\_\_\_\_



# CHARTER RENEWAL

## SECTION 8

### GOVERNANCE STRUCTURE AND PROCEDURES



# Sarasota Academy of the Arts



SARASOTA ACADEMY OF THE ARTS

- Home
- Discover SAA
- Announcements
- Board of Directors
- Business Partners
- Calendar
- Extended Care and Clubs
- Faculty
- Field Trips / Permission Slips
- Forms
- Fundraisers
- Google Classroom - What is it?

SAA is a Performing & Visual Arts Sarasota County Tuition Free Public Charter School serving Kindergarten through 8th Grade



## GOVERNING BOARD

Please click the button below for the Bylaws

[Our Bylaws](#)

Questions? Please reach out to our board members directly or through our school's liaison, Donna Scofield. All contact can be found below.

[SAA Minutes](#)

[SAA 1 Y17 Audit Report](#)

[1 Y16 Final Approved Budget](#)



### PRESIDENT/CHAIRMAN - DANIEL KENNEDY

4466 Garrison Street, Sarasota, FL 34232  
Email: chessie@comcast.net

Dan holds his BA and MA from The University of Kentucky and is currently in the Doctoral program. He has been in education for over 40 years as a teacher.



Brothers, Big Sisters, Coy is a Licensed Real Estate Agent in the state of Florida with Wagner Realty and serves as a member of the Sarasota/Manatee Realtors Association.

## Parent Liaison



### DONNA SCOFIELD - SAA PARENT LIAISON

4466 Garrison Street, Sarasota, FL 34232  
Email: dscofield@sarasotaacademyofthearts.com

Donna Scofield is joining us from Manatee County schools, where she was the front office secretary and registrar assistant for 9 years. She also received the Outstanding support award from her elementary school. She has worked 6.5 years in elementary and 2.5 years in high school. Prior to working in the school system, Donna's career was in banking for 18 years, customer service and managing the tellers. Donna also served in the United States Active Army before, during and after Desert Shield/Desert Storm. She was a military postal supervisor living in Germany and 3 other states.

Donna and her husband Jason, have a son, Riley, who has attended Sarasota Academy of the Arts for 6 years, 3 of which were Julie Rohr Academy. Donna has been the homeroom parent here at SAA for 3 years. She and Jason are active parents with SAA as well as Boy Scouts and Hwa Rang Do with Riley.

Donna also performed with a show choir in high school and believes strongly in the performing arts. She is excited to bring her friendly personality, her love for children and her professional skills to Sarasota Academy of the Arts.





4466 Fruitville Road  
Sarasota, FL 34232  
(941) 377-2278  
FAX (941) 404-4492  
[www.sarasotaacademyofthearts.com](http://www.sarasotaacademyofthearts.com)

## Sarasota Academy of the Arts Board of Directors

### **Daniel Kennedy, President/Chairman**

2352 Burton Lane Sarasota, FL 34239

Email: [chessie@comcast.net](mailto:chessie@comcast.net)

Dan Kennedy holds a BA and MA from the University of Kentucky. He also earned Rank One certification in Kentucky and he is Florida certified as Principal K-12. He has served as a Teacher, Dean, Assistant Principal, Principal in Sarasota County. He founded the Sarasota Military Academy and served as CEO/Headmaster. Dan has served 46 years in education. Dan is the Chair of the Sarasota Patriotic Observance Committee and he is Vice Chair of the Sarasota Police Foundation Board. In addition, he serves on the International Midway Memorial Foundation. Dan has formed Daniel Kennedy Consulting Group which assists community worthy efforts at no charge. Dan is a strong advocate for the Sarasota Academy of the Arts and he is very proud of the students, faculty, staff, and parents.

### **G. Robert McLain, Vice President**

107 S. Osprey Avenue Suite 210 Sarasota, FL 34236

Email: [Rmclain@SarasotaAcademyoftheArts.com](mailto:Rmclain@SarasotaAcademyoftheArts.com)

Rob McLain is a partner at the law firm of Metcalfe & McLain. He is a graduate of the University of Florida (B.A., major in Philosophy and minor in English), and George Mason University School of Law (J.D., magna cum laude). Prior to his legal career, Rob taught middle school English and worked in information technology. In addition to his work with SAA, Rob is a board member and Secretary of Sarasota Contemporary Dance. He is a happily married father of three extremely active children. In his spare time, Rob practices Jiu jitsu, and writes the daddy column for Mommy Magazine.



## **Joseph Solano, Secretary**

7667 Donald Ross Road West      Sarasota, FL 34240

Email: [Jsolano@SarasotaAcademyoftheArts.com](mailto:Jsolano@SarasotaAcademyoftheArts.com)

Joe holds a B.S. in Computer and Systems Engineering from Rensselaer Polytechnic Institute. As a successful businessman with over 25 years' experience he is currently a Partner and Chief Technology officer for XL Technologies. XL Technologies is a Sarasota, FL based technology firm that specializes in real estate software and marketing services. Joe and his extended family have held various active roles in music and the performing arts over the years and he is enthusiastic about assisting in the long-term sustainability and success of SAA.

## **Kyle Turoff, Treasurer**

5674 Bee Ridge Extension      Sarasota, FL 34241

Email: [Kturoff@SarasotaAcademyoftheArts.com](mailto:Kturoff@SarasotaAcademyoftheArts.com)

Kyle Turoff, a Sarasota Native holds a BA from Florida State University. She works for the Van Wezel Performing Arts Hall as the Booking and House Operations Manager. Kyle's creative professional background includes tenure as managing director/owner of the locally renowned Golden Apple Dinner Theatre, where she built an extensive list of on-stage credits both acting and directing. She is excited to bring her unique take on the arts to Sarasota Academy of the Arts and cannot wait to grow this amazing school.

## **Coy Carter, Board Member**

2408 Walker Circle      Sarasota, FL 34236

Email: [Ccarter@SarasotaAcademyoftheArts.com](mailto:Ccarter@SarasotaAcademyoftheArts.com)

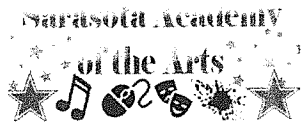
"Coy Carter, Jr. is a Sarasota native. He is a product Sarasota County charter schools, having graduated from Sarasota Military Academy. After graduation, he chose to stay local and attended the University of South Florida Sarasota-Manatee and earned a BA in Criminology. He is currently continuing his education with USFSM as a candidate for the Masters in Business Administration program. In addition, he is dedicated to giving back to the community that has supported his educational and personal growth by mentoring through Take Stock in Children of Sarasota and Big Brothers, Big Sisters. Coy is a Licensed Real Estate Agent in the state of Florida with Wagner Realty and serves as a member of the Sarasota/Manatee Realtors Association.

## **Edward Whitehead, Board Member**

4732 Flatbush Avenue      Sarasota, FL 34233

Email: [Ewhitehead@SarasotaAcademyoftheArts.com](mailto:Ewhitehead@SarasotaAcademyoftheArts.com)

Ed holds an AS from Lake City Forest Ranger School. He is a life-long resident of Florida, graduating from Venice High School. He spent 32 years with the Sarasota Police Department, retiring as the Deputy Chief with responsibilities for all police operations in the City. After retirement he helped establish and teach *Introduction to Law Enforcement* and *Introduction to Criminalistics and Forensic Science* at the Sarasota Military Academy.



Cecilia Blankenship <cblankenship@sarasotaacademyofthearts.com>

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## New event: Sarasota Academy of the Arts Governing Board

1 message

Evie <noreply@eviesays.com>

Wed, May 31, 2017 at 4:54 PM

To: cblankenship@sarasotaacademyofthearts.com

## Herald-Tribune Calendar

Powered by [eviesays.com](http://eviesays.com)

Hello, Cecilia Blankenship,

Thank you for submitting an event on *Herald-Tribune*. Your event is viewable at this URL and will appear in the event listings shortly:

<http://heraldtribune.eviesays.com/event/6448369/sarasota-academy-of-art-governing-board?tid=45271042>

If you need to make changes to your submission, you can do that through your account page. Log in, then click "My Account" to find your event. Click the "Edit" button to make your changes.

### Make Your Event Stand Out

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June 5, 2017, Governing Board Meeting Agenda  
Annual Meeting

- 8:00 Call to order  
Reading/Approval of Minutes  
Principal's Report  
Financial Report  
    Presentation of FY 2018 Budget  
    Changes to financial Controls  
Old Business  
    Update on Property/Permits  
New Business  
    Election of Officers  
Public Comment  
Adjournment  
Reconvene as Strategic Planning Session

# Sarasota Academy of the Arts Board Meeting Minutes

June 5<sup>th</sup>, 2017

Location: Sarasota Academy of the Arts – Administration Building

Board members present:

- Dan Kennedy
- Phil St. John
- Ed Whitehead
- Joe Solano
- Robert Mclain Jr.
- Coy Carter
- Kyle Turoff

Others present:

- Cecilia Blankenship
- Kristen LaFrance
- Donna Scofield - Parent Liaison
- Brett Thomason – Staff Liaison
- Adam Swilley
- Matt McHugh
- Jodi Kopacz
- Julie McHugh
- Jerome Pascuzzi
- Jerry Hayes
  
- Call to order at 8:03 am
- Board approved minutes for the May 15th, 2017 meeting
- Principals Report – Approved
  - 228 confirmed students with a goal of 232
  - Waiting lists in all classes
  - Program changes for next year include a high school level physical science 1 class and other changes required by the new administration
  - Summer camp is currently 13 children
  - School grades are not out yet

- Individual grades are expected the end of this week
- Staffing changes for next year, would like to add a math coach pending the budget
- Financial Report – Approved
  - IDEA funds of about \$10,000 outstanding
  - Expected the year end P&L to be break even
  - Budgeting process for next year is in process, expected to be anywhere from a \$15K - \$100K surplus depending on the specifics of the legislature
  - Still waiting on final 42<sup>nd</sup> street numbers
  - Retirement fund transfer is in process
- Financial Controls
  - Changes required in preparation for the charter renewal
  - Debit card usage in line with the checking account policies
  - Will prepare a written list of the changes required
- New Property
  - Historic society survey completed
  - Demolition is pending permit process approval
  - Portable company is working on completing their survey
- Election of officers – all existing officers will remain – Approved
- Public Comment – Mr. Pascuzzi made a statement on behalf of the middle school staff expressing their concerns
- Strategic planning – discussed the long term plan for the school
- Move the public comment section of the governing board meetings to the start so more staff can contribute their thoughts
- Form a building committee comprised of Dan, Coy, and Phil
- Rob will investigate an attorney who can represent SAA in looking into purchasing the existing land
- Meeting adjourned at 9:34AM

*Minutes submitted by Joe Solano*







Cecilia Blankenship <cblankenship@sarasotaacademyofthearts.com>

## New event: Governing Board of Sarasota Academy of the Arts

1 message

Evie <noreply@eviesays.com>

Tue, Aug 1, 2017 at 5:09 PM

To: cblankenship@sarasotaacademyofthearts.com

### ***Herald-Tribune* Calendar**

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<http://heraldtribune.eviesays.com/event/6699870/governing-board-of-sarasota-academy-of-art?tid=48211074>

If you need to make changes to your submission, you can do that through your account page. Log in, then click "My Account" to find your event. Click the "Edit" button to make your changes.

#### **Make Your Event Stand Out**

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SAA Governing Board Agenda  
August 8, 2017

- 8:00 AM      Call to Order  
                 Reading/Approval of June minutes  
                 Principal's Report  
                 Financial Report  
                 Old Business –  
                         Financial Policies  
                         Land/Portable Update  
                 New Business –  
                         Establish meeting schedule  
                         Ratify letter of intent to recertify charter

# Sarasota Academy of the Arts

## Board Meeting Minutes

August 8, 2017

Location: Sarasota Academy of the Arts

Board members present:

- Dan Kennedy
- Phil St. John
- Joe Solano
- Robert Mclain Jr.
- Coy Carter
- Kyle Turoff

Others present:

- Cecilia Blankenship
- Donna Scofield - Parent Liaison
- Brett Thomason – Staff Liaison
- Adam Swilley
- Matt McHugh
- Jodi Kopacz
- Julie McHugh
- Jerome Pascuzzi
- Jeffrey Kolowith
- Stanley Koci
  
- Call to order at 8:01 AM
- Board approved minutes for the June 5<sup>th</sup>, 2017 and June 28, 2017 meetings
- Principals Report – Approved
  - Currently 227 paid for from the district, 233 enrolled
  - Waiting lists in all classes
  - Space continues to be a concern especially given the delay in the portables
  - Received a grade as an A school
  - Reading score improvements are going to be a point of emphasis this year
  - Fully staffed, part time counselor 8-10 hours / week, new ESE staff
  - New early dismissal procedures for K-4

- Financial Report
  - Kristen and Pat both left the school
  - Review the Fiscal Year 2018 budget presented
  - Tabled the approval of the budget to give members time to review
- Internal Controls
  - Discussed changes to internal controls
- Matt will verify insurance coverage specifically hurricane / wind coverage and the deductible
- Portable – Currently waiting on the contractor Kauffman Construction to submit the permit to the county. Phil is going to follow up with the contractor to attempt to expedite the process
- Governing board meeting schedule will remain Tuesday mornings
- Letter of intent to recertify the charter agreement with the county was approved
- Meeting adjourned at 8:59AM

*Minutes submitted by Joe Solano*

A handwritten signature in black ink that reads "Joe Solano". The signature is written in a cursive, flowing style with a long horizontal stroke at the end.



Cecilia Blankenship <cblankenship@sarasotaacademyofthearts.com>

## New event: Sarasota Academy of the Arts Governing Board Meeting

1 message

Evie <noreply@eviesays.com>

Thu, Sep 7, 2017 at 11:29 AM

To: cblankenship@sarasotaacademyofthearts.com

### ***Herald-Tribune* Calendar**

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<http://heraldtribune.eviesays.com/event/6954252/sarasota-academy-of-art-governing-board-meeting?tid=49052660>

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Governing Board Agenda  
September 11, 2017

8:00 AM      Call to order  
                 Reading and Approval of Minutes  
                 Principal's Report  
                      Enrollment  
                      Out-of-field teachers  
                 Finance Report  
                 New Business  
                 Old Business  
                      Progress of New Property Development  
                      Costs for Permitting



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September 11, 2017  
Governing Board Meeting  
Canceled Due to Hurricane



# Herald-Tribune

Order:	SC52G0QM2O	Pubs:	4,10	Rate:	LE
Phone:	(941)371-4979	Class:	0001	Charges:	\$ 0.00
Account:	10032693	Start Date:	09/23/2017	List Price:	\$ 24.75
Name:	N/A,	Stop Date:	09/23/2017	Payments:	\$ 0.00
Caller:	Cecilia Blankenship	Insertions:	2	Balance:	\$ 24.75
Taken By:	SC52	Columns:	1	Lines:	9
Schedule:	9/23 1x, 9/23 1x, . . .			Taken On:	09/20/2017

Public Notice

Notice is given that the Governing Board of Sarasota Academy of the Arts will meet Tuesday, October 10, 2017, at 8:00 AM at 4466 Garrison Street in the Administration Building.

Date of pub: September 23, 2017

Attention: \_\_\_\_\_ Fax: \_\_\_\_\_

This is a final proof. If any information is incorrect, please contact your sales representative prior to the deadline of the first insertion. Otherwise your order is accepted as having been approved.



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Governing Board Agenda  
October 10, 2017

Meeting in Room 9, 8:05 AM

- 8:05 AM      Call to order  
                 Reading/acceptance of minutes  
                 Public Comment – Clare Farmer, teacher  
                 Principal's Report  
                      Update on out-of-field teachers  
                 Finance Report  
                 New Business  
                      Charter renewal application  
                      Audit report (informal)  
                      Request for separate music bank account  
                      Report on Hurricane Irma damage  
                 Old Business  
                      Update on portables  
                      Update regarding lease agreement

Adjournment

# Sarasota Academy of the Arts

## Board Meeting Minutes

October 10<sup>th</sup>, 2017

Location: Sarasota Academy of the Arts

Board members present:

- Dan Kennedy
- Robert Mclain Jr.
- Joe Solano
- Coy Carter
- Kyle Turoff
- Ed Whitehead

Others present:

- Cecilia Blankenship
- Donna Scofield - Parent Liaison
- Brett Thomason – Staff Liaison
- Adam Swilley
- Matt McHugh
- Jodi Kopacz
- Julie McHugh
- Clare Farmer
- Kristie Bryan
  
- Call to order at 8:00 AM
- Board approved minutes for the August 8<sup>th</sup> meeting
- Clare Farmer staff member presented concerns of the faculty and staff, see attached document outlining the points discussed
- Kristie Bryan staff member outlined some other staff questions / concerns, see attached document
- Charter Renewal
  - Final draft by 12/22/17 to go before the governing board
  - 1/9/18 sent to charter review committee
  - Sarasota County school board will review during the March meeting
  - Would go into effect July 1st



- SAA would like a 15year renewal
- Board approved resignation of Phil St. John
- Principals Report – Approved
  - Currently 227 full time enrolled
  - All staff is currently working in their respective field
  - Received the 5 Star award again, 17 out of 60 schools in the district
  - Discussed using the district climate survey for the charter renewal survey
  - Cecilia is the custodian of public records
  - Cecilia reiterated and appreciates all of the constraints that the staff is currently operating under
- Financial Report - Approved
  - Transferred account from Homebanc to Bank of the Ozarks
- Music Bank Account – Approved pending review by the auditor
- Hurricane – minimal damage, staff worked hard to protect the school, the governing board would like to formally recognize the staff for their hard work in preparing for hurricane Irma
- Current lease expires in the May/June timeframe
- Portables are expected to be installed and in place by Christmas break
- Meeting adjourned at 9:20AM

*Minutes submitted by Joe Solano*

A handwritten signature in black ink, appearing to read "Joe Solano". The signature is written in a cursive, flowing style with a long horizontal stroke at the end.



- [Home \(/\)](#)

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- [Discover SAA \(/discover-saa.html\)](#)

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- [Announcements \(/announcements.html\)](#)

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- [Board of Directors \(/board-of-directors.html\)](#)

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- [Business Partners \(/business-partners.html\)](#)

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- [Calendar \(/calendar.html\)](#)

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- [Extended Care and Clubs \(/extended-care-and-clubs.html\)](#)

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- [Faculty \(/faculty.html\)](#)

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- [Field Trips / Permission Slips \(/field-trips--permission-slips.html\)](#)

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- [Forms \(/forms.html\)](#)

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- [Fundraisers \(/fundraisers.html\)](#)

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- [Google Classroom - What is it? \(/google-classroom---what-is-it.html\)](#)

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- [Honor Roll \(/honor-roll.html\)](#)

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- [Middle School \(2017-2018\) \(/middle-school-2017-2018.html\)](#)

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- [Music & Performing Arts Program \(/music--performing-arts-program.html\)](#)

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- [Newsletters \(/newsletters.html\)](#)

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- [Parents Corner \(/parents-corner.html\)](#)

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- [Photo Gallery \(/photo-gallery.html\)](#)

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- [Policies & Procedures \(/policies--procedures.html\)](#)

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- [Principal's Corner \(/principals-corner.html\)](#)

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- [PTO \(Parent Teacher Organization\) \(/pto-parent-teacher-organization.html\)](#)

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- [SAC \(School Advisory Council\) \(/sac-school-advisory-council.html\)](#)

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- [School Health \(/school-health.html\)](#)

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- [School Lunch \(/school-lunch.html\)](#)

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- [Spanish \(/spanish.html\)](#)

**WEEK OF OCTOBER 16**  
 (//WWW.SARASOTAACADEMYOFHEARTS.COM/PRINCIPALS-CORNER/WEEK-OF-OCTOBER-16)

10/15/2017  
 0 Comments (//www.sarasotaacademyofthearts.com/principals-corner/week-of-october-16#comments)

Good afternoon! It is Sunday afternoon as I write this so you will probably have a copy in your inbox this evening. Since there is NO SCHOOL tomorrow, the hard copies will come home on Tuesday.

Please remember that the 3rd, 4th, and 5th graders will perform at the Glenridge Performing Arts Theater Thursday evening. Admission is \$5.00 for each adult. The first show starts at 6:00 PM. Parents of students in those classes should check the emails and letters home from Mrs. Julie for more specific information. Everyone is welcome to come watch the performances - they are always delightful.

Check out Kelly's list of all the events this week. We are trying the PTO meeting at 3:30 on **Tuesday** at the request of parents at the last 2016-17 PTO. We'll see how it goes. **Wednesday we have scheduled an additional meeting of the Governing Board.** It should be short as we only have to approve sending the draft copy of the annual audit to the district. Also this week is "Picture Day" on Thursday for all students and staff. Be sure to send in the envelope with payment if you wish to purchase photos. We will start with kindergarten at 8:20 AM.

I was very pleased to attend a business plan proposal by the sixth grade students Friday. It was well-thought out and had all of the questions covered. I can't tell you what it is, though, because they want to release the business information through their own marketing plan. This is a long term project relating to math, language arts, and economics standards.

Tuesday the after school students will be working in the reading and office gardens on a school beautification project. Mr. Brian welcomes any parents and staff members who want to help until 6:00 PM. Donations of bags of mulch are being solicited from parents to help defray the cost of the project.

Thank you to all of you who help out in any way at school. You are so appreciated!

Sincerely,  
 Cecilia Blankenship

Like 0 Tweet

0 Comments (//www.sarasotaacademyofthearts.com/principals-corner/week-of-october-16#comments)

**LEAVE A REPLY.**

**AUTHOR**

Write something about yourself. No need to be fancy, just an overview.

**ARCHIVES**

- [December 2017 \(/principals-corner/archives/12-2017\)](#)
- [November 2017 \(/principals-corner/archives/11-2017\)](#)
- [October 2017 \(/principals-corner/archives/10-2017\)](#)
- [September 2017 \(/principals-corner/archives/09-2017\)](#)
- [August 2017 \(/principals-corner/archives/08-2017\)](#)
- [June 2017 \(/principals-corner/archives/06-2017\)](#)
- [May 2017 \(/principals-corner/archives/05-2017\)](#)
- [April 2017 \(/principals-corner/archives/04-2017\)](#)
- [March 2017 \(/principals-corner/archives/03-2017\)](#)
- [February 2017 \(/principals-corner/archives/02-2017\)](#)
- [January 2017 \(/principals-corner/archives/01-2017\)](#)
- [December 2016 \(/principals-corner/archives/12-2016\)](#)
- [November 2016 \(/principals-corner/archives/11-2016\)](#)
- [October 2016 \(/principals-corner/archives/10-2016\)](#)
- [September 2016 \(/principals-corner/archives/09-2016\)](#)
- [August 2016 \(/principals-corner/archives/08-2016\)](#)
- [May 2016 \(/principals-corner/archives/05-2016\)](#)
- [April 2016 \(/principals-corner/archives/04-2016\)](#)
- [March 2016 \(/principals-corner/archives/03-2016\)](#)
- [February 2016 \(/principals-corner/archives/02-2016\)](#)
- [January 2016 \(/principals-corner/archives/01-2016\)](#)
- [December 2015 \(/principals-corner/archives/12-2015\)](#)
- [November 2015 \(/principals-corner/archives/11-2015\)](#)
- [October 2015 \(/principals-corner/archives/10-2015\)](#)
- [September 2015 \(/principals-corner/archives/09-2015\)](#)
- [August 2015 \(/principals-corner/archives/08-2015\)](#)
- [May 2015 \(/principals-corner/archives/05-2015\)](#)
- [April 2015 \(/principals-corner/archives/04-2015\)](#)
- [March 2015 \(/principals-corner/archives/03-2015\)](#)
- [February 2015 \(/principals-corner/archives/02-2015\)](#)
- [January 2015 \(/principals-corner/archives/01-2015\)](#)



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October 18, 2017

Governing Board Meeting

Special Meeting

Agenda

Review and approve draft copy of 2016-17  
audit before sending final form to Sarasota County School office.

# Sarasota Academy of the Arts Board Meeting Minutes

October 18<sup>th</sup>, 2017

Location: Sarasota Academy of the Arts

Board members present:

- Dan Kennedy
- Robert Mclain Jr.
- Joe Solano
- Coy Carter
- Kyle Turoff
  
- Call to order at 10:59 AM
- Board approved sending the financial audit to the district for review pending confirmation that the missing funds and change of internal controls was reviewed by the auditors
- Board approved Dan to move forward in researching the Beth Sholom property as a potential leasing location

*Minutes submitted by Joe Solano*



**CLASSIFIED ADVERTISING RECEIPT**

SARASOTA ACADEMY OF THE ARTS  
 N/A  
 4466 FRUITVILLE RD  
 SARASOTA, FL 34232

Account: 10032693  
 Phone: (941)371-4979  
 P.O. #:  
 Ad Taken By: SC68  
 Receipt printed: 10/26/2017

Order Number	Class Number	Start Run	End Run	Run Times	Lines	Description
SC68G0QOD0	0001	10-31-17	10-31-17	2	8	Public Notice: Notice is given that the Governing Board of Sarasota Academy of the Arts will meet Tuesday, November 14, 2017 at 8:05 AM at 4466 Garrison Street in the Administration Building. Date of Pub: October 31, 2017

Payment Detail	Pay Date	Type	Card or Check #	Card	Exp	Amount
Current Payment	10/26/2017	CARD	xxxxxxxxxxxx8689	VI	01/20	\$ 22.00
Order Price						\$ 22.00
Total Payments					-	\$ 22.00
<b>Balance</b>					=	<b>\$ 0.00</b>

**Sarasota Herald-Tribune**  
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 1741 Main St.  
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*Doc # 72663*

**Sarasota Herald-Tribune's Copy**

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 4466 FRUITVILLE RD  
 SARASOTA, FL 34232

Account: 10032693  
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 Ad Taken By: SC68  
 Receipt printed: 10/26/2017

Order Number	Class Number	Start Run	End Run	Run Times	Lines	Description
SC68G0QOD 0	0001	10-31-17	10-31-17	2	8	Public Notice: Notice is given that the Governing Board of Sarasota Academy of the Arts will meet Tuesday, November 14, 2017 at 8:05 AM at 4466 Garrison Street in the Administration Building. Date of Pub: October 31, 2017

Payment Detail	Pay Date	Type	Card or Check #	Card	Exp	Amount
Current Payment	10/26/2017	CARD	xxxxxxxxxxxx8689	VI	01/20	\$ 22.00
Order Price						\$ 22.00
Total Payments					-	\$ 22.00
<b>Balance</b>					=	<b>\$ 0.00</b>





Sarasota Academy of the Arts  
4466 Fruitville Road  
Sarasota, FL 34232  
(941) 377-2278  
FAX (941) 404-4492  
[www.sarasotaacademyofthearts.com](http://www.sarasotaacademyofthearts.com)

Governing Board Agenda  
For November 14, 2017

- 8:05 AM      Call to order  
                 Reading/approval of minutes  
                 Report on the audit – Tom Pellegrino  
                 Principal’s report and letter of intent  
                 Financial report  
                 Old Business  
                      Update on portables/property/possible acquisitions  
                      Charter renewal  
                      Conflict of interest forms  
                 New Business

# Sarasota Academy of the Arts Board Meeting Minutes

November 14<sup>th</sup>, 2017

Location: Sarasota Academy of the Arts

Board members present:

- Dan Kennedy
- Ed Whitehead
- Coy Carter
- Robert Mclain Jr.
- Joe Solano
- Kyle Turoff

Others present:

- Tom Pellegrino
- Donna Scofield - Parent Liaison
- Brett Thomason – Staff Liaison
- Adam Swilley
- Jodi Kopacz
- Cecilia Blankenship
- Julie McHugh
- Clare Farmer
- Kristie Bryan
- Jerome Pascuzzi
- Matt McHugh
- Meg Curulla
  
- Call to order at 8:00 AM
- Board approved the minutes from the October 18<sup>th</sup>, 2017 meeting
- Results of the audit were presented by Tom Pellegrino
- Public comment by Meg Curulla, 4<sup>th</sup> grade parent and Kindergarten teacher
  - Ms. Curulla expressed concerns over the shared space usages including the sound issues having the music class adjacent to the 4<sup>th</sup> grade during math and ELA and the distractions it presents to the students.
  - Cecilia is looking to alternative options to alleviate the issues
- Cecilia Blankenship presented her letter of resignation at the conclusion of the 2017/2018 school year

- Principals Report – Approved
  - On target for enrollment numbers
  - Ms. North and Ms. Tirota did a great job on the Spanish fair
  - Mr. Bryan has the Beta Club Honor Society is off to a great start
- Financial Report – Approved
  - Board appreciates the effort on the financial audit and overall fiscal management of the school
- Portables – discussed and the effect of other space options
- Temple Beth Sholom
  - They are interested in a 3 year fixed lease
  - Approximately 29,000 sf currently asking \$10/sf
  - Motion to move ahead with negotiating a lease of the Temple property and to investigate the separate Beneva road property was approved.
- Charter Renewal – progress continues to be made on the renewal
- New Principal Search
  - Matt / Cecilia to identify potential search companies
  - Form a search committee with teachers and parents
  - Limit search to local candidates for now.
- Meeting adjourned at 9:00 AM

*Minutes submitted by Joe Solano*

A handwritten signature in black ink, appearing to read "Joe Solano". The signature is written in a cursive, flowing style with a long horizontal stroke at the end.



# Herald-Tribune

Order:	SC52G0QQKV	Pubs:	4,10	Rate:	LE
Phone:	(941)928-3106	Class:	0001	Charges:	\$ 0.00
Account:	H472386	Start Date:	12/06/2017	List Price:	\$ 24.75
Name:	Blankenship, Cecilia	Stop Date:	12/06/2017	Payments:	\$ 0.00
Caller:	Cecilia	Insertions:	2	Balance:	\$ 24.75
Taken By:	SC52	Columns:	1	Lines:	9
Schedule:	12/6 1x, 12/6 1x, , ,			Taken On:	12/01/2017

**Public Notice:**

Notice is given that the Governing Board of Sarasota Academy of the Arts will meet Tuesday, December 12, 2017 at 8:00 AM in the Administration Building, 4466 Garrison Street, Sarasota, FL 34232.

Date of pub: December 6, 2017

Attention: \_\_\_\_\_ Fax: \_\_\_\_\_

This is a final proof. If any information is incorrect, please contact your sales representative prior to the deadline of the first insertion. Otherwise your order is accepted as having been approved.



Sarasota Academy of the Arts  
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December Governing Board Agenda  
December 12, 2017

8:00 AM

Call to Order  
Reading/Approval of Minutes  
Public Comment:  
Principal's Report  
Financial Report  
New Business  
    Faculty Appreciation  
    Formal adoption of policy change (receiving funds)  
    Proposal to move music class  
Old Business  
    Update on property/location  
    Charter renewal



# Sarasota Academy of the Arts Board Meeting Minutes

December 12<sup>th</sup>, 2017

Location: Sarasota Academy of the Arts

Board members present:

- Dan Kennedy
- Ed Whitehead
- Coy Carter
- Robert McClain Jr.
- Joe Solano

Others present:

- Donna Scofield - Parent Liaison
- Brett Thomason – Staff Liaison
- Adam Swilley
- Jodi Kopacz
- Cecilia Blankenship
- Julie McHugh
- Kristie Bryan
- Matt McHugh
- Meg Curulla
  
- Call to order at 8:07AM
- Board approved the minutes from the November 14<sup>th</sup>, 2017 meeting with the following adjustments:
  - Portables – discussed and the effect of other space options, the board recommended that no additional expenses be funded on the development of the portables until the Temple Beth Shalom lease negotiations have concluded
  - New Principal Search, Hold off on use of a search company until all local options have been exhausted
- Board approved the minutes from the December 4<sup>th</sup>, 2017 meeting
- Temple Beth Shalom
  - Going forward before their board 12/13 or 12/14
  - Asked the real estate agent for
- Public Comment - None

- Principals Report – Approved
  - Had a meeting with the district last Thursday on the charter renewal
  - Need comments back from the SAA Board by the 18<sup>th</sup>
  - SAA board will meet on the 8<sup>th</sup> to approve the charter renewal, due to the district on the 9<sup>th</sup>
  - Parent survey responses – 66/180 families responded
- Financial Report – Postponed vote because of technical issues with the presentation of information
  - Operating account currently waiting reimbursement of \$27,000
- Board approved the same faculty holiday appreciation amounts as last year
- Music Class Space
  - Matt and Julie McHugh presented the option of utilizing additional JRA space to accommodate the SAA music classes
  - Matt and Julie left the room for the remainder of the discussion
  - 525 sf of additional space would be utilized
  - Board approved a motion to do what is necessary to solve the sound issue with the music classes and the 4<sup>th</sup> grade
- Reviewed the proposed principal search committee – only SAA 1 board member may attend. Dan recommended including the custodian on the committee.
- Meeting adjourned at 8:44 AM

*Minutes submitted by Joe Solano*

A handwritten signature in black ink, appearing to read "Joe Solano". The signature is written in a cursive, flowing style with a long horizontal stroke at the end.

# Sarasota Academy of the Arts Board Meeting Minutes

April 12, 2013 at 8:00 a.m.

Location: Julie Rohr Academy office

Board members present:

- Dan Kennedy
  - Joe Solano
  - Denise Gagne
  - Kelly Marsh
  - Hillary Chojnacki
- 
- Call to order at 8:00am
  
  - Approval of Minutes dated March 20, 2013
  
  - Treasurer's Report
    - Beginning balance \$970.05
    - Received Herald Tribune Ad invoice for \$445.05
    - Anticipated cost for teacher recruitment ad is approximately \$300.
    - Treasurer's Report Approved
  
  - Principal's Report:
    - Enrollment discussed
    - Attended webinars
    - Carol Todd to submit board training certificates
    - Lease to be signed shortly
    - Need to advertise on website and FB regarding new enrollment period

- Need Approval of Revised Admissions Policy
  - Policy was approved
  
- Need Approval of Segregation of Financial Duties Policy
  - Policy was approved
  
- Lease
  - Attorney has not sent it over yet.
  
- Additional Board Member
  - New Board Member, Julie Henry, was approved
  
- New Business:
  - Letter to new families
  - Summer Event - BBQ/Picnic
  - Incentives for raising funds – waiting on 501c3 for the golf tournament
  - Concern raised about citizen/neighbor videotaping school activities
  
- Meeting adjourned at 8:40am.

*Minutes submitted by Kelly Marsh*

## Sarasota Academy of the Arts

### Segregation of Financial Duties Policy

Sarasota Academy of the Arts (SAA) will implement multiple strategies to ensure sound business, finance, and accounting practices to safeguard public funds. The internal controls manual included with the original carter school application discusses all of the policies and procedures that have been or will be implemented prior to the school officially opening. One section of this strategic plan is the segregation of duties. The SAA Business Manager, Bookkeeper, and Principal will be the three individuals primarily responsible for carrying out and adhering to these requirements on a daily basis. The SAA Treasurer will meet with these individuals on a monthly basis to keep informed on activity, and accurately be able to present reports to the governing board at their monthly meetings. In addition, a third party CPA firm will be hired to assist with preparing appropriate monthly and year-end tax reports, prepare year-end tax returns, and perform a complete annual audit. The following highlights the key requirements for the financial segregation of duties.

1. For recurring monthly bills (water, electric, phone, garbage pick-up, etc.), the invoices will be opened by the bookkeeper as they are delivered by mail and initialed as received. Those invoices will be given to the business manager for review and approval to pay. The bookkeeper will enter and print those checks which will be required to have two signatures (bookkeeper, business manager, and principal will be authorized signers). A separate portion of each check with vendor name, amount, and description regarding the payment will be attached to and filed with the invoice in a secure location.
2. For purchase orders (books, testing, furniture, classroom supplies, etc.), those will be submitted to the business manager and signed by the individual requesting the item(s). The business manager will meet with the principal at a minimum of twice per month to discuss purchase orders and determine need and fund availability as budgeted. If approved by the principal and business manager, purchase orders will be signed by both and submitted to vendors for processing. Checks written for payment on these will follow the same steps as item #1. All purchases in excess of \$500 will receive three separate bids/price comparisons as discussed in the SAA procurement policy. All purchases over \$10,000 will require additional approval of the governing board. All purchase orders will be numbered and accounted for monthly by the bookkeeper and business manager. Upon receipt of goods, SAA will designate an individual to verify the condition, quantity and quality of the good prior to payment. All items that exceed \$250 will be identified and tagged as property of SAA/School Board of Sarasota County and inventoried accordingly using a purchased inventory tracking software.
3. When monthly FTE and any additional fund income from the Department of Education and Sarasota County School Board are received, the business manager and principal will meet to review for accuracy.



4. For additional income that is received other than state and county funding (fundraisers, yearbooks, field trips, etc), that money will be received and recorded in a numbered receipt book with carbon-copied duplicate pages. Income can only be received by the bookkeeper, business manager, or other individual upon board and administrative approval. Cash income will be reconciled by the bookkeeper and business manager together and signed approval of accuracy will be required by both. Checks will be endorsed with a bank issued "deposit only" stamp at the time they are received as well as being recorded in the receipt book. All receipts will be signed by the individual that receives the money (bookkeeper, business manager, or other board/administrative approved individual only) and will be reviewed by the bookkeeper and business manager. All receipts must be accounted for and reconciled with deposits and signed as accurate by both parties prior to depositing.
5. Reconciling of the bank statements will be done on a monthly basis, and will be reconciled within a week of receiving those statements. Bank statements will be opened by the Treasurer and signed before being given to the business manager. Bank statements will be reconciled with the bookkeeper and business manager together to check for accuracy and safeguard against fraud. Upon completion, that will be signed by both to confirm approval and accuracy. That information will then be presented to the principal and Treasurer at the monthly meeting as stated above. During the first six to twelve months of SAA's operations, the business manager will also meet monthly with the contracted CPA firm to review financials to ensure accuracy. After that initial time period, the business manager will meet with the CPA firm quarterly.
6. All bank accounts will be required to have board approval prior to being established.
7. Payroll will be monitored by the business manager and principal and discussed at the regularly scheduled monthly meeting between them to ensure proper payment as approved and budgeted. Administration approval will be required for overtime. Overtime will be documented on an SAA form for hours worked and overtime. Adequate supporting documentation such as timesheets, leave accruals, etc., will be used to ensure proper payments are made only for services rendered. This documentation will be recorded by a designated staff member and submitted to the business manager and principal weekly. SAA will contract with a payroll company to issue payroll checks and handle payroll tax services. Authorizations will be maintained to support all deductions from payroll checks. Payroll registers will be reviewed, approved, and certified by the Business Manager to ensure payments are accurate and justified.

These policies will be reviewed by the SAA governing board annually to determine efficiency and level of protection, and revised as necessary.

Note: Above policy adapted from Internal Controls Manual submitted and approved with SAA Charter application with revisions approved by Governing Board as reflected in April 12, 2013 minutes.

## Sarasota Academy of the Arts

### Segregation of Financial Duties Policy

Sarasota Academy of the Arts (SAA) will implement multiple strategies to ensure sound business, finance, and accounting practices to safeguard public funds. The internal controls manual included with the original charter school application discusses all of the policies and procedures that have been or will be implemented prior to the school officially opening. One section of this strategic plan is the segregation of duties. The SAA Business Manager, Bookkeeper, and Principal will be the three individuals primarily responsible for carrying out and adhering to these requirements on a daily basis. The SAA Treasurer will meet with these individuals on a monthly basis to keep informed on activity, and accurately be able to present reports to the governing board at their monthly meetings. In addition, a third party CPA firm will be hired to assist with preparing appropriate monthly and year-end tax reports, prepare year-end tax returns, and perform a complete annual audit. The following highlights the key requirements for the financial segregation of duties.

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3. When monthly FTE and any additional fund income from the Department of Education and Sarasota County School Board are received, the business manager and principal will meet to review for accuracy.

\$1500

## Minutes of the First Meeting of the Board for the Sarasota Academy of the Arts Charter School

Date: July 26, 2012

Time: 11:00 a.m.

Location: Julie Rohr Academy office

Purpose of meeting was to discuss the finalization of the charter school application prior to it being submitted to the Sarasota County School Board

Board members present:

Rob McClain  
Dan Kennedy  
Matt McHugh  
Cecilia Blankenship  
Julie McHugh  
Denise Gagne  
Hillary Chojnacki  
Kelly Marsh  
Bill Marotti  
Joe Solano- via phone

- Call to order at 11:08 by Dan Kennedy
- Discussion of any anti-nepotism issues with regards to a 501(c)3 and its management-  
Rob suggested that the charter enlist outside council who deals specifically with non-profit organizations to make sure that there are no potential landmines that could arise.
- Charter was officially incorporated as a non-profit as of last week- By laws to be adopted in one month. Hillary and Kelly will have to keep a copy of the by-laws as co-secretaries.
- Term limits- Directors will have a 3-year term and may be re-elected without a limitation on the number of terms. Directors will be elected by the majority of the board. Officers will have a 1-year term and may be re-elected without a limitation on the number of terms.

- Hiring Decisions- Dan suggested that hiring/firing decisions need to be made by the principal. It is currently outlined in the by-laws that hiring/firing decisions are made by approval of the board of directors.
- Motion to change item 7.1 of the Bylaws- Dan moved to change item 7.1 of the bylaws to read that all hiring/firing decisions would be made by the principal of the school. Bill seconded the motion. All were in favor of the motion and the bylaws were amended unanimously.
- Rob will be the official contact on 501(c)3
- Discussion of staffing schedule/budget- Is budget affordable? Matt felt confident in budget projections as they stand. The principal has to be the highest paid individual. Rob reiterated that it is highly recommended that the board seek outside council to review the budget with regards to anti-nepotism laws.
- Motion to approve the charter application- Dan moved to approve the charter application. Bill seconded the motion. Motion was unanimously approved
- D&O Policy- It was strongly recommended that a D&O policy be put in place in the future.
- Discussion of opening a bank account- Denise Gagne will assist in opening a bank account for the Charter. Taxpayer ID is needed to start process. It was suggested that school should start raising funds via fundraisers etc.
- Meeting adjourned by Dan at 11:42 a.m.

Outstanding issues:

- Need one formal email address for all Board correspondence
- Need a sheet with all emails, addresses and names of board members to be distributed
- Bank account status



## **ARTICLE II Members**

**2.1 Members:** SAA shall have no members.

## **ARTICLE III Directors**

**3.1 Powers:** All corporate powers, including power over the property and affairs of SAA, shall be exercised by the Board of Directors, subject to state and federal law, the Articles of Incorporation, and these bylaws.

**3.2 Number:** SAA shall be managed by a Board of Directors of not less than five (5) individuals. The Board may by majority vote elect to increase or decrease its size at any time, provided that there shall be at least five (5) and no more than nine (9) directors at any one time. If the number of Directors drops below five (5), the remaining Directors shall, as soon as practicable, elect by majority vote a sufficient number of Directors to meet the requirement of this Section, and no other action may be taken by the Board until such time as there are at least five (5) duly elected Directors.

**3.3 Election:** The initial Board of Directors shall be as stated in the Articles of Incorporation. Subsequent Directors shall be elected by a majority vote of the Board of Directors.

**3.4 Term:** Each Director shall serve for a term of three (3) years. At the end of their term, Directors may be re-elected; Directors shall not be subject to term limits.

**3.5 Resignation and Removal:** A Director may resign at any time by giving written notice to the Board of Directors. One or more Directors may be removed, with or without cause, at a duly noticed meeting held specifically for that purpose, upon a majority vote of the Board of Directors. A Director whose removal is being sought shall have the right to vote on his or her removal.

**3.6 Vacancy:** In the event of a vacancy on the Board of Directors, the vacancy shall be filled as soon as practicable. A vacancy may be filled by a majority vote of the Board of Directors. A Director filling a vacancy created by the death, resignation or removal of another Director shall complete the prior Director's term, and must then stand for re-election.

**BYLAWS**  
**OF**  
**SARASOTA ACADEMY OF THE ARTS, Inc.**

(A Florida Non-Profit Corporation)

**ARTICLE I**  
**Name, Address and Purpose**

**1.1 Name and address of the Corporation:** The name of the corporation is Sarasota Academy of the Arts (“SAA”). The corporation is located in Sarasota County, Florida. Until such time the SAA leases property for operating a charter school, its mailing address, and registered office/agent address shall be 1800 Second Street, Suite 735, Sarasota, Florida, 34236. Upon leasing property for operating a charter school, SAA’s mailing address shall be that of the property leased.

**1.2 Purpose:** The corporation is organized exclusively for educational, scientific, literary and/or charitable purposes, within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code. The corporation is also organized for the purpose of owning and operating a charter school pursuant to Chapter 1002.33 of the Florida Statutes.

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in this Article IV. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.



**5.2 Term:** Officers shall be elected to one-year terms and may be re-elected as many times as the Board desires.

**5.3 Mandatory Officers:** The Board of Directors shall elect each year the following officers:

President – The President shall be the chief executive officer of SAA, and shall preside at all meetings of the Board of Directors.

Vice-President – The Vice-President shall exercise the powers and duties of the President, in the event the President is unable or unavailable to serve.

Secretary – The Secretary shall have custody of and maintain all of the Corporation's records, including the seal; have primary responsibility for providing notice of meetings; record and keep the minutes of all meetings.

Treasurer – The Treasurer shall keep and verify all records of the Corporation's accounts, receipts and disbursements, and shall render accounts thereof quarterly to the Board of Directors. The Treasurer may delegate day-to-day financial tasks and record keeping, but not his or her responsibility for oversight and reporting, to a Chief Financial Officer or Business Manager, upon majority vote of the Board of Directors.

**5.4 Principal:** The Board of Directors shall select a Principal, not a member of the Board, to serve as the chief administrator of SAA. The principal shall report to the Board at each meeting of the Board of Directors.

**5.5 Other Officers:** The Board of Directors may establish other officers by majority vote of a duly constituted quorum of the Board.

## **ARTICLE VI Committees**

**6.1** The Board of Directors may appoint standing or ad-hoc committees as deemed necessary or desirable by the Board, upon majority vote of a duly constituted quorum of the Board. Committee members need not be Directors. Any Committee member may be removed by majority vote of a duly constituted quorum of the Board.

**3.7 Qualifications:** All Directors shall be natural persons, at least twenty-one (21) years of age, and must not have been previously convicted of a felony, or a crime involving dishonesty.

**3.8 Compensation and Indemnification:** Directors shall receive no compensation for their services. SAA may indemnify the Directors for their acts in conducting SAA's business, and may purchase Director and Officer insurance for that purpose.

#### **ARTICLE IV Operation of the Board of Directors**

**4.1 Regular Meetings:** During the school year, the Board of Directors shall meet each month.

**4.2 Special Meetings:** Special meetings may be called by any Director, after consulting with the President, and upon proper notice.

**4.3 Vote:** Each Director shall have an equal vote on every matter before the Board of Directors.

**4.4 Quorum:** One-half of the Directors entitled to vote shall constitute a quorum. At each duly noticed meeting at which a quorum of Directors is present, all acts and decisions of the majority of then-present Directors shall be an act of the Board of Directors.

**4.5 Notice and Records; Government in the Sunshine:** Upon the effective date of the signing of a Charter School Contract by SAA and the Sarasota County School Board, Florida's Government in the Sunshine Laws will be applicable to SAA. Immediately upon that event, notices of each of meeting shall be posted in compliance with Florida law, including Section 286.011, and Chapter 119 of the Florida Statutes. Agendas, meetings, and records shall be kept according to Florida law.

#### **ARTICLE V Officers**

**5.1 Selection:** All officers must be elected by a duly constituted quorum of the Board of Directors. The President, Vice-President, Secretary and Treasurer must be elected from amongst the Directors. At the discretion of the Board of Directors, non-Directors may be elected to serve as other officers.

**ARTICLE VII**  
**Hiring, Termination and Compensation of Employees**

**7.1 Hiring and Termination Decisions:** The Board of Directors shall be solely responsible for selecting, hiring and terminating the employment of the Principal. All other hiring and termination decisions shall be made by the Principal.

**7.2 Compensation:** The compensation of all SAA employees shall be determined by a majority vote of a duly constituted quorum of the Board of Directors.

**7.3 Anti-Nepotism:** All hiring, promotion, and compensation decisions shall comply with Florida's Anti-Nepotism law, *Fla. Stat. 1002.33*.

**ARTICLE VIII**  
**Amendments**

**8.1** These Bylaws may be amended, altered or rescinded by majority vote of the entire Board of Directors at any duly noticed meeting.

I HEREBY CERTIFY that the foregoing are the true and correct Bylaws of Sarasota Academy of the Arts, a Florida non-profit corporation.

DATED \_\_\_\_\_.

\_\_\_\_\_  
Secretary

# Sarasota Academy of the Arts Board Meeting Minutes

February 26, 2013 at 8 a.m.

Location: Julie Rohr Academy office

Board members present:

- Dan Kennedy
  - Cecilia Blankenship
  - Rob McClain
  - Joe Solano
  - Denise Gagne
  - Kelly Marsh
  - Hillary Chojnacki
  - Bill Mariotti
- 
- Call to order at 8:04 am by Dan Kennedy
  
  - Treasury Report- Denise Gagne stated that funds have been spent out of the account to cover the cost of a photo and there is still one outstanding check for advertising expenses. The Treasury report was approved.
  
  - Principal's Report- SAA's contract was approved by the Sarasota County School Board with a 5-0 vote. Cecilia Blankenship discussed the requirements for the school to have a clinic/aide on site. A designated clinic room and aide are required and are being looked into at this point. Plans for an on site drop off loop are in the works with supervision to be provided by staff and possibly a middle school safety patrol. The front of the School will be modified to accommodate bus drop off. An aftercare program was discussed but has not been outlined at this point. SAA will need to be cognizant of any lease issues surrounding facility usage for both of the entities on site. Also insurance liabilities need to be taken into consideration, particularly for overlap times, space and facility usage for each entity on site. Currently the

playground, patio and parking facilities have been put into the lease as shared space for both SAA and Julie Rohr Academy. Rob McClain stated that SAA will need to obtain D & O insurance. The parent info session for prospective families/students is on 2/26 and 2/27. Parents will receive the parent policy and lottery procedures at each session.

- Marketing- Matt McHugh discussed marketing that has been done to date- including newspaper ads and brochure mailings. He discussed the need to have the sign in front of the facility redone and has talked to a couple of companies at this point about the potential costs of getting that done. A temporary banner could be put in place until the new sign is complete if the budget permits.
- Governing Board Training- Carol Todd at the Sarasota County School Board has offered to do this for the SAA board during the month of March. All board members need to participate.
- All board members must go to the District Security office at the county school board for fingerprinting. This must be done within 60 days of SAA's contract signing, which was February 19<sup>th</sup>.
- Grant Proposal- Motion made by Dan Kennedy to approve the GEPA policy. GEPA policy approved by consensus.
- Lottery Policy- Motion made by Dan Kennedy to approve. Lottery policy approved by consensus.
- Conflict of Interest Policy- Board members must sign a conflict of interest statement annually. Motion made by Dan Kennedy to approve the Conflict of Interest policy. Policy approved by consensus.

- Campus security was discussed. Pricing is being obtained on security cameras etc. from Dehart. Matt McHugh mentioned that grant money can be used for playground fencing on campus, but not for any sort of security fencing.
- Handicap Access- Currently looking into the logistics and costs of providing adequate handicap accesses and bathrooms on campus.
- Library/Media facility- This space will be in the portable. There is a need for volunteers to empty and clean out the portable to make room for this.
- Meeting adjourned by Dan Kennedy at 9:04 a.m.

*Minutes submitted by Hillary Chojnacki*



## Sarasota Academy of the Arts Admissions/Enrollment Procedures

Step 1. During the initial 45 day enrollment period (and any subsequent enrollment periods) the school will accept application from any K-8 Sarasota (or surrounding counties) student who wishes to attend the school for the 2013-14 school year. Applications will be date and time stamped.

Step 2. At the conclusion of the initial enrollment period, the admissions process will ensue as follows:

- a. Applicants who are children of Founding Board members or staff members will be placed into existing slots at the appropriate grade levels.
- b. At each grade level where the number of applicants does not exceed the slots available, applicants will be placed into existing slots on a "first come, first served" basis, based on the date and time of their application. As applicants are placed, any siblings of those applicants will also be placed into slots at the appropriate grade levels.
- c. At each grade level where the number of applicants exceeds the slots available, slots will be first allocated to those students eligible for enrollment preferences (children of Founding Board members, staff, and siblings). Remaining slots will be assigned based on a lottery where each applicant has an equal chance for selection. Any applicant who has not been granted admission after the lottery will be placed on a waiting list, according to the date/time stamp of their application. Children of staff members who are employed after the enrollment periods will be placed at the top of the waiting list for the appropriate grade level, if no slots are available.
- d. Applicants will be notified of their child's acceptance for enrollment at SAA no later than one week after the lottery process. Parents will be asked to provide written verification of their acceptance or/denial of the opportunity to enroll in the school within 10 days of notification of acceptance. Failure to provide written verification within the prescribed time period will result in the enrollment slot being vacated and made available to applicants during the next enrollment period or from the waiting list.
- e. Parents of students with disabilities (SWD) will be asked to submit a copy of their child's Individual Educational Plan (IEP) with their application. At the end of each enrollment period SAA staff will, in collaboration with school district staff, review each IEP to ensure that the special education services needed by the student are available at SAA. The Sarasota Academy of the Arts is prohibited by the terms of its contract with the School District from enrolling SWD whose educational needs cannot be met at the school. Students with disabilities, whose IEP's indicate a level of special education services

clearly not available at the charter school, will be referred to the school district sponsor for appropriate placement.

**Step 3** If any enrollment slots remain unfilled after the initial enrollment period, Steps 1 and 2 will be repeated for additional 45 day enrollment periods, until all enrollment slots have been filled.

Enrollment vacancies that occur during the school year will be filled by offering placement to students on the waiting list for each grade level.

Note: The policy was submitted as part of the Charter Application after approval by the SAA Governing Board and subsequently approved by Sarasota County Public Schools. An amended form was approved by the Governing Board at the April 2013 meeting as shown by the April 12, 2013 minutes.

**Conflict of Interest Policy**  
**Sarasota Academy of the Arts, Inc.**

**Article I – Purpose**

1. The purpose of this conflict of interest policy is to protect Sarasota Academy of the Arts, Inc.'s ("SAA") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of one of its officers or directors, or might result in a possible excess benefit transaction.
2. This policy is intended to supplement, but not replace, any applicable state and federal laws governing conflicts of interest.
3. This policy is intended to identify which directors are to be considered independent directors.

**Article II – Definitions**

1. **Interested Person:** An Interested Person is any director, principal officer, or member of a committee with governing board-delegated powers who has a direct or indirect Financial Interest, as defined below.
2. **Financial Interest:** A person has a Financial Interest if the individual has, directly or indirectly, through business, investment or family any actual or potential ownership, investment, or compensation arrangement with (a) SAA, (b) any entity or person that conducts transactions or has an agreement, including potential transactions or agreements, with SAA.

Compensation includes gifts or favors that are not insubstantial.

A Financial Interest is not necessarily a conflict of interest in all cases. Under Article III, Section 3, below, a person with a Financial Interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

3. **Independent Director:** A Director shall be considered "independent" for the purposes of this policy if he or she is "independent" as defined in the instructions for the IRS form 990.

## **Article VI – Annual Statements**

1. Each Director, officer and member of any committee with Board-delegated powers shall annually sign a statement that affirms that the person has received a copy of this policy, has read and understands the policy, had agreed to comply with the policy, and understands that SAA is a charitable organization that must engage primarily in activities that accomplish its tax-exempt purposes in order to maintain its tax exempt status.
2. Each Director shall annually sign a statement declaring whether or not that person is an independent director.
3. If at any time the information in an annual statement changes materially, that person shall disclose the change in an amended annual disclosure form.

## **Article VII – Periodic Reviews**

1. To ensure that SAA operates in a manner consistent with its charitable purposes, periodic reviews shall be conducted, no less than annually, which include, at a minimum, the following subjects:
  - a. Compensation: pursuant to its by-laws, all compensation must be approved by the Board of Directors. The Board shall periodically review compensation to ensure that it is fair and reasonable, in light of the available information, including, when available, information about compensation paid to similarly-situated employees in the local market.
  - b. Outside Management: SAA does not employ a management company, and has not intention of doing so. If SAA does form a partnership, joint venture or enter into an agreement with a management company or organization, the Board shall periodically review the arrangement to ensure that it complies with SAA's written policies, is properly recorded, reflects a reasonable investment or payment for goods and services, furthers SAA's charitable purposes, and does not result in inurement, impermissible private benefit, or in an excess benefit transaction.
2. The Board may, but is not required to, employ outside experts for its periodic reviews. The use of outside experts shall not relieve the Board of their duty to ensure that the reviews are conducted.

# Sarasota Academy of the Arts Board Meeting Minutes

June 5, 2014 at 8:00 a.m.

Location: Sarasota Academy of the Arts office

Board members present:

- Dan Kennedy
  - Rob McLain
  - Joe Solano
  - Kelly Marsh
  - Bill Mariotti
  - Julie Henry
  - Denise Gagne
- 
- Call to order at 8:02am
  
  - Minutes dated 5/1/14 unanimously approved.
  
  - Treasurers Report for May 2014
    - Moved some funds money to money market account (reserve account)
    - Discussed collateral for Letter of Credit
    - Check controls – discussed signatories (\$ threshold)
    - Projected budget, expenses & salaries for upcoming school year
    - Motion unanimously approved Treasurer’s Report
  
  - Principal’s Report
    - Review of test scores
    - Corrective Action Plan for the 2014-2015 school year
    - Survey Results

- The board finds SAA's principal to be highly effective and this will reflect in the overall principal's assessment due at the end of June.
  
- Old Business
  - Construction needs
  - Approved cost plus proposal
  - Research into portable costs
  - Bus purchase needs (sports teams, chorus)
  
- New Business
  - Bullying policy (needs to be specific, corroborated, claim form)
  - Expansion of arts offering (advanced chorus, stage craft, props)
  - Venues (Players, Sarasota High School)
  - Policy for after-school clubs/leadership (only allow faculty sponsored groups)
  - PTO Update
  
- Meeting adjourned at 10:13am.

*Minutes submitted by Kelly Marsh*



## Sarasota Academy of the Arts Procurement Policy

A general description of the Sarasota Academy of the Arts (SSA) procurement procedures is included in the financial management section of the charter school application, the charter contract with the Sarasota School District, and the Business, Finance, and Accounting section of the CPS grant application.

The Sarasota Academy of the Arts (SAA) procurement procedures are designed to ensure that the materials, equipment, supplies, and services needed to successfully operate the school are acquired and accounted for in a manner consistent with Florida Statutes and generally accepted principles of accounting and financial management. Key components of the procedures include:

1. Purchases less than \$10,000 will require a purchase order and approval and signature by the principal and the business manager. Approval of such purchases will be appropriately documented in board meeting minutes.
2. Purchases in excess of \$10,000 will require a purchase order approved by the board in addition to approval of the principal and business manager. Approval of such purchases will be appropriately documented in board meeting minutes.
3. Purchases in excess of \$5,000 will be subject to a competitive bid process including at least three potential vendors. The bid process will be consistent with all federal, state and local school district requirements. Any exceptions to the bid process, such as use of "sole source" vendors require board approval and must be consistent with district sponsor procedures.
4. Purchases in excess of \$500 involving Charter Public School Grant funds, require documentation of price comparison from at least three vendors for the product and/or service required. That documentation will be maintained by the school and will be available upon request by FLDOE and/or the district sponsor.
5. All purchases will be documented via appropriate numbered purchase orders and all purchase orders numbers will be accounted for.
6. All goods received will be reviewed regarding condition, quantity and quality prior to payment.
7. All purchases will be documented in the SAA monthly financial report to be approved by the board at its monthly meeting, and included in the monthly financial report submitted to the district sponsor.

The Sarasota Academy of the Arts' financial management policies, including procurement procedures will be reviewed annually by the Governing Board, and revised as necessary.

Note: Above policy approved by SAA Governing Board on April 12, 2013 as reflected in Board minutes.

# Sarasota Academy of the Arts Board Meeting Minutes

September 3, 2015 at 8:05 a.m.

Location: Sarasota Academy of the Arts, Art Classroom

Board Members Present:

- Dan Kennedy
- Rob McLain
- Joe Solano
- Bill Mariotti, in a suit, no less.
- Caroline Tanner

*The meeting was also attended by Ms. Kelly Marsh, Parent Liaison.*

**Call to order at 8:05 a.m.**

**August 6, 2015 Minutes:** unanimously approved

**Treasurer's Report and Financial Report:** unanimously approved

**Principal's Report:**

- Prior year financial audit has been completed and report should be delivered soon.
- Enrollment: Target is 220, current enrollment is 223.
- Report on out of field teachers. Most are out of field due to ESOL requirements; all of those teachers are on track for earning the necessary certificate or endorsement within the required time frame. Our middle school math teacher is certified in algebra but not geometry. He is well-qualified to teach both, however, and is working on his geometry teaching certification.
- Update on testing. Though FSA was recently ruled to be valid, last year's test scores cannot be used as the basis for placing students in remedial classes. Cecelia reviewed the mechanisms she has put in place to identify students to be placed in remedial classes (e.g., iReady).
- 6<sup>th</sup> Grade tablet rollout – very successful and well received and supported by parents.
- SAA received the Golden School Award. Still waiting to learn whether we will receive the 5 Star School Award.
- September is attendance month
- Review of procedures for "Best and Brightest" bonuses, applications for which must be reviewed and approved by the Board.

- Discussion of “Everyone Works” student improvement program and after school program.

### **New Business:**

- Resignation of Mary Stewart Kennedy from the Board of Directors unanimously approved.
- Election of officers, terms to end in July. The following officers were unanimously elected:
  - President: Dan Kennedy
  - Vice President: Rob McLain
  - Treasurer: Bill Mariotti
  - Secretary: Caroline Tanner
- Discussion of possibly changing monthly Board meetings to Monday mornings; tabled for now.
- Dan proposed having an additional insurance company review our current policies and insurance needs and present a proposal, for the purpose of determining whether we have any insurance gaps of which we are not aware. Matt will look into this.

### **Old Business:**

- Principal’s Contract: in recognition of her truly outstanding work, and in recognition of the fact that she is presently paid less than the market rate, the Board unanimously approved providing Principal Cecilia Blankenship with a five year contract.
- Review of banking resolution Momentum Bank, with whom our reserve account is kept, has requested the Board to pass. The resolution conflicts with SAA’s internal controls and cannot be passed as written. Matt will inform Momentum Bank, and request the necessary changes.

**Meeting adjourned at 8:30 a.m.**

*Minutes submitted by Rob McLain.*



# CHARTER RENEWAL

## SECTION 9

### FINANCIAL SUSTAINABILITY





# CHARTER RENEWAL

## SECTION 10

## FACILITIES



Sarasota Academy of the Arts  
4466 Fruitville Road  
Sarasota, FL 34232  
(941) 371-4979

**CAMPUS AERIAL VIEW**



Current SAA Campus (leased from Julie Rohr Trust)



Property purchased by SAA for future development of the campus

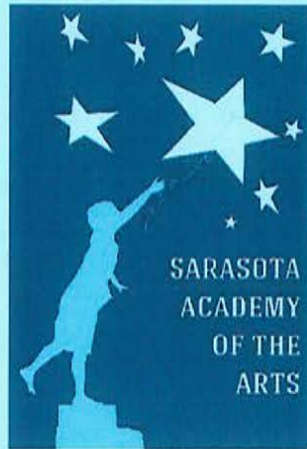




# CHARTER RENEWAL

## SECTION 11

### STATEMENT OF ASSURANCES



CHARTER RENEWAL

SECTION 12

CERTIFICATE OF  
ACKNOWLEDGEMENT