

# Sarasota Charter School Contract

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## THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA

**THIS CHARTER SCHOOL** contract (“Contract” or “Charter”) is entered into as of the 6<sup>th</sup> day of March, 2013, by and between THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA, a body corporate operating and existing under the Laws of the State of Florida [hereinafter referred to as “Sponsor”],

And

Sarasota Academy of the Arts, Inc.

4466 Fruitville Road

Sarasota FL 34232

A non-profit organization operating as the Sarasota Academy of the Arts

[Hereinafter referred to as “School”]

### Section 1

#### A. Approved Application, Appendix 1

It is the intent of the parties that this Contract shall constitute the School’s Charter. The application and any amendments approved by the Sponsor are attached hereto in Appendix 1 and constitute a part of this contract. In the event of any conflict between the application and any other provision of this contract, the contract provision shall prevail.

#### B. Term of Contract

1. Effective Date – This charter shall become effective July 1, 2013 or upon signing by both parties, whichever date is later.
2. Term – The term of the contract shall be 5 years commencing on July 1, 2013 and ending on June 30, 2018 unless sooner terminated as provided herein.
3. Start-Up Date – The timeline for implementation of this Charter in the initial and

## Sarasota Charter School Contract

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subsequent years will be as follows:

*December 2012 –*

*Marketing materials developed*

*Contract negotiations*

*January 2013 –*

*Contract negotiations*

*Marketing and student recruitment*

*February 2013 –*

*Initial open enrollment period begins*

*First parent interest meeting*

*March 2013 –*

*Teacher/staff recruitment*

*Governing Board training*

*April 2013 –*

*Second enrollment period*

*Staffing needs determined based on enrollment numbers*

*May 2013 –*

*Final student recruitment efforts*

*Staffing determined*

*June and July 2013*

*Staff professional development*

4. Deadlines to submit all items from the Pre-Opening Checklist and the annual Opening of School Checklist. The deadline to submit all items for the Pre-Opening Checklist is June 1, 2013. In subsequent years, the deadline to submit items for the annual Opening of School Checklist is July 15<sup>th</sup> of each school year. Checklist items are delineated in Section 12: Required Reports/Document of this document.

## Sarasota Charter School Contract

5. Charter Modification – This Charter may be modified during its initial term or any renewal term only upon approval of both parties, and such modifications shall be in writing and executed by the parties.
6. Charter Renewal – This Charter may be renewed as provided for in Section 1002.33, Florida Statutes.

### C. Education Program and Curriculum

1. The mission of Sarasota Academy of the Arts (SAA) is to provide a motivating, challenging, and creative learning climate with a safe, caring, family atmosphere. SAA will provide students interested in visual and performing arts with rigorous academic skills in line with the Next Generation Sunshine State Standards (NGSSS) - Common Core Standards (CCS) and a strong infusion of the arts. SAA believes that the opportunity to experience the arts on a continual basis promotes and enhances academic success. The goal of SAA is to prepare students to become well-rounded, confident, academically prepared adults who are able to reach their full potential as caring and responsible citizens. The School will serve students in Kindergarten through 8<sup>th</sup> grade with an estimated enrollment of 192 in year one, 212 in year two, 232 in years 3, 4, and 5. SAA will serve all students in Sarasota County and students from adjacent counties who qualify by age and grade level per Sarasota County and Florida State requirements.
2. The School agrees to implement its educational and related programs as specified in the School's approved application and addenda attached hereto in Appendix 1, setting forth the School's curriculum, the instructional methods, any distinctive instructional techniques to be used in the identification and acquisition of

## **Sarasota Charter School Contract**

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appropriate technologies needed to improve educational performance which includes a means for promoting safe, ethical and appropriate uses of technology which comply with legal and professional standards.

3. The School hereby warrants that reading shall be a primary focus of the curriculum and that resources will be provided to identify and provide specialized instruction for students who are reading below grade level. Further, the curriculum and instructional strategies for reading are consistent with the Next Generation Sunshine State Standards- Common Core State Standards and are grounded in scientifically based reading research.
4. The School shall adopt or amend the Sponsor's plan for English Language Learners Students, as set forth in the application, or submit its own state approved document prior to the execution of this contract..

### **D. Renewal/Non-Renewal/Cancellation and Termination**

1. The School shall notify the Sponsor in writing at least 120 calendar days prior to the expiration of the Charter as to the School's intent to renew or not to renew. The School agrees to submit all school records to the Sponsor without delay upon the expiration of this Charter.
2. Non-Renewal Provisions: At the end of the term of this charter, the sponsor may choose not to renew the charter for any of the following grounds:
  - a. Failure to participate in the state's accountability system created in FS §1008.31, as required in this section or failure to meet the requirements for student performance as set forth in this Charter.
  - b. Failure to meet the requirements for financial reports or meet generally

## Sarasota Charter School Contract

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accepted standards of fiscal management.

- c. Violation of law.
- d. Other good cause shown. For purposes of this Contract, the term “good cause,” may include but is not limited to, the following:
  - i. A School’s failure to materially comply with the terms and conditions of the Contract after being notified of its non-compliance; and continuing failure by the School to cure its non-compliance with the terms and conditions of the Contract after being issued the requisite notice under FS §1002.33(8);
  - ii. Failure to implement a reading curriculum that is consistent with effective reading strategies grounded in scientifically-based reading research;
  - iii. Filing for voluntary bankruptcy, adjudication of bankruptcy or of insolvency, or other state of financial impairment by the School such that the School can no longer operate or is no longer financially viable;
  - iv. Failure by the School to provide the Sponsor with the required access to records;
  - v. Failure of the School to maintain insurance coverage as described in this contract;
  - vi. Violation of the School of any court order;
  - vii. A criminal conviction upon matters involving the School against either the School’s governing board, its members (collectively or

## Sarasota Charter School Contract

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individually), or by the management company contracted by the School;

- viii. Failure by the School to submit to the Sponsor a Financial Recovery Plan with the appropriate supporting documents that is determined by the Sponsor to be acceptable within thirty (30) days following a determination of financial emergency pursuant to FS §218.503;
- ix. Failure by the School to implement any financial recovery plan approved by the commissioner of Education pursuant to FS §218.503;
- x. Failure to provide periodic progress reports as required by the financial recovery plan;
- xi. A finding that the School or its representative have perpetrated a material fraud upon the Sponsor or made material intentional misrepresentation in the application;
- xii. Failure to comply with background screening and other requirements set forth in FS §1002.33;
- xiii. Failure by the School to comply with all applicable laws, ordinances and codes of federal, state and local governance including, without limitation, the Individuals with Disabilities Education Act (IDEA) and English Language Learners (ELL).

### 3. Ninety (90) Day Termination

During the term of this Charter the Sponsor may terminate this Charter for any of

## Sarasota Charter School Contract

the grounds listed above, or if insufficient progress has been made in attaining the student achievement objectives of this Charter, and if it is not likely that such objectives can be met before the expiration of the Charter, or if the Charter School consistently fails to submit required financial and annual reports in a timely fashion as stated in this Charter.

Except in cases of immediate termination, at least ninety (90) days prior to renewing or terminating this Charter, the Sponsor shall notify the governing body of the School of the proposed action, in writing. A notice to terminate or not renew the Charter shall state in reasonable detail the grounds for the proposed action and stipulate that the School's governing body may, within fourteen (14) calendar days of receiving the notice, request a hearing. The hearing shall be conducted at the Sponsor's election in accordance with one of the procedures provided in FS 1002.33(8)(b) and the Sponsor shall enter issue a Final Order. The School's governing board may, within thirty (30) calendar days after receiving the Sponsor's Final Order appeal the decision pursuant to FS 120.68.

#### 4. Immediate Termination

This Charter may be terminated immediately if the Sponsor sets forth in writing the particular facts and circumstances indicating that an immediate and serious danger to the health, safety, or welfare of the School's students exists. The Sponsor's determination is subject to the procedures set forth in sub-paragraph 3 above, except that the hearing may take place after this Charter has been terminated. The Sponsor shall notify in writing the School's governing board, the School's principal, and the Department of Education if this Charter is terminated

## **Sarasota Charter School Contract**

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immediately. Upon receiving written notice from the Sponsor, the School's governing board has ten (10) calendar days to request a hearing. A requested hearing must be expedited and the Final Order must be issued within sixty (60) days after the date of request. The Sponsor shall assume operation of the School through the pendency of the hearing unless the continued operation of the School would materially threaten the health, safety, or welfare of the students.

### **E. Post Termination Provisions**

1. If this Charter is not renewed or is terminated, the governing body of the School shall be responsible for all the debts of the School. The Sponsor shall not assume the debt from any contract including lease or rental agreements, made between the governing body of the School and a third party, except for a debt previously detailed and agreed upon, in writing, by both the Sponsor and the governing body of the School and that may not reasonably be assumed to have been satisfied by the Sponsor.
2. In the event of termination, expiration or non-renewal of this charter, any and all leases existing between the Sponsor and the School shall be automatically cancelled. However, it is agreed that the Sponsor shall have, for a period of thirty (30) days subsequent to a termination or non-renewal, the first right of refusal to secure the lease on, or to purchase or possess the facilities used as the School's site. The School agrees that any lease obtained by the School with any third person shall include a provision that will grant the Sponsor such a right of first refusal. However, in no event shall the Sponsor be responsible under any

## Sarasota Charter School Contract

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assignment of a lease for any debts or obligations of the School incurred prior to such assignment.

3. In the event of termination or non-renewal, any students enrolled at the School may be enrolled at their districted school, or another school, consistent with the Sponsor's enrollment procedures including transfer of all student records to the receiving school.
4. In the event of termination or non-renewal, any unencumbered public funds, except for capital outlay funds and federal charter school program grant funds, from the School shall revert to the Sponsor. All assets of the School, including supplies, furniture, and equipment, purchased with public funds will revert to ownership of the Sponsor (subject to any lawful liens or encumbrances). If the School's accounting records fail to clearly establish whether a particular asset was purchased with public funds or non-public funds, then it shall be presumed that it was purchased with public funds and ownership of the asset shall automatically revert to the Sponsor. Property and assets purchased with public funds shall be defined as all property, whether real or personal, purchased with grants and funds provided by a governmental entity.

### F. General Statutory Requirements

1. The School agrees to adhere to a policy of non-discrimination in educational programs/activities and employment and to strive affirmatively to provide equal opportunity for all as required by:
  - a. Title VI of the Civil Rights Act of 1964 which prohibits discrimination on the basis of race, color, religion or national origin;

## Sarasota Charter School Contract

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- b. Title VII of the Civil Rights Act of 1964, as amended, which prohibits discrimination in employment on the basis of race, color, religion, gender or national origin;
- c. Title IX of the Education Amendments of 1972 which prohibits discrimination on the basis of gender;
- d. The Age Discrimination in Employment Act of 1967 (ADEA), as amended, which prohibits discrimination on the basis of age with respect to individuals who are at least 40;
- e. Section 504 of the Rehabilitation Act of 1973 which prohibits discrimination against the disabled;
- f. The Americans with Disabilities Act of 1990 (ADA) which prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications;
- g. The Family and Medical Leave Act of 1993 (FMLA) which required covered employers to provide up to twelve (12) weeks of unpaid, job-protected leave to “eligible” employees for certain family and medical reasons;
- h. The Florida Educational Equity Act which prohibits discrimination against a student or employee on the basis of race, gender, national origin, marital status, or handicap;
- i. The Florida Civil Rights Act of 1992 which secures freedom from discrimination on the basis of race, color, religion, gender, national origin, age, handicap or marital status for all individuals within the state; and

## **Sarasota Charter School Contract**

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- j. P.L. 93-508 (Federal Law) and FS §295.07, which provide categorical preferences for employment and re-employment rights to veterans.
2. Additionally, the School will be in compliance with:
- a. FS §286.011 relating to public meetings and records, public inspection; criminal and civil penalties;
  - b. FS Chapter 119 relating to public records;
  - c. FS §1003.03 relating to maximum class size;
  - d. FS §1012.22(1)(c) relating to compensation and salary schedules;
  - e. FS §1012.33(5) relating to workforce reductions;
  - f. FS §1012.335 relating to contracts with instructional personnel;
  - g. FS §1012.34 relating to requirements for personnel evaluations; and
  - h. FS §§ 112.313(2), (3), (7), and (12) and 112.3143(3) relating to standards of conduct.
3. The School shall adhere to any additional requirements applicable to charter schools under state law or as mandated by the Florida Department of Education or any other agencies regulating the School. Whenever a Florida Statute, State Board of Education Rule, or School Board Policy is referenced in this Contract, it shall be construed to mean the statute, rule or policy as it is amended from time to time.

### **Section 2: Academic Accountability**

- A. Evaluation of Student and School Performance
- 1. Initial Year: During the first year of the Contract, the School agrees to implement the current baseline standard of achievement, the outcomes to be achieved, and

## Sarasota Charter School Contract

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the methods of measurement that have been mutually agreed upon and identified in the School's application and in Appendix 2.

- a. Expected Outcomes: The School agrees to the following specific, measurable outcomes:
  - i. Student performance will be equal to or better than the district average on the state assessments for reading, writing, mathematics and science and;
  - ii. The outcome measures for student performance must be aligned to state and federal accountability requirements for student performance and specific enough to determine progress on an annual basis.
- b. Methods of Measurement: The methods used to identify the educational strengths and needs of students and the educational goals and performance standards are set forth in the School's approved application and/or the School Improvement Plan. This accountability criterion shall be based upon the assessment systems of the School, the Sponsor and the State.

### 2. Annual Evaluation of Student and School Performance

- a. The School will develop a School Improvement Plan (SIP) during the first year of the Contract and each year thereafter in accordance with and as outlined in the Sponsor's School Improvement Plan Guidelines.
- b. The School agrees to the baseline standard of achievement, the outcomes to be achieved, and the methods of measurement that have been mutually

## Sarasota Charter School Contract

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agreed upon in the School Improvement Plan submitted to the Sponsor annually.

- c. In addition to evaluating the School's success in achieving the objectives stated in either the application or the School Improvement Plan, the School will be held accountable for meeting the State's student performance requirements as delineated in State Board of Education Administrative Rule 6A-1.09981, *Implementation of Florida's System of School Improvement and Accountability*.

### B. Assessments

1. Federal and State required assessments: All students at the School will participate in all Federal and State assessment programs.
2. District assessments: Students may participate in any or all district assessment programs in which the district students in comparable grades/schools participate.
3. Benchmark and progress monitoring assessments: the School must administer benchmark or interim assessments aligned to the Next Generation – Common Core State Standards to monitor student progress in reading and mathematics. The School may participate in the district's progress monitoring program or adopt their own system of assessments.
4. School selected assessments: The School may choose to administer school level assessments that are not part of the district's assessment system. In such cases, the School is responsible for all costs associated with the purchase of test materials, test inventory, test administration, scoring and reporting.

## **Sarasota Charter School Contract**

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5. If an IEP, 504 Plan, and/or an EP for a student indicate the need for test accommodations or an alternate assessment for participation in a State assessment, the School will facilitate the provision of testing accommodations or administer the state alternate assessment and comply with State administration and reporting procedures.
6. All School personnel involved with any aspect of the testing process must have knowledge of and abide by State (and, if applicable, Sponsor's) policies, procedures, and standards regarding test administration, test security, test audits, and reporting of test results.
7. The Sponsor shall provide the school with reports on district and state assessments in the same manner as for all public schools in the district. The Sponsor shall provide state-required academic student performance data to the School for each of its students coming from Sponsor's system, as well as rates of academic progress of comparable student populations in Sponsor's system if feasible.
8. The school will monitor progress toward the goals of the SIP as a part of its progress monitoring of students achievement at regular intervals during the school year.

### **C. Student Promotion**

1. Consistent with the provisions of the approved application, the School will comply with the Sponsor's plan for Student Progression, including requirements for middle school course recovery and transition to high school to meet high school graduation requirements.

## **Sarasota Charter School Contract**

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2. The School agrees to provide the data generated by the School's own internal assessments and evaluations if such data will be submitted to the Sponsor to meet state requirements for student placement, promotion and/or retention.

D. Data Access and Use Pursuant to Statute

1. The School agrees to allow the Sponsor reasonable access to review data sources, including collection and recording of procedures, in order to assist the Sponsor in making a valid determination about the degree to which student performance requirements, as stated in this charter, have been met.

### **Section 3: Students**

- A. The parties agree that the community to be served by this Charter is defined as follows:  
Sarasota Academy of the Arts will be open to all children in Kindergarten through 8th grade. SAA will not discriminate on the basis of race, religion, national or ethnic origin in the admission of students. The school will be open to all students that reside in Sarasota and the neighboring counties. The racial/ethnic population of the school will be reflective of the community it will serve. All marketing tools and public advertisements will reflect the desire to attract students interested in visual and performing arts as stated in the mission of SAA.
- B. The School further agrees that it shall achieve a racial/ethnic balance reflective of the "community" it serves, as defined above or within the racial/ethnic range of other public schools in the Sponsor's district; that it will not discriminate against students with disabilities who are served in Exceptional Student Education programs (ESE) and students who are served as English Language Learners (ELL) and that it shall not violate

## Sarasota Charter School Contract

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the anti-discrimination provisions of Section 1000.05, Florida Statutes, the Florida Education Equity Act, the 1990 Florida Consent Decree, and the 2003 stipulation modifying said Consent Decree. The School shall guarantee admissions policies will be nonsectarian.

- C. Sarasota Academy of the Arts' recruitment activities will include all segments of the Sarasota Community to ensure equal access to students of all racial and ethnic groups. SAA will provide recruiting materials to organizations within the African-American and Hispanic communities to support a racial/ethnic population consistent with school district averages.

D. Eligible Students

Prior to the first year of operation, the School agrees to enroll an eligible student by accepting a timely application through March 15, 2013. If the target goal of students is not met by March 16, 2013 the School will give sufficient public notice and extend the application deadline through June 30, 2013.

1. If the registered enrollment is less than 60% of the School's total projected enrollment, the School shall comply with one of the following at least 60 days prior to the first day of school:
  - a. Submit a revised educational program and a revised year one budget taking into account the reduced enrollment, or
  - b. Submit a letter requesting a one-year delay in opening (for an initial charter).

Failure to comply with this requirement may result in immediate termination by the Sponsor.

## Sarasota Charter School Contract

2. If the number of applications exceeds the capacity of the program, class, grade level, or building, all applicants who submitted an application within the enrollment period shall have an equal chance of being admitted through a random selection process. Preference may be given to siblings of students enrolled in the School, to the child of a member of the governing board of the School, or to the child of an employee of the School.
3. If space becomes available during the academic year, admission will be given based on a random selection of those desiring admission. If the number of applicants is below the desired number of students, the School reserves the right to extend the application deadline provided sufficient public notice is given. In future years, applications will be accepted with a cutoff date of April 1st. If the number of applicants exceeds the capacity of the program, class, grade level, or building, all applicants shall have an equal chance of being admitted through a random selection process. Public notice shall include newspaper announcements, notice to guidance counselors at area schools, flyers and bulletins throughout the community, and radio public service information announcements. Such public notice must include written notice and public service announcement in any native language that represent at least 5% of the Sponsor's ELL population.
4. Enrollment is subject to compliance with the provisions of Section 1003.22, Florida Statutes, concerning school entry health examinations and immunizations.
5. If the Charter is not renewed or is terminated, a student who attended the School may be enrolled in another public school. Normal application deadlines shall be

## Sarasota Charter School Contract

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disregarded under such circumstances but program enrollment limits will be maintained in specialized programs.

6. A student may withdraw from the School at any time and enroll in another public school, as determined by School Board policy. The School shall work in conjunction with the parent(s) and the receiving school to assure that, to the greatest extent possible, such transfers occur at logical transition points in the school year (e.g. grading periods or semester breaks) that minimize impact on the student grades and academic achievement.
7. Students at the School are eligible to participate in interscholastic extracurricular activities at the public school to which the student would be otherwise assigned to attend pursuant to F.S. 1006.15 (3)(d).

E. Grades Served

Projected enrollment for duration of the proposed application is as follows:

Years of Charter	Grades Served	Total Enrolled #	# Students per Grade	# Students in Each Class
Year 1 (2013-14)	Kindergarten – 8 <sup>th</sup> Grade	Up to 192 students	K – 18 1 <sup>st</sup> – 18 2 <sup>nd</sup> – 18 3 <sup>rd</sup> – 18 4 <sup>th</sup> – 20 5 <sup>th</sup> – 20 6 <sup>th</sup> – 40 7 <sup>th</sup> – 20 8 <sup>th</sup> – 20	K – 3 <sup>rd</sup> Grade – up to 18 students 4 <sup>th</sup> – 8 <sup>th</sup> grade up to 20 students

## Sarasota Charter School Contract

<p>Year 2 (2014 – 15)</p>	<p>Kindergarten – 8<sup>th</sup> Grade</p>	<p>Up to 212 students</p>	<p>K – 18 1<sup>st</sup> – 18 2<sup>nd</sup> – 18 3<sup>rd</sup> – 18 4<sup>th</sup> – 20 5<sup>th</sup> – 20 6<sup>th</sup> – 40 7<sup>th</sup> – 40 8<sup>th</sup> – 20</p>	<p>K – 3<sup>rd</sup> Grade – up to 18 students  4<sup>th</sup> – 8<sup>th</sup> grade up to 20 students</p>
<p>Year 3 (2015 – 16)</p>	<p>Kindergarten – 8<sup>th</sup> Grade</p>	<p>Up to 232 students</p>	<p>K – 18 1<sup>st</sup> – 18 2<sup>nd</sup> – 18 3<sup>rd</sup> – 18 4<sup>th</sup> – 20 5<sup>th</sup> – 20 6<sup>th</sup> – 40 7<sup>th</sup> – 40 8<sup>th</sup> – 40</p>	<p>K – 3<sup>rd</sup> Grade – up to 18 students  4<sup>th</sup> – 8<sup>th</sup> grade up to 20 students</p>
<p>Year 4 (2016 – 17)</p>	<p>Kindergarten – 8<sup>th</sup> Grade</p>	<p>Up to 232 students</p>	<p>K – 18 1<sup>st</sup> – 18 2<sup>nd</sup> – 18 3<sup>rd</sup> – 18 4<sup>th</sup> – 20</p>	<p>K – 3<sup>rd</sup> Grade – up to 18 students  4<sup>th</sup> – 8<sup>th</sup> grade up to 20 students</p>

## Sarasota Charter School Contract

			5 <sup>th</sup> – 20	
			6 <sup>th</sup> – 40	
			7 <sup>th</sup> – 40	
			8 <sup>th</sup> - 40	
Year 5 (2017 – 18)	Kindergarten – 8 <sup>th</sup> Grade	Up to 232 students	K – 18 1 <sup>st</sup> – 18 2 <sup>nd</sup> – 18 3 <sup>rd</sup> – 18 4 <sup>th</sup> – 20 5 <sup>th</sup> – 20 6 <sup>th</sup> – 40 7 <sup>th</sup> – 40 8 <sup>th</sup> - 40	K – 3 <sup>rd</sup> Grade – up to 18 students 4 <sup>th</sup> – 8 <sup>th</sup> grade up to 20 students

**F. Class Size**

Consistent with the provisions of the approved application, the school shall be in compliance with Florida Constitutional Class Size Requirements, as applicable to charter schools.

**G. Annual Projected Enrollment**

The School’s projected annual enrollment shall be consistent with the enrollment chart contained in the approved application and the charter and the physical capacity of the school. Any changes to the school’s enrollment projection for a given year must be mutually agreed to, in writing, by both parties pursuant to the sponsor’s annual enrollment projection process.

## Sarasota Charter School Contract

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### H. Maintenance of Student Records as Required by Statute

1. The School shall maintain confidentiality of student records as required by federal and state law.
2. The School will maintain active records for current students in accordance with Florida Statutes.
3. All permanent (Category A) records of students leaving the School, whether by graduation, transfer another public school, or withdrawal to attend another school, will be transferred to the Sponsor in accordance with Florida Statutes. Records will be transmitted to the sponsor's Records Retention Department.
4. Records of student progress (Category B) will be transferred to the appropriate school if a student withdraws to attend another public school or any other school. The School may retain copies of the departing student's academic records created during the student's attendance at the School.
5. Upon the withdrawal of a student from the School, the School will retain the student's original records, except that such records will be immediately transferred to another Sarasota County public school when requested by that school. Requests for student records from public or private schools outside of Sarasota County and private schools within Sarasota must be made in writing. Only copies of requested records may be provided. Copies only of student records may be provided to parents upon their request. The School will retain the student's record for three (3) years after student withdrawal or until requested by another Sarasota County public school, whichever comes first. At the end of the

## Sarasota Charter School Contract

third year all inactive student records will be returned to the Sponsor's Records Retention office.

6. The School will comply with all other public record retention requirements for non-student related records.

I. The School will ensure that exceptional students are provided with programs implemented in accordance with Federal, state and local policies and procedures; and, specifically, the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, Sections 1000.05 and 1001.42(4) (l) of the Florida Statutes, and Chapter 6A-6 of the Florida Administrative Code. This includes, but is not limited to:

1. A non-discriminatory policy regarding placement, assessment, identification, and selection.
2. Free appropriate public education (FAPE).
3. Individual Educational Plans (IEP's), to include an annual IEP meeting with the student's family.

Students with disabilities will be educated in the least restrictive environment, and will be segregated only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. As per the charter application, the School shall provide the following levels of service, including required related services, to students with disabilities:

1. General education classroom with consultation or direct instructional services as needed by special education staff (80% or more of school day spent with non-disabled peers)

## Sarasota Charter School Contract

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2. General education classroom with resource room instructional services provided by special education staff (40% to 79% or more of school day spent with non-disabled peers)

The School shall clearly delineate in its parent handbook and all registration materials the levels of special education, including required related service available at the school, in order to assist parents in making informed decisions regarding enrollment of students with disabilities.

If, after careful review of the student's existing IEP, the School accepts a student, it is the School's responsibility to assure that students with disabilities are provided a free appropriate public education (FAPE) in the least restrictive environment. Those students whose needs cannot be adequately addressed at the School should not be accepted for enrollment. Parents of students with disabilities will be afforded procedural safeguards in their native language, consistent with the manner that those safeguards are provided in the Sponsors' traditional schools.

In the event there is a Due Process Hearing in accordance with the Individuals with Disabilities Education Act involving the provision of education and related services to a student with disabilities at the School, the Sponsor shall have the option to assume the defense of the case, at the Sponsor's expense. If the Sponsor does not choose to assume the defense, the School shall defend the case and bear all the costs of the hearing, including legal representation, including any applicable legal fees.

- J. Exceptional Student Education (ESE) services covered by the five percent (5%) administrative fee

## Sarasota Charter School Contract

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ESE administrative services provided pursuant to the 5% administrative fee include training for charter school administration and staff to ensure the School's compliance with ESE requirements and professional development provided to all schools related to the following topics: Positive Behavior Support, Response to Intervention, Differentiated Instruction, Modifications and Accommodations for ESE students, Alternate Assessment, IEP Development and Implementation, state and district test administration and other relevant topics. The Sponsor will provide support and guidance for individual ESE cases and overall school programming for ESE students, and other supports and services as agreed to by the school and the sponsor.

### K. English Language Learners

1. The School will include all of the information required to service English Language Learners (ELLs), as applicable to School in the Sponsor's District Plan for English Language Learners, e.g., language proficiency assessment data from IPT and/or CELLA, level of language proficiency using the IPT Oral Test and/or other state approved language assessments and home language surveys. Additionally, it will include all of the information required for students with disabilities and students of gifted.
2. Students at the School who are ELL will be served by English to Speakers of Other Languages (ESOL) certified personnel who will follow the Sponsor's District Plan for English Language Learners. The School shall attend the Sponsor's ESOL Procedures Training(s) and comply with the ESOL Policy and Procedures and submit to the Sponsor compliancy documentation. The Sponsor's or School's state approved plan, which meets the requirements of the

## Sarasota Charter School Contract

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League of United Latin American Citizens (LULAC) et al. v. State Board of Education Consent Decree is available to the School via the Sponsor's website or through the ESOL office.

### L. Student Withdrawal and Dismissal Policies and Procedures

1. Dismissal procedures shall be clearly defined in the Parent Contract, the School's admissions policy, posted on the School's web site and shared with students and parents. Dismissal and withdrawal procedures shall be provided to the Sponsor as specified under Section 12: Required Reports/Document of this charter.
2. The School may not withdraw or transfer a student involuntarily, unless the withdrawal or transfer is accomplished through established administrative procedures mutually agreed with the Sponsor, or through existing administrative procedures in the Sponsor's Board Rules.
3. In cases where a student has met the conditions for dismissal, the parents will receive written notice of the dismissal including the reasons for dismissal and a summary of the actions taken to assist the student no less than ten (10) days prior to dismissal. The Sponsor shall be provided a copy of the dismissal notice at the same time as the parent. The School must enter the appropriate dismissal/withdrawal and discipline code(s) into the district's Student Information System.
4. The School shall work in conjunction with the parent(s) and the receiving school to assure that such dismissals occur at logical transition points in the school year (e.g., grading periods or semester breaks) in order to minimize impact on the student grades and academic achievement. The School will refrain from

## **Sarasota Charter School Contract**

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dismissing students thirty (30) days prior to a scheduled state assessment and work with the Sponsor to coordinate a process to serve the needs of the student and minimize disruption to the classroom and School learning environment.

5. The School shall notify the Sponsor of any changes to the Parent Contract and/or the School's student dismissal policies and procedures sixty (60) days prior to the start date in which the new policy is proposed for implementation.
- M. The School will adopt the Sponsor's Code of Student conduct. The School will report each month to the Sponsor the number of violations of the code, by offense, to be included in the District's discipline reporting. Following the adopted Code of Student Conduct, the School may refer students to other community programs, or contracted services programs in lieu of suspension from the School. Students recommended for expulsion will be referred to the Sponsor for appropriate disposition. Only the Sponsor may expel a student.
- N. The School will not conduct drug testing of students for any purpose. The School's student admissions/enrollment policies and/or student program eligibility criteria will not require drug testing of students. The School agrees that it will not engage in the corporal punishment of students.

### **Section 4: Financial Accountability**

- A. Revenue/State and Local
1. Basis for Funding: Student Reporting
    - a. School will report the daily attendance of each student to the Sponsor to meet District attendance reporting requirements.

## Sarasota Charter School Contract

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- b. The School agrees to report its student enrollment to the Sponsor as provided in Section 1001.62, Florida Statutes, and in accordance with the definitions in Section 1001.61, Florida Statutes, at the agreed upon intervals and using the method used by the Sponsor when recording and reporting cost data by program. The Sponsor agrees to include the School's enrollment in the Sponsor's district when recording and reporting cost data by program. The Sponsor agrees to include the School's enrollment in the Sponsor's district report of student enrollment.
- c. If the School submits data relevant to FTE or Federal funding that is later determined through the audit procedure to be inaccurate, the School shall be responsible for any reimbursement to the State, the United States Department of Education or the Sponsor for any errors or omissions in data that the School submitted. The Sponsor shall deduct any such adjustments from the School's subsequent revenue disbursements.
- d. The Sponsor agrees to fund the School for the students enrolled as if they are in a basic program or a special program in a school in the Sponsor's district. The basis of the funding shall be the sum of the Sponsor's operating funds from the Florida Education Finance Program (FEFP) as provided in Section 1001.62, Florida Statutes, and the General Appropriations Act, including gross state and local funds, discretionary lottery funds and funds from the Sponsor's district current operating discretionary millage levy, divided by the total funded weighted full-time

## Sarasota Charter School Contract

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equivalent students (WFTE) in the Sponsor's district; multiplied by the weighted full-time equivalent students for the School.

- e. The School's students or programs meet the eligibility criteria in law, the School shall be entitled to its proportionate share of categorical program funds included in the total funds available in the FEFP by the Legislature, including transportation. Federal and State Categorical appropriations will be expended through the appropriate Sponsor accounts to insure compliance with applicable grant restrictions.
- f. Funding for the July and August disbursements shall be based on the number of students registered with the Sponsor on July 1<sup>st</sup>. Total funding for the School shall be recalculated to reflect the district's 10 day adjustments, and revised calculations under the FEFP by the State and the actual WFTE students reported by the School during the full-time equivalent survey periods designated by the Commissioner of Education. Additionally, funding for the School shall be adjusted during the year as follows:
  - i. In the event of a state holdback or a proration, which reduces Sponsor funding, the School's funding will be reduced proportionately.
  - ii. In the event that the Sponsor exceeds the state cap for WFTE for Group 2 programs established by the Legislature resulting in unfunded WFTE for the Sponsor, then the School's funding shall be reduced to reflect its proportional share of any unfunded WFTE.

## Sarasota Charter School Contract

- g. The School's funding shall be capped at 100% of its projected enrollment for any given school year.

### 2. Distribution of Funds Schedule

The Sponsor shall make every effort to ensure that the School receives timely and efficient reimbursement of the funds. The payment shall be issued no later than ten (10) working days after the Sponsor receives a distribution of state or federal funds. If a warrant for payment is not issued within thirty (30) working days after the receipt of funding by the Sponsor, the Sponsor shall pay to the School, in addition to the amount of the scheduled disbursement, interest at a rate of one percent (1%) per month calculated on a daily basis on the unpaid balance from the expiration of the thirty (30) day period until such time as the warrant is issued.

Notwithstanding the foregoing, distribution of funds may be withheld if any of the following required documents are more than thirty (30) days overdue:

- a. The monthly budget and Disbursement Report
- b. The School's Annual Report
- c. The School's year End Financial Statement
- d. The School's Annual Independent Financial Audit

### 3. Millage Levy, if applicable

The Sponsor may, at its discretion, provide additional funding to the School via any applicable capital outlay or operating millage levied by the Sponsor.

- 4. The Sponsor shall retain an administrative fee of 5% of the available funds as defined previously for the administration of the Charter. However, the Sponsor shall only withhold the 5% administrative fee for enrollment up to and including

## Sarasota Charter School Contract

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250 students. For charter schools with a population of 251 or more students the difference between the total administrative fee calculation and the amount of the administrative fee withheld may only be used for capital outlay purchases specified in §1013.62(2), Florida Statutes. Service provided under the 5% administrative fee shall include processing the application and the academic and financial monitoring required of the Sponsor by law. Also included in this fee are the following Sponsor services: pony delivery system, FTE and State data reporting, student reassignments, processing of teacher certification data, information services, and procurement of materials through the purchasing warehouse. If the School requests services from the Sponsor beyond those stated above, the Sponsor and the School will enter into a separate written agreement approved by both parties. If goods and services are made available to School under such agreements they shall be provided at a rate no greater than the Sponsor's actual cost, unless otherwise agreed. The funds required to provide these services will be deducted from the School's revenue disbursements.

The Sponsor shall provide the distribution of funds reconciliation with each revenue disbursement to the School.

### B. Federal Funding

In any programs or services provided by the Sponsor which are funded by federal funds and for which federal dollars follow the eligible student, the Sponsor agrees, upon adequate documentation from the School, to provide the School with the federal funds

## Sarasota Charter School Contract

received by the Sponsor's district if the same level of service is provided by the School, provided that federal law or regulation does not prohibit this transfer of funds.

1. Title I - Any Title I funds allocated to the School must be used to supplement students' greatest instructional needs that have been identified by a comprehensive needs assessment of the entire School and shall be spent in accordance with federal regulations. The School's eligibility to receive Title I funds will be based on the percentage of students participating in the Free and/or Reduced Price Lunch Program as determined by an Economic Survey using a predetermined cut-off level established by the Sponsor.
2. The per pupil allocation of Title I funds will be determined annually in accordance with federal and state Title I regulations by the Sponsor for that purpose. The allocation of Title I Funds shall be made in accordance with the Public Charter Extension Act of 1998 and all corresponding guidance and regulations.
3. Any capital outlay item purchased with Title I funds remains the property of Title I. This property must be identified and labeled for Title I property audits. The property must be returned to the Sponsor if the school is no longer eligible for Title I funding.
4. Schools receiving Title I funds will employ highly qualified staff: teachers that are certified and teaching infield; Para-educators with two years of college, an AA degree, or that have passed an equivalent exam.
5. If the School accepts Title I funds, the School will receive a separate parent

## **Sarasota Charter School Contract**

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involvement allocation that must be spent in support of parental involvement activities. The School agrees to implement a parent involvement program subject to the provisions of Title I federal law, currently section 1118 of NCLB.

6. Charter schools receiving Title I funds are subject to all terms and conditions pertaining thereto.
7. The district and regional Title I staff will provide technical assistance and support in order to ensure that Title I guidelines are being followed at the School and that students are meeting high content and performance standards.
8. The School will comply with all applicable requirements of the Florida Differentiated Accountability Model.

### **C. Individuals with Disabilities Education Act (IDEA)**

Pursuant to the Sponsor's approved IDEA Project Application, ESE students in schools are provided IDEA funded services in the same manner as those services are provided to ESE students in other district schools including, but not limited to: funding for salaries and benefits for ESE teachers, aides and other support staff, professional development for general education and ESE teachers, and materials, supplies, equipment, and assistive technology for ESE students.

### **D. Federal Grants**

The School agrees to comply with the Sponsor's rules, policies and procedures for federal and state Grants Management for grants submitted through the Sponsor, which include, but are not limited to:

1. Working with the Grants Management Department and the Supervisor of Charter Schools to facilitate Sponsor's approval for all federal and state grants;

## Sarasota Charter School Contract

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2. Submitting a Grant Application Executive Summary Form and grant description for each such grant processed, and submitting an annual end-of-the-year Grant Final Report.
3. Ensuring that all grant indirect costs are appropriated to the district for applicable Federal Grants that are approved, monitored and/or disbursed by the Sponsor.

### E. Other Federal Funds

1. Other Federal/State funds: Unless otherwise provided in this Contract, if the School's students, programs, staff and/or facilities are used to generate funds for the Sponsor, the Sponsor agrees to give the School its proportionate share of Federal and/or State funds generated. This includes changes in law creating new categories of funds.

### F. Charter School Capital Outlay Funds

#### 1. Application

If the School meets the Florida Department of Education (FLDOE) criteria for Charter School Capital Outlay Funds, the School must submit a Capital Outlay Plan for the expenditure of those funds at the beginning of each school year. The plan must be submitted on the prescribed FLDOE Form and must be signed by the Chair of the School's governing board. The completed form must be submitted to the Sponsor's budget office for signature and forwarding to the FLDOE.

#### 2. Distribution

The Sponsor shall disburse Capital Outlay funds to eligible Charter Schools within the district on a monthly basis, within 10 days of receipt of such funds from the FLDOE.

## Sarasota Charter School Contract

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### G. Restriction on Charging Tuition

The School shall not charge tuition or fees, except those fees allowable by statute that are normally charged by other public schools, nor levy taxes or issue bonds secured by tax revenues. SAA anticipates only charging students the cost of field trips which are directly related to the curriculum. A fund will be available for those families who cannot afford the cost of the field trip activity.

- H. Summer School Provision: The School may choose to provide a summer school program using State Supplemental Academic Instruction (SAI) funds. If a student enrolled in the School attends any of the Sponsor's summer school programs, the School shall reimburse the Sponsor for the cost, as determined by the Sponsor, of each student's summer school program. If the School fails to comply with this provision, the Sponsor may deduct the appropriate amount from the School's subsequent FTE payments.

### I. Budget

#### 1. Annual Budget

The school shall annually prepare an operating budget for the School. The budget shall be formally adopted by the Governing Board at a scheduled board meeting.

The adoption of the budget shall be documented in the minutes of the meeting.

The School shall provide a copy of the approved budget and a copy of the minutes of the Governing Board meeting documenting adoption of the budget, no later than July 1, of each fiscal year.

#### 2. Amended Budget

Any amendments to the budget shall be approved by the Governing Board at a scheduled board meeting and a copy provided to the Sponsor within 10 business

## Sarasota Charter School Contract

days of the meeting at which the budget was amended.

### J. Financial Records, Reports and Monitoring

#### 1. Maintenance of Financial Records

The School shall use the standard state format contained in the Financial and Program Cost Accounting and Reporting for Florida Schools (The Red Book) for all financial transactions and maintenance of financial records.

#### 2. Financial and Program Cost Accounting and Reporting for Florida Schools

The school agrees to do an annual cost accounting in a form and manner consistent with generally accepted governmental accounting standards in Florida.

#### 3. Financial Reports

##### a. Monthly Financial Reports

The School will submit a monthly financial report to the Sponsor no later than the last day of the month following the month being reported. The monthly report will be in a year-to-date format and include all revenue and expenditure activities related to the operation of the school.

##### b. Annual Property Inventory

The School will submit annually to the Sponsor a property inventory of all items purchased with public funds (including grant funds) that cost more than \$750. The property inventory shall include the date of purchase, description of the item purchased, the cost of the item, and the item location. The property inventory shall be submitted to the Sponsor annually at the same time the School's Annual Audit is submitted.

##### c. Program Cost Report

## **Sarasota Charter School Contract**

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The School agrees to deliver to the sponsor its annual cost report in a form and manner consistent with generally accepted governmental accounting standard in Florida, no later than the last working day in August.

d. Annual Financial Audit

The School will annually obtain a financial audit, from a licensed Certified Public Accountant. The audit will be performed in accordance with Generally Accepted Auditing Standards; Governing Standards and the Rules of the Auditor General for the State of Florida. The School will provide a copy of its annual financial (including any School responses to audit findings) to the Sponsor no later than November 1.

e. Form 990, if applicable

If the School has obtained federal tax exempt status as a 501(c) (3) organization, the School shall provide the Sponsor copies of any correspondence from the Internal Revenue Service (IRS) confirming the School's 501(c)(3) status and will provide to the Sponsor a copy of its annual Form 990 within 15 business days after filing it with the IRS.

f. The School shall provide all required financial documents noted herein in a timely manner consistent with the terms of this agreement. The Sponsor reserves the right to withhold monthly disbursements in the event that any required financial reports including monthly financial reports, the annual financial report or the annual financial audit are not received within 30 calendar days from the due date.

4. The School's Fiscal year shall be July 1 – June 30.

## Sarasota Charter School Contract

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5. Financial Recovery Plan and Corrective Action Plan as required by statute and State Board of Education rule: Furthermore, if the School's independent audit reveals a deficit financial position, the auditors are required to notify the School's governing board, the Sponsor and the Department of Education. The Independent Auditor shall report such findings in the form of an exit interview to the principal or the principal administrator of the School and the chair of the Governing Board within seven (7) working days after finding the deficit position. A final report shall be provided to the entire Governing Board, the Sponsor and the Department of Education within fourteen (14) working days after the exit interview.

### K. Financial Management of School

1. The Governing Board of the School shall be responsible for the operation and fiscal management of the School. The fiscal management of the School shall be conducted in a manner consistent with the provisions of the approved application.
2. The Sponsor reserves the right to require the School and the School agrees to adhere to any additional financial requirements mandated by the State and/or Federal laws and regulations.
3. The School shall not suggest or represent to third parties, including, but not limited to, vendors, creditors, other business entities or their representatives, governmental entities, or other individuals, that the Sponsor will guarantee payment for any purchases made or debts incurred by the School, nor shall the School represent that the Sponsor will guarantee payment for any loans secured by the School, or that the Sponsor will lend its good faith and credit in order for the School to obtain a loan or other forms of credit.

## **Sarasota Charter School Contract**

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4. The School agrees to provide to the Sponsor proof of sufficient funds or a letter of credit to assure prompt payment of operating expenses associated with the School, including but not limited to, the amount of any lease payments, teacher and other staff salaries and benefits, transportation cost, etc. The parties stipulate that this sum shall be no less than two (2) months operating expenses as defined by the Charter School Earning Report provided by the Sponsor. This Charter is contingent upon the School providing evidence of such funds no later than 30 days prior to the opening of school each year. Additionally the School shall provide annually to the Sponsor, no later than July 1, an operating budget for the upcoming school year.

L. **Description of Internal Audit Procedures**

The charter school shall develop and implement sufficient internal control procedures to assure sound financial management.

### **Section 5: Facilities**

A. This Charter is contingent upon the School securing appropriate facilities at least one month prior to the first day of school for students each year. The School must provide a copy of the lease agreement or ownership documents and certificate of occupancy documenting compliance with all applicable codes, by that date. If the School is not in compliance by that date, the Charter shall terminate unless the School provides, to the satisfaction of the Superintendent by two weeks prior to the opening of school, a contingency plan enabling the School to open by the first day of the school year. If the School will change sites or facilities during the school year, the School shall provide the

## Sarasota Charter School Contract

Sponsor a copy of the lease agreement or ownership documents and certificate of occupancy documenting compliance with all applicable codes one month prior to the move. If the School is not in compliance by that date, the Charter shall terminate unless the School provides, to the satisfaction of the Superintendent by two weeks prior to the move date, a contingency plan enabling the School to remain open during the transition.

- B. The School agrees to use facilities that comply with the State Uniform Building Code for Public Education Facilities Construction adopted pursuant to Florida Statutes. The School shall utilize facilities that comply with the Florida Building Code, pursuant to chapter 553, and the Florida Fire Prevention Code, pursuant to chapter 633, as adopted by the authority in whose jurisdiction the facility is located. The School shall provide the Sponsor with a list of the facilities to be used and their location. The School agrees to periodic health and safety inspections conducted by district safety staff.
- C. SAA will be located at 4466 Fruitville Road, Sarasota, FL 34232. The property is 1.9 acres with 3 buildings with 12 classrooms and a media (computer/library) center. An additional building contains the administrative offices and a second building is used for storage for costumes and props for the performing arts program.
- D. If the school secures facilities to temporarily relocate in response to an emergency or other unforeseen event, the school agrees to notify the Sponsor within forty-eight (48) hours of reaching an agreement on the new property or location.
- E. If the Sponsor has facilities or property, including textbooks, available as surplus, marked for disposal, or otherwise unused, it may be provided for the School's use on the same basis as such property is made available to other public schools. The School may not sell or dispose of such property without the written permission of the Sponsor.

## **Sarasota Charter School Contract**

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- F. In the event the School is dissolved or is otherwise terminated, all of the School's property and improvements, furnishings, and equipment, subject to settlement of any outstanding liens or encumbrances, purchased with public funds, in part or in whole, or surplus property obtained from the Sponsor shall be peacefully delivered to the Sponsor and automatically revert to full ownership by the Sponsor.
- G. Pursuant to the School's obligation to be non-sectarian in its educational program the School shall prohibit displaying religious or partisan political symbols, statues, artifacts on or about the school facility.

### **Section 6: Transportation**

- A. The School agrees to provide transportation of the School's students consistent with the requirements of Florida Statutes. The School further agrees to ensure that transportation shall not be a barrier to equal access for any student residing within reasonable distance of the School as determined in the School's designated district as stated in the application.
- B. Should the School choose to schedule its instructional day to accommodate the Sponsor's regular bus transportation schedules, the Sponsor may agree to provide transportation to and from School for students residing along already established transportation routes in the sponsor's district. The Sponsor and the School shall negotiate the compensation for transportation services and the Sponsor shall deduct such amount from the School's revenue disbursements. The School may enter into a separate agreement with the Sponsor to receive additional transportation services for extracurricular events, field trips, and other activities.

## **Sarasota Charter School Contract**

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- C. School shall demonstrate compliance with all applicable transportation safety requirements. Should the School choose to provide its own transportation plan rather than contract with the Sponsor for transportation services, it shall submit a transportation plan to the Sponsor for review and approval. The School shall not initiate its own transportation services until its transportation plan has been review and approved by Sponsor's staff to ensure compliance with all applicable federal and state transportation safety requirements. If applicable the School will provide the Sponsor the name of the private transportation provider and a copy of the signed contract no later than 10 working days prior to the use of the server.

### **Section 7: Food Services**

The School shall comply with the federal requirements for free and reduced meal service. If the School utilizes the Sponsor for the provision of free and reduced meal service, the parents of students eligible for free or reduced priced meals must complete an application and submit it to the Sponsor's Food and Nutrition Services Department for review and processing. The School shall be responsible for picking up meals or may contract with the Sponsor for delivery. If the School desires meal service for students not eligible for free or reduced priced meals, the Sponsor will provide such meals at the regular rate per student. If meal service is utilized, the School and the Sponsor shall enter into a separate contract.

### **Section 8: Insurance & Indemnification**

- A. The School agrees to provide the following proof of insurance:
1. Errors and Omissions coverage to include prior acts, sexual harassment, civil rights and employment discrimination, breach of contract, insured versus insured,

## Sarasota Charter School Contract

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consultants and independent contractors and with minimum policy limits of \$1,000,000.00;

2. General liability coverage written on an occurrence form with minimum policy limits of \$1,000,000.00 per occurrence and an aggregate limit of \$2,000,000.00;

Under general liability, the School is required to carry Sexual Abuse and Molestation coverage in an amount not less than \$1,000,000;

3. Business automobile coverage with \$1,000,000 combines single limit for each accident.

- B. The School further agrees to secure insurance coverage for its own buildings and contents.
- C. The School further agrees to secure and maintain property insurance for the School's personal property, and to insure all Sponsor owned property to be used by the School to its full guaranteed replacement cost with the Sponsor named as loss payee.
- D. The School agrees to provide adequate Workers' Compensation insurance coverage as required by Chapter 440, Florida Statutes.
- E. No later than June 1 of the first year of operation, , the School shall furnish the Sponsor with fully completed certificates of all insurance policies, signed by an authorized representative of the insurer(s) confirming the coverage begins or is in effect by July 1<sup>st</sup>. The certificates shall be issued to the District School Board and name the School Board as an additional insured. Each certificate of insurance shall provide that the School Board be given no less than sixty (60) days written notice prior to cancellation. Until such time as the insurance is no longer required to be maintained by the School, the School shall provide the School Board evidence of the renewal or replacement of the

## Sarasota Charter School Contract

insurance no less than sixty (60) days before expiration or termination of the required insurance for which evidence was provided.

- F. Insurance policies must be annual and continuous with no gaps in coverage from July 1 through June 30 of each school year. The School agrees that its failure to secure and continuously maintain all insurance listed in items A-D above will constitute grounds for immediate termination of this charter.
- G. The School agrees to indemnify and hold harmless the Sponsor, its members, officers, employees and agents, harmless from any and all claims, actions, costs, expenses, damages, and liabilities, including reasonable attorney's fees, arising out of, connected with or resulting from: (a) the negligence, intentional wrongful act, misconduct or culpability of the School's employees or other agents in connection with and arising out of any services within the scope of this Charter; (b) the School's material breach of this Charter or law; (c) any failure by the School to pay its suppliers or any subcontractors. In addition, the School shall indemnify, protect and hold harmless the Sponsor against all claims and actions brought against the Sponsor by reason of any actual or alleged infringement of patent or other proprietary rights in any material, process, machine or appliance used by the School and any claims or actions related to violation of any state or federal statutes or regulations including those referenced in this contract.

Notwithstanding anything to the contrary contained herein, neither the School nor the Sponsor waives sovereign immunity to the extent sovereign immunity is available. The School shall notify the Sponsor of any such claim promptly upon receipt of same. The Sponsor shall have the option to defend, at the School's expense, any claims arising under this provision. If the Sponsor does not choose to hire its own counsel to defend,

## **Sarasota Charter School Contract**

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the School shall assume the defense of any such claim and the Sponsor shall delegate complete authority to the School in the defense thereof. The School's obligation to indemnify the Sponsor shall survive the termination of this contract.

### **Section 9: Governance**

Sarasota Academy of the Arts, Inc. will be the legal incorporated, not for profit entity that will govern the school. The Articles of Incorporation for SAA, Inc. are included in Appendix F of the application. The entity will apply for 501(c)(3) status pending approval of its application from the Sarasota School Board. This entity and its board members will be responsible for approving and monitoring the budget and operations of the school.

The Governing Board consists of a diverse and well qualified group of community members who feel strongly about academics and the arts and how the combination of the two bring out the best in children academically, socially, and emotionally. The governing board is currently made up of 7 members.

The Governing Board of SAA, Inc. will be the policy making body for the school and will have the ultimate responsibility for the oversight of the school's operation and finances. The specific responsibilities of the governing board will include but are not limited to:

- i. Development and adoption of policies for the school's operation
- ii. Adoption of the school's annual budget
- iii. Selection and evaluation of the school's administrative staff
- iv. Ongoing oversight and monitoring of the school's progress in meeting the student achievement goals (and non-academic goals) specified in the charter
- v. Ongoing oversight and monitoring of the school's finances including submission of all required financial reports to the school district sponsor and/or the Florida Department of Education
- vi. Ensuring that an annual audit of the school's finances is conducted and the results shared with the board and the district sponsor

## Sarasota Charter School Contract

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The Governing Board will meet on a monthly basis to review and discuss the operations and budget of the school. It will be the duty of the board to ensure the funds are being properly dispersed and accounted for in a manner consistent with the financial management policies and procedures adopted by the board. They will also work with the administration to identify additional means of fundraising.

Other responsibilities and obligations of the board will include, but are not limited to, reviewing progress of the academic program, confirming that the academic standards as set forth in this application are being met, positively promoting the school's mission and philosophy in the community, and ensuring that any conflicts between the school and parents are handled with professionalism and in a manner consistent with the guidelines of the parent/student handbook.

The Governing Board will govern the school in accordance with the Articles of Incorporation and the Bylaws of SAA. The board has adopted and will maintain bylaws consistent with these Articles of Incorporation. A copy of the Articles of Incorporation and the SAA Bylaws can be found in Appendix F. The bylaws may thereafter be altered, amended, or rescinded by the Governing Board in the manner set forth in the bylaws.

The Governing Board consists of members of the community who believe strongly in rigorous academic standards in conjunction with a strong visual and performing arts program. All board members, current and future, will be required to participate in governing board training pursuant to Florida Statute 1002.33, including training in how to comply with the Government in the Sunshine Law. SAA will contact The Community Foundation of Sarasota and other such organizations to seek out ongoing professional development for board members. SAA will also become a member of the Florida Consortium of Public Charter Schools to take advantage of FCPCS programs and services. All new board members will receive an orientation to familiarize

## Sarasota Charter School Contract

them with board responsibilities, policies, and guidelines. More detailed information relative to board member recruitment, selection, development, retention and succession will be included in the board by-laws.

- A. The School shall be operated by a Florida not-for-profit entity, and shall manage its activities and affairs. Voting shall control the organization, and only the governing board shall vote. The officers shall consist of, at a minimum, a president, a vice president, a treasurer, and a secretary.
  
- B. The School's governing body shall be its governing board. The governing board will consist of a minimum of five (5) voting members with a majority of voting members constituting a quorum. The Board shall be locally determined and members will reside in Sarasota County or the adjacent counties of Charlotte, Manatee and Desoto, Florida. This board will develop and implement policies regarding educational philosophy, program, and financial procedures. The Board will oversee assessment and accountability procedures to assure that the School's student performance standards are met or exceeded.
  - 1. The School's governing body will be held accountable to its students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluation, and reporting as set forth in Florida Charter School Statute, F.S. §1002.33.
  - 2. The governing board, in consultation with School staff and administration, will be responsible for the over-all policy decision making of the School, including the approval of the curriculum and the annual budget.
  - 3. Within 30 days of appointment to the School's governing board, the members

## Sarasota Charter School Contract

shall be fingerprinted pursuant to §1002.33(12) (g) Florida Statute.

4. The governing board shall not be involved in day-to-day operation of the School including supervision of teachers, support, and contractual staff. Such staff will be directly supervised by the Principal or Director.
5. A School Advisory Council (SAC) will be established to facilitate achievement of the mission of the School, and to ensure that the School meets the needs of the children and community it is developed to serve. The governing board may serve as the SAC.
6. As indicated above, the School Principal/Director and support staff will be responsible for administrative school functions, such as bookkeeping, pursuant to the rules and policies developed by the School's governing board.
7. No member of the School's governing board or their immediate family will receive compensation, directly or indirectly from the school's operations.

Violation of this provision or any violation of F.S. §1002.33(24) shall constitute a material breach of the Contract.

- C. The School's governing board will publish a calendar, according to the Florida Sunshine Law requirements, containing a schedule of all governing board meetings for the school year, including the date and time of the meetings and their locations. All governing board meetings shall be held in Sarasota County. The School will provide reasonable notice to the Sponsor of any changes or cancellation of scheduled meetings, to the extent practical. The School agrees to hold meetings at least monthly during the school year.
- D. The School agrees to allow reasonable access to its facilities and records to duly authorized representatives of the Sponsor. Conversely, the Sponsor agrees to allow

## Sarasota Charter School Contract

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reasonable access to its records to duly authorized representatives of the School to the extent allowable by law.

- E. If an organization (management organization), including but not limited to: 1) a management company, 2) an educational service provider, or 3) a parent organization, will be operating or providing significant services to the School, the contract for services between the management organization and the governing board of the School shall be provided to the Sponsor and attached as an appendix to the School's Charter. Any contract between the management organization and the school must ensure that:
1. Members of the charter school governing board will not be employees of the management organization, nor should they be compensated for their service or selected by the management organization.
  2. The school governing board will have an independent attorney, accountant, and audit firm working for the board, not the management organization.
  3. The contract will clearly define each party's rights and responsibilities including specific services provided by the management organization and the fees for those services. The contract will also allow for the board to terminate the contract with the management organization under defined circumstances and without excessive penalties for the school.
  4. All public funds paid to the charter school will be paid to, and controlled by, the governing board, which in turn will pay the management organization for successful provision of services.
  5. All equipment and furnishings that are purchased with public funds will be the property of the school, not the management organization and any fund balance

## **Sarasota Charter School Contract**

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remaining at the end of each fiscal year will belong to the school, not the management organization.

6. All loans from the management organization to the school, such as facility loans or loans for cash flow, will be appropriately documented and will be reimbursed at market rates.
  7. A copy of any changes to the contract between the management organization and the governing board of the School shall be submitted to the Sponsor within five (5) days of execution.
- F. The contract between the governing board of the School and the management organization shall require that the management organization operate the School in accordance with the terms stipulated in the School's charter and all applicable laws, ordinances, rules, and regulations.
- G. Any default or breach of the terms of the Contract by the management company shall constitute a default or breach under the terms of the Contract between the School and Sponsor.

### **Section 10: Human Resources**

- A. Hiring Practices
1. The parties to this Charter agree that the School shall select its own employees.
  2. The School agrees that its hiring and employment practices shall be nonsectarian.
  3. The School shall not violate the anti-discrimination provisions of Section 1000.05, Florida Statutes, and the Florida Education Equity Act.

## Sarasota Charter School Contract

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4. The teachers employed by or under contract to the School shall be designated as a “highly qualified” teacher and be certified as required by Florida Statutes and federal regulations. In the event that an employed teacher is identified as a non-highly qualified teacher, the School shall provide the Sponsor with a plan to remedy the teacher’s status within 30 days of such determination.
5. This Charter is contingent upon the School hiring the equivalent of a full-time administrator and sufficient instructional staff and support staff to meet the goals of this Charter.

### B. Employment Practices

1. The School may not employ an individual to provide instructional services or to serve as a teacher’s aide if the individual’s certification or licensure as an educator is suspended or revoked by this or any other state.
2. The School shall disclose to the Sponsor (within 10 business days) the employment of any person who is a relative of a founding board member, a governing board member, an administrator, or a vendor providing services to the School.
3. The School may not knowingly employ an individual who has resigned from a school or school district in lieu of disciplinary action with respect to child welfare or safety or who has been dismissed for just cause by any school or school district with respect to child welfare or safety or who is under current suspension from any school or school district.

- C. The School agrees to disclose to the Sponsor and to the parents the qualifications of its teachers. The School shall provide to the Sponsor and to parents, prior to the opening of

## Sarasota Charter School Contract

school, the qualifications and assignments of all staff members. Changes will be provided to the Sponsor at the end of each grading period.

- D. The School agrees to implement written policies and procedures for the hiring and dismissal of personnel; policies governing salaries, contracts, unemployment compensation and benefits packages; and the procedures for responding to a finding that a governing board member or staff member has a criminal record. This policy will also detail the procedures for screening of all volunteers and mentors. These personnel policies and procedures shall be provided to the Sponsor no later than two weeks prior to the opening of school each year
- E. The School shall require all employees and the members of the governing board to be fingerprinted by an authorized law enforcement agency and processed by the State Department of Law Enforcement and the Federal Bureau of Investigation for criminal background checks. The cost of fingerprinting shall be borne by the School or the individual being fingerprinted. The results of all such background investigations and fingerprinting will be reported in writing to the Superintendent of Schools or his/her designee. The governing board's fingerprints shall be taken within one month of the contract signing and subsequently within one month of new governing board members' assuming office. No employee or governing Board member may be on campus with students until his/her fingerprints are processed. The school shall ensure that it complies with all fingerprinting and background check requirements, including those relating to vendors, pursuant to Florida Statutes, Sections 1012.32, 1012.465 and 1012.467, and shall follow Sponsor's policy with regard to the fingerprinting and background check

## Sarasota Charter School Contract

requirements of volunteers. The school shall notify the district Human Resource Department when a staff member is no longer employed at the school.

- F. The School, if a public employer, may participate in the Florida Retirement System upon application and approval as a “covered group” under Section 121.021(34), Florida Statutes. If the School participates in the Florida Retirement System, the School employees shall participate in the Florida Retirement System in a manner consistent with applicable statutes. The School shall make contributions to the Florida Retirement System for all teachers and/or employees who elect to participate in the Florida Retirement System.
- G. Teachers may choose to be a part of a professional group that subcontracts with the School to operate the instructional program under the auspices of a partnership or cooperative that they collectively own. Under this arrangement, the teachers would not be public employees.
- H. Teacher and principal evaluation systems
  1. The School shall comply with Section 1012.34, F.S. related to performance evaluations requirements for charter school instructional personnel and school administrators in effect for the 2012-2013 school year and thereafter.
  2. The evaluation must be based on the required professional practice standards and the student growth component. The evaluation systems will utilize the state-adopted student growth measures and must account for at least 50% of the teacher/principal’s evaluation or 40% if less than three (3) years of student growth data are available.

## Sarasota Charter School Contract

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3. The School shall notify the Sponsor sixty (60) days prior to July 1 of each school year as to the School's intent to participate in the district's Teacher and Principal Evaluation System or if the School will adopt the state-approved teacher and principal evaluation models for charter schools for implementation in the subsequent school year.
  4. The School's implementation of these personnel evaluation systems will be monitored by the Sponsor as part of the Sponsor's responsibility to ensure that the School is in compliance with all applicable laws and regulations.
  5. The School agrees to submit all teacher and instructional staff personnel evaluation data to the Sponsor without delay in order for the Sponsor to meet the state's reporting requirements.
- I. Professional development and leadership development.
1. The School is responsible for ensuring that all administrators and all full-time teachers are trained prior to the start of school in the most relevant components of the School's staff development plan, which must address federal and state requirements, as applicable.
  2. Professional development and training needs shall be based on student achievement and other student outcome data as well as be aligned to the needs of the individual employee based on the results of the teacher/principal evaluation results.
  3. Employees of the School may participate in professional development activities offered by the Sponsor on a space available basis. Professional development that is a component of a federally funded program in which the School is participating

## **Sarasota Charter School Contract**

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shall be provided at no cost to the School. Any costs associated with non-federally funded professional development for which there is an additional fee will be the responsibility of the School or individual Charter School employee.

### **Section 11: Required Reports/Documents**

- A. Pre-Opening documents to be submitted no later than June 1, 2013:
1. Policies and Procedures Manual
  2. List of Governing Board Members
  3. Facility [zoning, certificate of occupancy, fire inspection, etc.]
  4. Copies of marketing materials and other student recruitment resources
  5. List of registered students, date of registration and, if applicable, results of the lottery process and students on the waiting list.
  6. Other as identified on the district's annual Opening of School Checklist
    - a. Current lease or ownership documents.
    - b. Current Certificate of Occupancy (new facilities or additions only)
    - c. Copy of current insurance certificates or policies for all types of insurance required by the charter.
    - d. List of current staff members including certifications and teaching assignments for teachers.
    - e. Documentation of fingerprinting of all staff and Governing Board members
    - f. Letter of Credit or bank assets for the upcoming school year as specified in the charter.

## Sarasota Charter School Contract

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- g. Updated list of currently registered students.
  - h. Contract for transportation rates and services or transportation plan.
  - i. Contract for Food and Nutrition Services.
  - j. Copy of the Charter School Reading Plan or letter specifying that the School will comply with the district reading plan.
  - k. Tentative dates and times of the School's board meetings.
  - l. Update Crisis Response Plan.
  - m. Dismissal policies and procedures.
  - n. School's parental contract
- B. Monthly
- 1. Financial Statements, per State Board of Education Rule
  - 2. Monthly Financial Reports as requested by the Sponsor
  - 3. School Board meeting agenda and minutes
- C. Annual
- 1. Annual Student Achievement Reports
  - 2. School Improvement Plan and School Advisory Committee membership
  - 3. Teacher and Principal annual evaluation data and reports
  - 4. Annual Financial Audit
  - 5. Program Cost Report
  - 6. Annual Inventory Report [capital purchases with public funds]
  - 7. Policies and Procedures of the school [if materially revised]
  - 8. School based Student Code of Conduct [if materially revised]
  - 9. Dismissal Policies and Procedures [ if materially changed]

## **Sarasota Charter School Contract**

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10. Disaster Preparedness Plan
11. Employee Handbook [if materially revised]
12. Current List of Governing Board Members
13. School's Parental Contract [if materially revised]
14. Projected Enrollment [for subsequent school year]
15. Capacity [for subsequent school year]
16. School Calendar [for subsequent school year] if different than the Sponsor
17. Evidence of Insurance
18. Management Organization Agreement [if materially changed]
19. Other as identified on the district's annual Opening of School Checklist

### **Miscellaneous Provisions**

**A. Impossibility**

Neither party shall be in default of this Contract, if the performance of any or all of this Contract is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, hurricane, riot, fire, explosion, war, act of God, sabotage or any other casualty or cause beyond either party's control, and which cannot be overcome by reasonable diligence and without unusual expense.

**B. Notice of Claims**

**1. Time to Submit**

As evidence of compliance with the insurance required by this contract, the School shall furnish the Sponsor with fully completed certificate(s) of insurance signed by an authorized representative of the insurer(s) providing the coverage by

## Sarasota Charter School Contract

June 1 in the first year of the charter and by July 15 for each subsequent year of the charter term.

2. Notice of Cancellation

The evidence of insurance shall provide that the Sponsor be given no less than sixty (60) days written notice prior to cancellation.

3. Renewal/Replacement

Until such time as the insurance is no longer required to be maintained by the School, the School shall provide the Sponsor with evidence of the renewal or replacement of the insurance no less than thirty (30) days before the expiration or termination of the required insurance for which evidence was provided.

C. Drug Free Workplace

The School is a Drug-Free Work Place. School shall either adopt the Sponsor's plan or submit its own applicable plan in which case it shall be attached as an appendix to this Contract.

D. Entire Agreement

1. This Contract shall constitute the full, entire, and complete agreement between the parties hereto all prior representations, understandings and agreements whether written or oral are superseded and replaced by this Contract. This Contract may be altered, changed, added to, deleted from or modified only through the voluntary, mutual consent of the parties. Any amendment to this Contract shall require approval of the School Board.
2. This Contract may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one Contract.

## Sarasota Charter School Contract

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E. No Assignment without Consent

This Contract shall not be assigned by either party.

F. No Waiver

No waiver of any provision of this Contract shall be deemed or shall constitute a waiver of any other provision unless expressly stated. The failure of either party to insist in any one or more instances upon the strict performance of any one or more of the provisions of this Contract shall not be construed as a waiver or relinquishment of said term or provision, and the same shall continue in full force and effect. No waiver or relinquishment to any provision of this Contract shall be deemed to have been made by either party unless in writing and signed by the parties.

G. Default Including Opportunity to Cure

In the event that the School should default under any provision hereto, absent any circumstance permitting immediate termination as provided in Section 1D-5 above, the School shall have thirty (30) days to cure unless otherwise agreed to by the parties in writing.

H. Survival Including Post Termination of Charter

All representations and warranties made herein shall survive termination of this Contract.

I. Severability

If any provision or any part of this Contract is determined to be unlawful, void, or invalid, that determination shall not affect any other provision or any part of any other provision of this Contract and all such provisions shall remain in full force and effect.

J. Third Party Beneficiary

This Contract is not intended to create any rights in a third party beneficiary.

## Sarasota Charter School Contract

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K. Choice of Laws

The Parties agree that the 12<sup>th</sup> Judicial Circuit Court in and for Sarasota County, Florida shall be the sole and exclusive jurisdiction for any litigation arising under this Contract.

This Contract is made and entered into in Sarasota County, Florida and shall be interpreted according to the laws of the State of Florida.

L. Notice

Official correspondence between the School and the District shall be in writing, and signed by an officer of the Charter School Board or the Principal of the School. Every notice, approval, consent or other communication authorized or required by this Contract shall not be effective unless same shall be in writing and sent postage prepaid by United States mail, directed to the other party at its address hereinafter provided or such other address as either party may designate by notice from time to time in accordance herewith:

Sarasota Academy of the Arts  
Attn: Principal  
4466 Fruitville Road  
Sarasota FL 34232  
Tel: 941-928-3106

The School Board of Sarasota County, Florida  
1960 Landings Blvd  
Sarasota, FL 34231  
Attn: Superintendent of Schools  
Tel: 941-927-9000

Daniel Kennedy  
SAA Board Chair  
801 N. Orange Avenue  
Sarasota, FL 34236  
Tel: 941-926-1700

Copies of all Notices to:  
Office of Choice and Charter Schools  
1960 Landings Blvd  
Sarasota, FL 34231  
Attn: Dr. Natalie Roca

M. Authority

Each of the persons executing this Contract represent and warrant that they have the full power and authority to execute the Contract on behalf of the party for whom he or she

## **Sarasota Charter School Contract**

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signs and that he or she enters into this Contract of his or her own free will and accord and in accordance with his or her own judgment, and after consulting with anyone of his or her own choosing, including but not limited to his or her attorney.

**N. Conflict/Dispute Resolution**

It is the understanding of both parties that any areas of concern will be shared in writing and that each party agrees to provide written feedback to the other within two weeks of a concern being identified. This provision is in addition to and not a condition precedent to any other remedy provided in this contract.

**O. Citations**

All statutes cited herein shall refer to the edition in effect when this Contract is executed or extended, subject to subsequent amendment of such statutes.

**P. Headings**

The headings in the Contract are for convenience and reference only and in no way define, limit or describe the scope of the contract and shall not be considered in the interpretation of the contract or any provision hereof.

### **Appendices**

1. Charter School application and application addenda
2. SAA year one school performance goals

# Sarasota Charter School Contract

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## SIGNATURE PAGE

IN WITNESS WHEREOF, the parties have caused this Charter to be executed by their respective undersigned officials this \_\_\_\_\_ day of \_\_\_\_\_, 2013.

THE SCHOOL BOARD OF  
SARASOTA COUNTY, FLORIDA

SARASOTA ACADEMY OF THE ARTS  
CHARTER SCHOOL

BY: \_\_\_\_\_  
Jane Goodwin Chair

BY:  \_\_\_\_\_  
(Name) Governing Board Chair

Approved for Legal Content  
February 7, 2013, by Matthews, Eastmoore,  
Hardy, Crauwels & Garcia, Attorneys for  
The School Board of Sarasota County, Florida  
Signed: ASH

## **Appendix 1**

# **Sarasota Academy of the Arts Charter School Application**

**Sarasota Academy of the Arts**

**Charter School Application**

**August 1, 2012**

## Executive Summary

The Governing Board of Sarasota Academy of the Arts is delighted to present to the School Board of Sarasota County the attached application for a grade K-8 charter school designed to provide a rigorous academic program fully aligned with the Florida's Next Generation Sunshine State Standards/Common Core Standards, infused with daily instruction in art, Spanish, physical education, technology, and music with a strong performing arts component.

The Governing Board of SAA is composed of a diverse, knowledgeable, and committed group of citizens from the Sarasota community who fully support the mission and vision of the proposed charter school. The Board includes members with a wide range of knowledge and expertise including law, finance, education, business, and the arts. Additionally, the SAA application enjoys strong support from members of the Sarasota arts community as demonstrated by several letters included as an appendix in the application.

The Sarasota community is widely recognized for its commitment to the visual and performing arts and the benefit that the arts provide in enhancing the quality of life for all its citizens. The SAA charter school is committed to helping students perform at high levels academically. At the same time, SAA is committed to helping students acquire self-expression, self-confidence, and the social, emotional, and teamwork skills promoted by a strong visual and performing arts program that will benefit them throughout their lives.

The Governing Board believes that the attached application for Sarasota Academy of the Arts represents the "best spirit" of the charter school movement: local citizens coming together to provide high quality educational options for students and families in their community. The Governing Board of Sarasota Academy of the Arts appreciates the consideration of their application and looks forward to a positive and productive relationship with the School District.

## APPLICATION COVER SHEET

**NAME OF PROPOSED CHARTER SCHOOL:** Sarasota Academy of the Arts

**NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED:** The school will be organized as the Sarasota Academy of the Arts, Inc., a non-profit entity under 501 C (3) or Florida Statutes, Section 619. Non-profit status will be established prior to completion of the charter contract.

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

**NAME OF CONTACT PERSON:** Cecilia R. Blankenship  
**TITLE/RELATIONSHIP TO NONPROFIT:** SAA Principal

**MAILING ADDRESS:** 4466 Fruitville Road, Sarasota, FL 34232

**PRIMARY TELEPHONE:** ( 941 ) 371-4979 **ALTERNATE TELEPHONE:** ( 941 ) 928-3106

**E-MAIL ADDRESS:** cblank1806@yahoo.com

**NAME OF EDUCATION SERVICE PROVIDER (if any):** N/A

**NAME OF PARTNER/PARENT ORGANIZATION (if any):** N/A

**Projected School Opening:** August, 2013

School Year	Grade Levels	Total Projected Student Enrollment	Student Enrollment Capacity (if known)
First Year	K - 8	192	192
Second Year	K - 8	212	212
Third Year	K - 8	232	232
Fourth Year	K - 8	232	232
Fifth Year	K - 8	232	232

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

  
*Signature*  
 Cecilia R. Blankenship

\_\_\_\_\_  
*Printed Name*

SAA Principal  
*Title*

August 1, 2012  
*Date*

## Table of Contents

### **I Educational Plan:**

Section 1: Mission, Guiding Principles and Purpose	Page 6
Section 2: Target Population and Student Body	Page 9
Section 3: Educational Program Design	Page 11
Section 4: Curriculum Plan	
A. Core Curriculum	Page 20
C: Reading	Page 38
E. Enrichment Curriculum	Page 44
Section 5: Student Performance, Assessment, and Evaluation	Page 51
Section 6: Exceptional Students	Page 57
Section 7: English Language Learners	Page 60
Section 8: School Climate and Discipline	Page 63

### **II Organizational Plan:**

Section 9: Governance	Page 65
Section 10: Management	Page 70
Section 12: Human Resources and Employment	Page 75
Section 13: Student Recruitment and Enrollment	Page 76

### **III Business Plan:**

Section 14: Facilities	Page 78
Section 15: Transportation Service	Page 80
Section 16: Food Service	Page 81

Section 17: Budget	Page 82
Section 18: Financial Management and Oversight	Page 84
<b>IV Statement of Assurances</b>	Page 87
<b>Appendix:</b>	
A: Letters of Support	Page 88
B. Parent/Student Handbook	Page 97
C. Staff Employment Handbook (draft copy)	Page 106
D. Implementing a Multi-Tiered System of Support For Behavior: Recommended Practices for School and District Leaders	Page 123
E. Parent Reading Handouts	Page 155
F. Articles of Incorporation/Bylaws	Page 196
G. Leadership Team Bios	Page 207
H. Draft Salary	Page 209
I. Budget and Financials	Page 210
J. Internal Control Manual	Page 242
Bibliography	Page 256

# I. EDUCATIONAL PLAN

## Section 1: Mission, Guiding Principles and Purpose

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

*The mission statement should, in a few concise sentences, indicate what the school intends to do, for whom and to what degree. A school's mission statement provides the foundation for the entire application.*

The mission of Sarasota Academy of the Arts (SAA) is to provide a motivating, challenging, and creative learning climate with a safe, caring, family atmosphere. SAA will provide students interested in visual and performing arts with rigorous academic skills in line with the Next Generation Sunshine State Standards (NGSSS) - Common Core Standards (CCS) and a strong infusion of the arts. SAA believes that the opportunity to experience the arts on a continual basis promotes and enhances academic success. The goal of SAA is to prepare students to become well-rounded, confident, academically prepared adults who are able to reach their full potential as caring and responsible citizens.

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

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

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

- Sarasota Academy of the Arts will offer a rigorous academic program in line with NGSSS-CCS enhanced by strong visual arts, performing arts, and enrichment program that will build self-esteem and set high expectations for students and teachers. Research (detailed in Sections 3 and 4) supports the inclusion of the arts, both visual and performing, as an integral part of the overall development of the child.
- SAA will supplement and enhance classroom studies for students and teachers, Kindergarten through Eighth Grade, via local field trips, out-of-state travel, performance opportunities, and community interaction.
- SAA will make these opportunities available to parents of students in Kindergarten through Eighth Grade in the greater Sarasota community.

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

- Sarasota Academy of the Arts feels strongly that parents, students, and faculty are all vital to the success of our program. The Academy will design programs to meet the individual needs of students and measure their academic progress by using all available data including report cards, student portfolios, standardized test scores, Individual

Education Plans (IEP) and/or 504 Plans. The SAA leadership team will collaborate with teachers and parents based on the data to implement an educational plan at the beginning of each school year to challenge and improve each student's academic growth.

*Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school.*

- Sarasota Academy of the Arts believes parents are integral to the academic success of their children and should be continuously involved in their education. Information concerning their progress will be provided on a regular basis as follows:
  1. Annual Adequate Yearly Progress reports citing results of the Florida Comprehensive Assessment Test (FCAT 2.0) indicating reading, math, writing, and science gains.
  2. Digital access by parents and students to classroom grades in all subjects on a continuous basis provided by Engrade.
  3. Mid-quarter reports, quarterly report cards, conferences as needed, daily agenda book, and written and oral teacher/parent communications.
  
- Through ongoing and detailed assessments of academic performance, the school will identify students who are not making adequate progress as mandated by NGSSS-CCSS and provide the necessary steps for improvement. The principal along with classroom teachers will disaggregate the assessment data on a regular basis to ensure students are making measurable progress. If a student is found to be in need of academic assistance, the first step will be to differentiate instruction and implement RtI strategies within the classroom at the appropriate level. Progress will be monitored and adjustments to the delivery will be made until the child is progressing adequately, i.e. at a rate that will ensure proficiency on assessments.
  
- Utilizing the data from the State's Accountability Reports, the Academy will measure its own progress in meeting the needs of its student population and make the necessary accommodations as applicable in meeting its educational responsibilities. In the first year of operation, the Academy will review student data to develop a School Improvement Plan which will serve as the annual accountability instrument. This plan will detail specific goals and strategies to achieve academic success and fiscal responsibility and efficiency (including budget projections and evaluations from internal audits). Financial controls including an annual audit and regular board review of financial statements will be employed to safeguard finances and promote financial efficiency as detailed in *Section 18 (Financial Management and Oversight)*. By communicating specific educational goals and financial responsibilities to its stakeholders - governing board, staff, students, and parents - the School Improvement Plan will serve as a viable vehicle for promoting continuous academic improvement and financial efficiency.

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

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

*Improve student learning and academic achievement.*

- Sarasota Academy of the Arts will use research-based instructional methods and innovative approaches to improve student learning and academic achievement. The curriculum will be modeled after the Sarasota County Curriculum as outlined in the Instructional Focus Calendar and aligned with the NGSSS-CCS. Visual arts, performing arts, and enrichments will be integrated on a daily basis.

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

- Sarasota Academy of the Arts will offer a well-rounded, enriched academic program. Using regular assessments and differentiated instruction, teachers and support staff will be able to identify weaknesses and plan and deliver appropriate remedies. Learning support time will be built into the teacher's schedule to provide for small group or individual tutoring. Within the classroom, peer teaching, cooperative groups, and digital access to reinforcement lessons will be available. SAA will employ the requisite personnel to meet the needs of ESE, ELL/LEP, and lower-performing math and reading students.

*Encourage the use of innovative learning methods.*

- Teachers will explore innovative instructional methods through ongoing professional development in an atmosphere where creative teaching is welcomed. Technology will be utilized to provide self-paced learning, remediation, and enrichment. *Specific professional development topics are discussed in Section 3B.*

*Require the measurement of learning outcomes.*

- Sarasota Academy of the Arts and its students will be held accountable on a school-wide and personal level for academic progress. Goal-setting for individual progress, achieved through collaboration by students, teachers, and parents, will be expected at all grade levels. Student portfolios, normative and criterion-referenced assessments, and all assessments required by the Florida Accountability System will be utilized. SAA will use FCAT scores and End-of-Course scores as well as the above mentioned methods to formulate a School Improvement Plan to insure progress. This will be detailed in *Section 5.*

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

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

*Create innovative measurement tools.*

- Teachers at Sarasota Academy of the Arts will participate in professional development for the purpose of using alternative assessments, authentic assessments, digital

portfolios, and informal formative assessments to measure student academic progress.  
*Specific professional development topics are discussed in Section 3B.*

## Section 2: Target Population and Student Body

A. Describe the anticipated target population to be served.

*If applicable, applicants should describe if they will target, in accordance with the law, certain populations defined in section 1002.33(10)(e), F.S.*

Sarasota Academy of the Arts will be open to all children in Kindergarten through 8th grade. SAA will not discriminate on the basis of race, religion, national or ethnic origin in the admission of students. The school will be open to all students that reside in Sarasota and the neighboring counties. The racial/ethnic population of the school will be reflective of the community it will serve. All marketing tools and public advertisements will reflect the desire to attract students interested in visual and performing arts as stated in the mission of SAA.

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

**Projected enrollment for duration of the proposed application is as follows:**

Years of Charter	Grades Served	Total Enrolled #	# Students per Grade	# Students in Each Class
Year 1 (2013-14)	Kindergarten – 8 <sup>th</sup> Grade	Up to 192 students	K – 18 1 <sup>st</sup> – 18 2 <sup>nd</sup> – 18 3 <sup>rd</sup> – 18 4 <sup>th</sup> – 20 5 <sup>th</sup> – 20 6 <sup>th</sup> – 40 7 <sup>th</sup> – 20 8 <sup>th</sup> – 20	K – 3 <sup>rd</sup> Grade – up to 18 students 4 <sup>th</sup> – 8 <sup>th</sup> grade up to 20 students
Year 2 (2014 – 15)	Kindergarten – 8 <sup>th</sup> Grade	Up to 212 students	K – 18 1 <sup>st</sup> – 18 2 <sup>nd</sup> – 18 3 <sup>rd</sup> – 18 4 <sup>th</sup> – 20 5 <sup>th</sup> – 20 6 <sup>th</sup> – 40 7 <sup>th</sup> – 40 8 <sup>th</sup> – 20	K – 3 <sup>rd</sup> Grade – up to 18 students 4 <sup>th</sup> – 8 <sup>th</sup> grade up to 20 students
Year 3 (2015 – 16)	Kindergarten – 8 <sup>th</sup> Grade	Up to 232 students	K – 18 1 <sup>st</sup> – 18 2 <sup>nd</sup> – 18 3 <sup>rd</sup> – 18 4 <sup>th</sup> – 20 5 <sup>th</sup> – 20 6 <sup>th</sup> – 40 7 <sup>th</sup> – 40 8 <sup>th</sup> – 40	K – 3 <sup>rd</sup> Grade – up to 18 students 4 <sup>th</sup> – 8 <sup>th</sup> grade up to 20 students

Year 4 (2016 – 17)	Kindergarten – 8 <sup>th</sup> Grade	Up to 232 students	K – 18 1 <sup>st</sup> – 18 2 <sup>nd</sup> – 18 3 <sup>rd</sup> – 18 4 <sup>th</sup> – 20 5 <sup>th</sup> – 20 6 <sup>th</sup> – 40 7 <sup>th</sup> – 40 8 <sup>th</sup> – 40	K – 3 <sup>rd</sup> Grade – up to 18 students 4 <sup>th</sup> – 8 <sup>th</sup> grade up to 20 students
Year 5 (2017 – 18)	Kindergarten – 8 <sup>th</sup> Grade	Up to 232 students	K – 18 1 <sup>st</sup> – 18 2 <sup>nd</sup> – 18 3 <sup>rd</sup> – 18 4 <sup>th</sup> – 20 5 <sup>th</sup> – 20 6 <sup>th</sup> – 40 7 <sup>th</sup> – 40 8 <sup>th</sup> – 40	K – 3 <sup>rd</sup> Grade – up to 18 students 4 <sup>th</sup> – 8 <sup>th</sup> grade up to 20 students

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

Because the emphasis of Sarasota Academy of the Arts is on a family- and student-centered model, there will be only one class per grade at the elementary levels. Student populations were projected based on the physical capacity of the classrooms and the classroom cap size according to Florida’s Constitution. Two classes at the sixth grade level were projected for the first year of operation because it is the entry level class for middle school. A second class for seventh grade is projected for the second year and a second class for eighth grade is projected for the third year. The second class at the seventh and eighth grade levels would accommodate those sixth graders as they progress.

### Section 3: Educational Program Design

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

Sarasota Academy of the Arts will follow the Sarasota County District Schools annual calendar, having 180 instructional days, 10 teacher work/professional days, and 6 paid holidays. Instructional time for classes will meet according to the following schedule:

Subject	K – 5 <sup>th</sup> grade Minutes	6 <sup>th</sup> – 8 <sup>th</sup> grade Minutes
Reading	90	75 (Language Arts)
Language Arts	30	
Extended reading/math	(30)	(30 – 60)
Math	60	60
Science	30	45
Social Studies	30	45
Physical Education/Health	30	30
Music (K-5)	30	45
Vocal Ensemble (6-8)		
Art	45 (30 for K/1/2)	45
Technology	45 (30 for K/1/2))	45
Spanish	30	30 (45 for Spanish 1 students)

The school day will be extended to an 8:00 – 4:00 day in order to accommodate the enrichments which are integral to providing a program faithful to the mission statement. 8:00 – 8:13 will consist of opening exercises incorporating the daily character education emphasis, along with journal entries. Two minute pass times will be provided along with a 30-minute lunch. Kindergarten students will have 30 minutes for recess. Kindergarten, 1<sup>st</sup> and 2<sup>nd</sup> will have 390 instructional minutes per day; 3<sup>rd</sup> – 8<sup>th</sup> grades will have 420 instructional minutes per day. The time required for extended reading or math instruction will come from the enrichment classes

on a rotating basis. After-school “Homework Help” will be provided for all interested students in the before- and after-school extended care program.

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

- Sarasota Academy of the Arts will provide an educational program that focuses on whole-child development. SAA has a strong belief that a child must have the opportunity to develop equally in academic, emotional, cognitive, social, and physical areas to reach the goal of being a successful, productive adult. To this end, classes will be offered in all of the core subjects (reading/language arts, math, science, and social studies) as required by Sarasota County School District and the State of Florida. Students will also have the opportunity to take advanced - level courses in math and Spanish in the middle school program with high school credit being awarded upon successful completion of content requirements and/or End-of-Course exams. An emphasis will be placed on incorporating tools for STEM education through the science and math classes. At all grade levels, enrichments will be offered daily in art, music/vocal ensemble (choral music, drama, dance, and technical theater), physical education, technology, and Spanish. The educational program will be student-centered with classes structured so that each student can receive individual attention as needed and individual learning styles can be addressed. Sarasota Academy of the Arts believes in hands-on, minds-on education with active student participation.
- Sarasota Academy of the Arts will train and/or employ teachers who are skilled in an array of instructional methods that are aligned with the student-centered model.
  - **Differentiated Instruction:** Through this method, teachers adapt their instruction to the different strengths, needs, interests, and learning styles of the students. Differentiated instruction will be melded with Response to Intervention. In DI, teachers differentiate the curriculum to meet the needs of each student by adapting teaching methods, classroom environment, and tools for measuring success. In RtI, teachers use universal screening to detect students’ problems quickly and offer individualized interventions to address their needs effectively. RtI provides a three-tiered approach that allows educators to offer just the right amount of help for each student. The Multi-Tiered System of Support Team will oversee RtI for academics and behavior.
  - **Collaborative Learning:** Research has shown that students working together to explore a significant question or complete a meaningful project can share their strengths and develop their weaker skills. Cooperative learning, constructivism, and inquiry learning can be useful methods for student-centered instruction. Team-based learning will be incorporated in the middle school, particularly in science and social studies.
  - **Role-play:** This method involves active learning on the part of the student to solve a problem. It emphasizes the social nature of learning and contributes to both social and intellectual growth. (Poorman, 2002)
  - **Learning Centers:** Students will work in self-contained areas to work independently with small groups to complete a task. This will be

exceptionally valuable during RtI and DI to ensure needs are being met during reading instruction. As the teacher works with one group, other groups can be completing relevant assignments in literacy centers.

- **Parental Involvement:** Learning is enhanced when the school encourages parents to stimulate their child's intellectual development. The school will promote parental involvement by providing workshops and resources to empower them. In addition to the school's commitment to ongoing communication between the school and home, parents will be required to fulfill a minimum of 20 volunteer hours per school year. The school will provide ample opportunities for parent volunteering.

- **Gardner's Multiple Intelligence Application and Individual Learning Styles:** Howard Gardner's Multiple Intelligence Theory "holds that all human beings possess eight different intelligences, including not only the familiar Language intelligences, but also Spatial intelligences, Musical, Interpersonal. While we all possess these eight or more intelligences, no two people-not even identical twins-exhibit exactly the same profile of strength and weakness. As educators, we face a stark choice; either ignore these differences in MI profiles, or take them seriously in instruction and assessment." (Gardner, 2004) Teachers at SAA will be instructed in identification of the students' intelligences and the incorporation of them into lesson planning.
- **Identification of Learning Styles** will be incorporated into the planning and implementation stages of instruction. SAA believes that teachers must get to know their students as individuals who learn differently. To this end, staff members will be offered professional development opportunities to learn to identify these learning styles so that they can use the learner's strengths as an entry point for instruction and successful mastery of the NGSSS-CCS objectives. (Gregory G. H., 2007)
- Sarasota Academy of the Arts will also embrace the **Florida Continuous Improvement Model (FCIM)** based on the FOCUS model.
  - F **Formulate a plan** – In this step teachers and administrators disaggregate, or analyze the state standards assessment and/or standardized test data to identify both students' and teachers' strengths and weaknesses and to improve teacher instruction and student learning. Focusing on specific student weaknesses, the teachers and administrators create a plan for student improvement. Identifying teachers' strengths and weaknesses enables administrators to provide effective quality staff development to improve instruction and student learning. Administrators will begin the process during the summer and work with teachers during pre-planning week to formulate the plans for the students and teachers.
  - O **Optimize time** by preparing and following a timeline. Based on the students' strengths and weaknesses, teachers build an instructional calendar that includes all the standards/skills to be assessed. The calendar should allow additional time for areas where students are having trouble and be flexible enough to allow for adjustments. SAA will use the Sarasota County Focus calendar as a guide.

**C** Concentrate on teaching standards and collaborate with the instructional team. Based on the instructional calendar, teachers teach the targeted skill. The goal here is for quality instruction and student mastery. Classroom activities should be focused and conducive to learning by:

- providing a warm-up
- highlighting the day's focus
- focusing on new content
- reinforcing new concepts
- surveying student understanding

Effective teaching strategies for instruction have at their core consistently high-level expectations for students. Additionally, quality instruction includes:

- modeling thinking processes (i.e. think-alouds)
- providing essential vocabulary for subject area
- applying learning to the real world
- using cooperative learning techniques
- using skill reinforcing drills
- teaching test-taking strategies
- celebrating mastery of skills and knowledge

**U** Utilize assessments at short, frequent intervals. Conduct frequent student Assessments and maintain and monitor the teaching and learning process.

- **Assessment:** After teaching the targeted skill, teachers administer a short assessment to check for student understanding. These assessments should be integrated into the curriculum and instruction. The assessments should mimic the format of the state standards assessment. The chosen textbook series provide benchmark and unit tests that provide FCAT 2.0 practice. Teacher teams (Professional Learning Communities [PLCs]) should meet frequently to review assessment results.
- **Maintenance:** Teachers must continuously work to reinforce skills and knowledge until they become part of the student's knowledge base.
- **Monitoring:** School principals and the instructional coordinator assume the primary responsibility for monitoring program success. Monitoring practices include regularly unscheduled classroom visits, one-on-one meetings with students and teachers to review test scores, celebrating successes, and using surveys to assess the process, the school climate, and stakeholder satisfaction.

**S** Sustain learning with tutorials, enrichment, and maintenance activities. Using the enrichment and reinforcement materials provided by the textbook publishing companies as well as teacher-made materials, the staff will provide in-class or Learning Support tutorials for re-teaching or enrichment for objectives that have been mastered. Based on assessment results, teachers should provide continuing quality instruction to either build on success or provide additional instruction. Teaching teams should work together to review progress. Extensions must be considered as important as tutorial work and provided for both mastery and non-mastery students. Additional assessments may be given to check mastery. (Education, 2006)

- Sarasota Academy of the Arts will provide professional development for its staff on a regular basis to ensure each teacher has the tools necessary to most effectively teach the students entrusted to them. Professional development will occur formally during the preplanning week and on designated days throughout the school year. At other times it will be informally delivered through staff planning times. Teachers will keep a “Professional Binder” of powerpoints, notes, etc. from workshops, certificates of completions earned, and shared resources. Staff members will be encouraged to enroll in professional development classes offered through the Sarasota School District. Depending on the skill sets of the teachers employed by SAA, the following topics will be included, but not limited to:

<b>Topic</b>	<b>Approximate date</b>	<b>Provider</b>
SAA mission and infusion of the arts; “Ownership of the learning program at SAA”	Preplanning week	Administrative staff
Differentiated instruction and RtI	Preplanning week	Academic leadership
Digital portfolios; alternative and authentic assessments	Preplanning week	Technology staff; academic leadership
“Engrade”	Preplanning week	Webcast by producer of product for grading
Problem-based learning	First professional development day	ASCD: Problem-Based Learning for the 21st Century Classroom 2 DVD Series (\$269.00)
MTSS – combining RtI for academics and behavior	Preplanning week; more extensively on second professional day	Webcasts/podcasts from the Florida’s Positive Behavior Support Project

C. Describe the research base for the educational program.

- Since the late 1800s, education in the United States has seen many changes in pedagogy, curricula, and teaching styles. With the shift towards standards-based education, it has become necessary to look at the child as an individual where “one size does not fit all.” (Gregory G. H., 2007)
- In the early 1900s, Jean Piaget developed his theory of cognitive development which became central to the school of cognitive constructivism. The two key Piagetian theories that most impact instruction at Sarasota Academy of the Arts are that

learning is an active process and that it should be whole, authentic, and “real.” (Chen) Quoting Carl Sagan: “When you make the finding yourself – even if you’re the last person on earth to see the light – you’ll never forget it.” The teacher’s role is to facilitate learning by providing a variety of experiences. “Inquiry-guided learning” provides opportunities for learners to explore and experiment, thereby encouraging new understandings with guidance by the teacher. Opportunities that allow students of differing cognitive levels to work together allow the group members to share information and experiences, thus building on the strengths of the individuals.

- Benjamin Bloom’s Taxonomy of 1956 was revised in the 1990s under the leadership of Lorin Anderson, Bloom’s former student. The Taxonomy as now presented is more representative of student needs and the pedagogies of the 21<sup>st</sup> century. In the new pyramid students begin the learning process by remembering, then move through the more difficult levels of understanding, applying, analyzing, evaluating, to creating. Kathy Shrock took this a step further by transforming the pyramid into a series of interlocking gears because “the cognitive processes are meant to be used when necessary, and any learner goes up and down the categories as they create new knowledge.” (Shrock, 2012) At SAA we will teach the skills of critical thinking so that students can move from “What do you remember?” to “What can you create based on your knowledge?”
- Sarasota Academy of the Arts believes that a strong visual and performing arts program enhances and supports the academy’s emphasis on educating the “whole child.” The rationale for this belief includes the following:
  - While a direct “cause and effect” relationship has not been established, there is a body of research indicating that students participating in a strong arts program demonstrate improved academic achievement.
  - A strong arts program is a “good fit” for the Sarasota community, which is widely recognized for its commitment and support for the visual and performing arts.
  - A strong arts program enhances the potential for community partnerships within the Sarasota community.
  - A strong visual and performing arts program is consistent with the provisions of the Florida Charter School Statute (1002.33) in that it “provides parents flexibility to choose among diverse educational opportunities within the state’s public school system.”
- There is a tremendous body of research to support the premise that by making the arts a core part of the basic curriculum, there can be great benefits to students with “fewer dropouts, higher attendance, better team players, an increased love of learning, greater student dignity, enhanced creativity, a more prepared citizen for the workplace of tomorrow and greater cultural awareness.” (Jensen, 2001) Eric Jensen, a staff developer and member of the Society for Neuroscience and the New York Academy of Science, is well known for his studies in brain research that support the theory that the arts promote the development of valuable human neurological

systems. His belief is that the arts enhance the process of learning and the systems they nourish, including integrated sensory, attentional, cognitive, emotional, and motor capacities that are the driving forces behind all other learning. His book, *Arts with the Brain in Mind*, has a wealth of data to support his theories. The Appendix which includes websites, references, additional resources, and a bibliography has an impressive 300 sources. He utilizes information from the landmark research study entitled *Champions of Change: The Impact of Arts on Learning* (1999), a compilation of studies on the impact of the arts on learning that demonstrates that students who participate in the arts outperform their peers on virtually every measure. “Longitudinal data of 25,000 students demonstrate that involvement in the arts is linked to higher academic performance, increased standardized test scores, more community service and lower dropout rates. These cognitive and developmental benefits are reaped by students regardless of their socioeconomic status.” (Fisk, 2001)

At Columbia University, Judith Burton’s study of more than 2,000 children found that those in an arts curriculum were far superior in creative thinking, self-concept, problem-solving, self-expression, risk-taking, and cooperation than those who were not. (Burton, 1999)

Other reports/studies that are worthy of mention are:

- Harvard’s Project Zero study described in *The Qualities of Quality: Understanding Excellence in Arts Education* (2009). The researchers ask educators to reflect on the many possible purposes of arts education, from helping students develop aesthetic awareness to helping them grow as individuals
- Dana Consortium Study: *Learning, Arts, and the Brain* (2008). Cognitive neuroscientists at seven major universities have found strong links between arts education and cognitive development (e.g. thinking, problem-solving, concept understanding, information processing, and overall intelligence). They believe that children motivated in the arts develop attention skills and memory retrieval that also apply to other subject areas.
- President’s Committee on the Arts and Humanities: *Reinvesting in Arts Education* (2011). The report synthesizes the past decade of research about how the arts boost student achievement. It also offers five major recommendations based on this research: 1) build collaborations among different approaches; 2) develop the field of arts integration; 3) expand opportunities for teaching artists; 4) utilize federal and state policies to reinforce the place of arts in K-12 education; and 5) widen the focus of evidence gathering about arts education.
- The Conference Board, Americans for the Arts, and the Association of American School Administrators: *Ready to Innovate* (2008). This report shows creativity is among the top applied skills sought by employers. Seventy-two percent of business leaders say creativity is of high importance when hiring. Their report concludes, “...the arts – music, creative writing, drawing, and dance – provide skills sought by employers of the third millennium.”

- College Board: *Arts at the Core: Recommendations for advancing the state of arts education in the 21<sup>st</sup> Century*. The National Task Force on the Arts Education confronts challenges to the state of the arts in education, identifies the many benefits of arts learning, and details eight key recommendations for advancing the place of the arts in American education. It outlines recommendations for making the arts a core component of American education.

With a strong arts education, students will be in an educational setting that encourages creating new ideas and a willingness to imagine and explore ideas. According to a Congressional initiative to recognize the importance of the arts in education, “Artists and designers humanize technology, making it understandable and capable of bringing about societal change.” Even with the emphasis on STEM and its integration into the curriculum, there has been a movement within the last few years to change “STEM to STEAM” to include the arts. Einstein was quoted as saying, “Imagination is more important than knowledge. For knowledge is limited to all we now know and understand, while imagination embraces the entire world, and all there ever will be to know and understand.”

The beauty of the arts is that they are both deep and wide in their benefits because they work on multiple biological systems. Arts are not only beneficial but are clearly justifiable as an equal and major discipline. (Jensen, 2001)

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

*The mission of Sarasota Academy of the Arts (SAA) is to provide a motivating, challenging, and creative learning climate with a safe, caring, family atmosphere. SAA will provide students interested in visual and performing arts with rigorous academic skills in line with the Next Generation Sunshine State Standards (NGSSS) - Common Core Standards (CCS) and a strong infusion of the arts. SAA believes that the opportunity to experience the arts on a continual basis promotes and enhances academic success. The goal of SAA is to prepare students to become well-rounded, confident, academically prepared adults who are able to reach their full potential as caring and responsible citizens.*

The educational program for Sarasota Academy of the Arts was designed to align with the school mission to provide opportunities for each student to attain his or her maximum potential in academics and the arts. Students at SAA will have a strong academic foundation in the core subjects of Reading/Language Arts, Mathematics, Science, Social Studies, and Physical Education but with the additional opportunity to have daily classes in art, music, drama, and dance as well as the enrichment areas of Spanish and Technology. Through numerous performance venues, students will gain poise and self-confidence and develop responsibility. It has often been stated that the number one greatest fear is public speaking. The students at SAA will learn techniques to overcome this fear. They will learn stage presence, techniques to engage an audience, and confidence as a performer. To enter any career with these skills is a major advantage.<sup>1</sup> A student-centered instructional model with an emphasis on and integration of the

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<sup>1</sup> Please see letter in Appendix A.

arts will help every student develop skills to become capable leaders and contributing members of society.

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

- By designing the instruction to meet the needs of each student and by using the FOCUS model of continuous progress, Sarasota Academy of the Arts will be able to help the individual student be successful with the NGSSS-CCS. We believe that an emphasis on the arts will enhance the core curriculum.
- Research has shown that inclusion of the arts beginning at an early age can result in improved academic performance. A strong student-centered academic program infused with a strong arts program will enable students to reach the NGSSS-CCS goals. According to Gardner<sup>2</sup>, "... the arts can help nurture an educational context in which students are more serious, more disciplined, more likely to take on new challenges, and more likely to value learning across the board." (Gardner, 2004)

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<sup>2</sup> Gardner, Howard. Howard Gardner is best known in educational circles for his theory of multiple intelligences, a critique of the notion that there exists but a single human intelligence that can be assessed by standard psychometric instruments. From 1972-2000, he was Co-director of Project Zero, Harvard University. At present, he is chair of the Steering Committee of Project Zero.

## Section 4: Curriculum Plan

- A. Describe the school’s curriculum in the core academic areas, illustrating how it will prepare students to achieve the Next Generation Sunshine State-Common Core Standards.
- Sarasota Academy of the Arts will follow the same core curriculum as Sarasota County Public Schools, which is aligned to the Common Core Standards and Next Generation Sunshine State Standards (NGSSS) at the appropriate grade levels.
  - The objectives of the SAA K-8 curriculum are built upon the Florida Next Generation Sunshine State Standards (NGSSS) and Common Core Standards (CCS). SAA’s core curriculum covers the main subject areas of reading/language arts, mathematics, social studies, science, and physical education.
  - Teachers at SAA will be required to document instruction of the Florida Next Generation Sunshine State Standards-Common Core Standards by completing daily lesson plans as well as records of weekly and monthly thematic unit plans. The leadership team will identify monthly themes across the curriculum to ensure an infusion of the arts. A generalized lesson plan format will be used by all teachers to ensure specific objectives are taught, benchmarks are met as listed in the curriculum, and ESE, ESOL, and RtI-B practices are included.<sup>3</sup>
  - The curriculum is designed to serve students of all ability levels. SAA’s curriculum is performance-based in keeping with Florida’s Next Generation Sunshine State Standards-Common Core Standards and results rather than processes are emphasized. Students will be encouraged to use a variety of strategies to master the objectives.

### Reading and Language Arts

Sarasota Academy of the Arts recognizes that reading instruction and the curriculum utilized are the most important aspects of the elementary years. Students need to read fluently and efficiently in order to succeed academically and in everyday life. According to the introduction to the Reading Rockets’ *ABCs of Teaching Reading*, “Children don’t learn to read just from being exposed to books. Reading must be taught. For many children, reading must be taught explicitly and systematically, one small step at a time. That’s why good teachers are so important.” (WETA, 2012) SAA unequivocally believes in this and will employ qualified teachers, plan for explicit and systematic instruction, and inform instruction through continuous assessment of the students.

Sarasota Academy of the Arts will adopt the Comprehensive Research-Based Reading Plan (CRRP) and will incorporate the requirements of the Middle Grades Reform Act and the 2010 Next Generation Sunshine State Standards (Common

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<sup>3</sup> Sample in Appendix C.

Core) – English/ Language Arts. Sarasota Academy of the Arts will use the Houghton Mifflin/Harcourt Reading Series: *Storytown* for grades K-5 for students reading on- or above-level. The series is designed to provide both remediation and enrichment activities for students identified on different reading levels. The program provides for differentiation into which the principles of RtI can be infused. For students requiring intervention (below level) teachers will use the *Storytown Leveled Readers*, *Elements of Reading Vocabulary (SIRP)*, or *Intervention Station* (Harcourt) (CIRP).

At the middle school level, SAA will not have a reading series for students on or above level. All students will have ample opportunities to read through their literature, science, and social studies classes. The Level 1 and disfluent Level 2 students in grade 6 will use *Storytown*, a continuation of the elementary CCRP. Holt-McDougal *Bridges to Literature* will be used for Level 1 and Level 2 readers in grades 7-8. *Language!* will be used for ESE students in need of reading intervention. SAA will adhere to the procedures in Sarasota County Public School District's K-12 Comprehensive Reading Plan.

The CRRP requires each student in Grades K-5 to receive instruction in Reading in a dedicated, uninterrupted 90-minute block that includes a balance of explicit and systematic instruction in skills and strategies and opportunities to apply those skills and strategies. SAA teachers will conform to the *Just Read, Florida!* model. Within the block, the first forty-five minutes will be used to present the initial lesson through direct instruction. For the remainder of the block the teacher will then differentiate instruction focusing on the student's individual needs. While the teacher is focusing on one group, the other groups will be working on skills in various literacy centers. The classroom teacher, reading resource teacher or special education teacher will provide immediate intensive intervention to children as determined by progress monitoring (FAIR) and other forms of assessment (DRA+, teacher observations, Oral Reading Fluency tests). This would follow the 90-minute block and would be with a small (3-5) number of students. In addition students will receive at least thirty minutes of language arts daily with the classroom teacher.<sup>4</sup>

All students in grade 6-8 will take Reading or Literature. Students on- and above-level will have a 75-minute class which will include literature, vocabulary, grammar, and writing. Depending on the prior year FCAT 2.0 score, those students requiring an intervention program will receive instruction in one of two models. According to the Middle School Grades Developmental Reading Program and Student Reading Intervention Requirements, students scoring at a Level 1 would have extended time for reading intervention through a fusion model with the language arts teacher (if she has a reading endorsement or K – 12 certification in reading) or with a reading specialist. The student would receive language arts instruction then intensive reading in small groups of three to five students with guided instruction in the area of weakness. A disfluent student would need word attack skills while a fluent reader might need comprehension techniques. A student two or more years below level

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<sup>4</sup> <http://www.justreadflorida.com/90-minute-chart.asp>>

would have a double reading block in addition to language arts instruction. The literature component would be taught through *Bridges to Literature*. Students whose intervention need is identified by assessment data may receive that intervention through a CAR-PD trained content area teacher if they have scored at Level 2 on the FCAT 2.0 Reading. The reading remediation would require integration of NGSSS benchmarks specific to the subject area. This final determination will be made by the data-indicated needs of the student and the Florida Professional Certificate areas or endorsements of the staff. All students regardless of Level attained on the FCAT 2.0 Reading will be in a language arts class.

The main component of the daily 90-minute block for all students will be the appropriate grade level reading instruction which will be guided, explicit and systematic. Frequent referral by the teacher to the Scope and Sequence of the textbook series and the Focus calendar will ensure this. Also included will be the elements of effective writing, which will be supplemented by instruction during the additional 30-minute language arts period. In-class sustained independent reading and sharing of books selected by the student and/or teacher will also occur on a regular basis. Although a meta-analysis study conducted by the National Reading Panel in 2000 indicated there is no causal relationship between Sustained Silent Reading and fluency<sup>5</sup>, the Academy believes that the desire to read should be fostered to the betterment of the whole child. Other opportunities for fluency will be practiced throughout the instructional day, not only explicitly in the reading classroom, but in the content areas as well. Finally, reading instruction using ESOL strategies or through ESOL classes will be used when appropriate for ELL/LED students.

Other methods expected of all teachers include:

- Teacher Read-Alouds (modeling fluency)
- Teacher Directed Instruction
- Use of repeated readings, alternate and choral reading, and self-timing
- Identifying reading materials for students' independent reading levels
- Modeling "Think aloud" strategies during reading as a comprehension strategy
- Varying questions and asking open-ended questions
- Emphasizing key strategies, including questioning, predicting, summarizing, clarifying, and associating the unknown with the known ("PICTURE")<sup>6</sup>

- The reading curriculum, which will be covered in more detail in Section 4C, shall be the linchpin of the elementary years. Success in all subject areas depends upon the child being able to read fluently and comprehend. The reading curriculum correlates to all Reading and Language Arts NGSSS-CCSS standards and is aligned with *Just Read, Florida!* The program will focus on the K-12

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<sup>5</sup> Carnine, D.W., J. Silbert, E.J. Kame'enui, and S.G. Tarver. "Silent Independent Reading." *Education.com*. Pearson Education, Inc., 2004. Web. 15 July 2012. <<http://www.education.com/reference/article/silent-independent-reading/>>.

<sup>6</sup> Walpole PhD, Sharon. "Making Reading Count." *Webcast*. WETA, Washington, District of Columbia, 2002. Web. 15 July 2012. <<http://www.readingrockets.org/webcasts/2002/>>.

Florida's Formula for Success "6+4+ii+iii" which includes six (6) components of reading:

- Oral language – listening, speaking, opportunities for conversation, and vocabulary development
- Phonological/phonemic awareness – the ability to notice, think about, and work with the individual sounds in words. A student's skill in phonemic awareness is a good predictor of later reading success or difficulty.
- Phonics and decoding - the understanding that there is a predictable relationship between the sounds of spoken language, and the letters and spellings that represent those sounds in written language. Successful decoding occurs when a student uses his or her knowledge of letter-sound relationships to accurately read a word.
- Fluency - the ability to read a text correctly and quickly
- Vocabulary - the words children must know to communicate effectively. It should be taught directly and indirectly.
- Comprehension – understanding of text; the “essence” of reading
  
- four (4) types of classroom assessments:
  - Screening
  - Progress monitoring
  - Diagnosis
  - Outcome measures
  
- initial instruction (ii)
  - including considerations for background knowledge, motivation, and the provision for print rich, explicit, systematic, scaffolded, and differentiated instruction, and the reading/writing connection
  
- immediate, intensive intervention (iii):
  - including extended time, flexible grouping, accommodations, and more frequent progress monitoring.<sup>7</sup>

Use of the 6+4+ii+iii model will immediately provide for differentiated instruction within the classroom in initial instruction, as well as allow for immediate, intensive intervention as soon as it is warranted. Coherent instructional design includes explicit instructional strategies that address students' strengths and weaknesses, coordinated instructional sequences, ample practice opportunities, and aligned student materials. The instruction will be informed by regular assessment data.

Just as SAA recognizes and embraces the idea that qualified reading teachers are fundamental, the Academy also recognizes the importance of parents in the development of proficient readers. They are the first teachers of their children

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<sup>7</sup> *Just Read, Florida!*

and can greatly impact the formation of life-long reading habits. The Academy will distribute the publication, “A Child Becomes a Reader,” to parents of kindergarten through 3<sup>rd</sup> graders. This publication is from the National Institute for Literacy with proven research-based ideas for parents. The Academy will also distribute the pamphlet, “Read to Learn,” from the Florida Department of Education for parents of 3<sup>rd</sup> graders. Parents will be asked to monitor their child’s at-home reading for 15 minutes nightly, sign a daily reading log, and ask open-ended questions to determine comprehension. Parents will be given a list of websites available to assist in reading homework and understanding of what is being taught.<sup>8</sup>

## **Writing and Language Arts**

Students at Sarasota Academy of the Arts are taught on various levels to meet their individual needs and learning styles. Reading and writing are inextricably linked to one another, as well as to the other elements of a language arts program: thinking, listening, speaking, and viewing. As reading and writing are reciprocal endeavors, writing will be included in the 90-minute elementary block. “If we ask children to write in response to their reading from the beginning, they will be able to use this tool in response to reading and to expand their own thinking about texts. Understanding reading begins with thinking, talking, and representing ideas.” (Fountas, 2006)

Research from Northwest Regional Educational Laboratory (RELNW) indicates that “young children begin writing as or even before they learn to read, because they have a need to communicate ideas and concepts that have been discovered by experience rather than by books.” (Bellamy) The reading-writing connection is well established in the Harcourt *Storytown* series. There is a focus on the “Six Traits of Good Writing” including organization, ideas, sentence fluency, word choice, voice, and conventions. Writing is a process that includes prewriting, drafting, sharing, revising, editing, and publishing. While the total process is not required for every composition assignment, it is important that students learn the process and have the opportunity to develop their own written pieces over a period of time. Teachers will be expected to model good writing techniques across the curriculum. In writing, particularly for unskilled writers, the first priority is fluency; after fluency is correctness. “6 + 1 Traits of Writing” added “presentation” which is a fundamental part of the writing process for all students, but not for all pieces of writing. The use of technology in the writing process will be emphasized.

Assessment and instruction should be continually interwoven. Student proficiency in applying language arts/reading skills and strategies should be determined by a variety of means including teacher observation, self-evaluation, and alternate means of assessment, as well as formal testing. This assessment should provide continuous feedback to guide instruction.

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<sup>8</sup> Please see Appendix E.

Since SAA strongly believes that writing and Language Arts are an integral component of the reading series, students in the primary grades will spend time every day on the four blocks of literacy: word study, guided reading, self-selected reading, and writing.<sup>9</sup> As children move into the intermediate grades, there would be less time spent on word study and more on guided reading and writing. Writing styles include, but are not limited to, expository, persuasive, and personal narrative. In addition, students must demonstrate effective communication skills to succeed in the real world.

Teachers will be trained in the FCAT and Florida Writes rubrics and they will use these rubrics to score a minimum of four writing prompts prepared for students in actual testing conditions. These prompts will be used as a diagnostic tool to identify students who need additional assistance. Students will also write informally using writing prompts on a regular schedule. Critical to this process will be the detailed feedback provided for students by teachers based on the scoring of these prompts utilizing the rubric.

### **Elementary English Language Arts**

At the Kindergarten through 5<sup>th</sup> grade levels, the English Language Arts course will be focused on the development of language skills in the areas of grammar mechanics, spelling, and word usage. Students will use the Harcourt *Storytown* series which includes ancillary components that cover phonics, spelling, grammar, and writing and relate them to the reading. Handwriting will also be addressed through Zaner-Bloser at all K-5 levels.

### **Middle School Language Arts**

The Middle School language arts program will continue Sarasota Academy of the Arts' strong commitment to written and verbal communication. Students will build their vocabulary and a solid grammatical foundation to support their in-depth study of literature and composition. Middle School students will explore and analyze the complexities of American literature, from classical works to modern masterpieces to more contemporary works. Each piece will be examined not only for its content, but also for its social relevance to bring the stories to life and to create an understanding of the timeless appeal of great literature. Students will acquire the ability to read critically, to identify stylistic and rhetorical devices of poetry and prose, and will develop understanding of the relationship between literary form and content.

Reading/Literature and Writing will be taught across the curriculum. SAA realizes that in the primary grades, the emphasis is on learning to read, and accepts the conventional wisdom that after third grade, students begin "reading to learn." There is, however, concern among educators that learning to read and write needs to be expanded to the intermediate and middle grades and it cannot be the sole responsibility of the language

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<sup>9</sup> Based on the Four Blocks of Literacy Model

arts teacher. According to an issue brief by the Alliance for Excellent Education, "...the consensus view is that every middle and high school teacher has a role to play in helping students to become fully literate." (Alliance for Excellent Education, 2006) The brief goes on to say those students must learn the fundamentals of writing and employ those techniques in both non-fiction and creative writing projects. As they move from class to class in the content areas, they must "tap into entirely different sets of vocabulary, jargon, and background knowledge." They have to learn to read "differently" and write in many styles.

Students will have the opportunity to develop the techniques of creative writing and the composition of poetry in forms commonly found in English-language verse. They will receive intensive training in English composition, including conventions of mechanics, and demonstrate competence in written assignments in the language arts class. They will practice expository and persuasive writing, with strong emphasis on proper sentence and paragraph and essay organization, and utilize those skills not only in the language arts classroom, but in the content areas as well. Given today's emphasis on a global community and the need to be able to express one's self, they must learn to prepare more than the basic styles of writing. They will need to be taught how to prepare memos, business letters, technical papers, and newspaper reports. The writing of research papers - that is, essays that discuss and rely extensively on sources - will be required throughout the curriculum. Because it is a requisite part of research, students will learn how to identify appropriate sources, form a bibliography, organize the paper, and identify sources correctly. A uniform formula for writing will be employed in the technology and content-area classes. Students will demonstrate mastery of word processing skills, including the ability to write and format essays on the computer with appropriate charts, tables, and graphs.

Middle School students will develop the ability to prepare and deliver formal oral presentations and to participate in group discussions, using appropriate diction and tone. Students at the sixth grade level will participate in the Tropicana 4-H Speech contest. The daily inclusion of technology and music/drama classes will expand the opportunities students have to hone these skills.

Students will use Glencoe Literature: *Florida Treasures*, 2010/1<sup>st</sup> Edition, Sadlier *Vocabulary for Success*, 2011 Edition, and a Florida-approved grammar series. Because an ideal program moves beyond strict reliance on a set of materials and is centered on themes appropriate to different groups of students, teachers will be required to use not only the literature series, but also will choose from quality literature including biographies, essays, and other nonfiction, as well as poetry, drama, stories, and novels. One quarter at each grade level will be devoted to an in-depth study of a novel relating to the Holocaust. Students will be required to complete quarterly outside reading assignments and present evidence of completion and understanding through book reports or projects. Visual and performing arts will be utilized in the language arts program as a means of exploring different literature genre.

Middle School students in need of intervention will use *Storytown* in grade 6, McDougal-Littell:*Bridges to Literature* in grades 7 and 8. Special Education students who receive reading intervention may use Sopris West Educational Series: *Language! The Comprehensive Literacy Curriculum*, 2007. There are several programs by Scholastic and National Geographic that will be examined to possibly include for intervention.

**M/J Language Arts 1 (6<sup>th</sup> grade), M/J Language Arts 2 (7<sup>th</sup> grade), M/J Language Arts 3 (8<sup>th</sup> grade)**

The purpose of this course is to provide students with integrated language arts study in reading, writing, speaking, listening, language, and literature in preparation for college and career readiness.

The content should include, but not be limited to, the following:

- constructing meaning and analyzing and evaluating the logic and rhetorical strategies used in a variety of grade-level print and digital informational texts
- reading and analyzing grade-level print and digital literary texts that represent a variety of genres across cultures and historical periods
- using recursive process writing strategies to craft various forms of writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context
- listening purposefully to a variety of speakers and messages in both formal and informal contexts
- speaking with clarity for a variety of purposes, audiences, and contexts, including formal and informal modes of discourse
- understanding and making effective language choices to successfully craft the meaning, style, and tone of oral and written communication at grade-level and/or higher complexity
- acquiring an extensive vocabulary through reading, discussion, listening, and directed word study
- learning and employing an inquiry-based research process, and selecting and using information and communication technologies (ICT) effectively.

As students progress from one grade-level course to the next, the complexity of materials and tasks will be steadily increased, as will the expectations of students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation.

**M/J Intensive Language Arts or M/J Intensive Reading** will be used for Level 1 students as required by the Middle School Grades Developmental Reading Program.

The purpose of this course is to provide instruction that enables students to develop and strengthen reading skills and develop independent reading endurance.

The content should include, but not be limited to, the following:

- reading instruction in phonemic awareness, phonics (*advanced phonics instruction that includes an explicit, systematic approach to orthography, structural analysis, and morphemic analysis*), fluency, vocabulary and comprehension as necessary. The relative balance of instruction in these areas will be determined by screening, group diagnostic, progress monitoring and individual diagnostic measures of each student. Each student’s instructional goals will be specified in his/her Academic Improvement Plan (AIP)
- critical thinking, problem-solving, and test-taking skills and strategies
- reading for meaning through varied reading materials at appropriate independent and instructional reading levels representing a minimum balance of 70% /30% informational to narrative text
- integration of reading with student written responses to text
- high frequency content area vocabulary

## Mathematics

The Sarasota Academy of the Arts will follow the Florida Mathematics Curriculum utilizing the 2010 Next Generation Sunshine State Standards-Common Core Standards, while incorporating FCAT test item specifications from the State of Florida in their daily lesson plans. In alignment with the mission statement, infusion of the visual arts will be evident in the areas of geometry, measurement, and scale drawings.

As part of the professional development plan for SAA, teachers and administrative personnel will engage in ongoing workshops to ensure best practices are used to provide for the individual academic needs of the students. These workshops will aid the teachers and communicate to the parents the standards to be achieved through NGSSS-CCS.

The National Research Council states that there are 5 strands of proficiency that are integral to a comprehensive math curriculum. These should guide the teaching and learning of school mathematics:

1. Conceptual understanding—comprehension of mathematical concepts, operations, and relations
2. Procedural fluency—skill in carrying out procedures flexibly, accurately, efficiently, and appropriately
3. Strategic competence—ability to formulate, represent, and solve mathematical problems
4. Adaptive reasoning—a capacity for logical thought, reflection, explanation, and justification
5. Productive disposition—habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy (Kilpatrick, et al., 2001, p. 11).

In addition, three curriculum focal points (NCTM) are identified and described for each grade level, K-8. “Curriculum focal points are the most important mathematical topics for each grade

level. They comprise related ideas, concepts, skills, and procedures that form the foundation for understanding and lasting learning.” Instruction in these content areas should include:

1. The use of mathematics to solve problems
2. An application of logical reasoning to justify procedures and solutions
3. An involvement in the design and analysis of multiple representations to learn, make connections among, and communicate about the ideas within and outside of mathematics.<sup>10</sup>

According to the Florida Department of Education and Common Core Standards, there are eight Standards for Mathematical Practice:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and stress regularity in repeated reasoning.

“The *Standards* are not a curriculum. They are a clear set of shared goals and expectations for what knowledge and skills will help our students succeed.” (NGA Center/CCGSO, 2010) These Standards for Mathematical Practice are then broken down by grade level into “clusters” – six for kindergarten, five for grades 1 – 5, and five for grades 6 – 8. Utilizing the standards under each cluster and research-based instructional materials, teachers will be able to present a program targeted to successful attainment of NGSSS-CCS.

Sarasota Academy of the Arts will use Houghton Mifflin/Harcourt *Go Math! Florida* for Kindergarten through 5<sup>th</sup> grade. Through the use of the textbook and supplementary materials including technology, students will be exposed to benchmarks correlated to the following components of mathematics:

- Instruction in the domains of mathematics in a Kindergarten-5<sup>th</sup> grade program:
  - Counting and Cardinality (Kindergarten)
  - Operations and Algebraic Thinking
  - Numbers and Operations in Base 10
  - Numbers and Operations – Fractions (1<sup>st</sup> – 5<sup>th</sup> grades)
  - Measurement and Data
  - Geometry
- 3 types of assessment to guide instruction:
  - Prior year’s State or National testing if applicable
  - Teacher observation and evaluation
  - Progress monitoring (A specified program has not yet been identified)

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<sup>10</sup> "Questions & Answers." *Questions & Answers*. N.p., n.d. Web. 19 June 2012. <<http://www.nctm.org/standards/focalpoints.aspx?id=274>>.

- Action Steps<sup>11</sup> that will be used in order to successfully implement the school’s mathematics program:
  - Judiciously use manipulatives and hands-on activities to reinforce mathematics concepts
  - Develop an instructional Focus Calendar for Mathematics which will be implemented across the curriculum, using the Sarasota District Focus calendar as a guide.
  - Utilize web-based programs (IXL, FCAT Explorer, Cool Math)
  - Identify and closely monitor the progress of the lowest 25 percent consistently; revise instruction to accommodate their weaknesses
  - Build in “Learning Support” time for teachers of mathematics during the daily schedule
  - Seek varied opportunities for math enrichment beyond and throughout the school day.
- Initial Instruction
  - Classroom teachers will describe and model the instructional concepts for each grade level.
  - Classroom teachers will use assessment data to plan for and provide “student-centered” instruction that includes the following:
    - Explicit instructional strategies
    - Coordinated instructional sequences
    - Differentiated instruction
- Immediate Intensive Intervention
  - This includes a classroom teacher or other teaching personnel who can provide the additional instruction and practice some children may need. Teachers will use RtI/DI in the classroom and have a “Learning Support” period built into their daily schedules for this purpose.
  - Explicit and systematic instruction will be provided for those 2<sup>nd</sup> and 3<sup>rd</sup> graders who displayed deficiencies based on prior year testing and ongoing assessment. This will include intensive intervention particularly in the areas of number sense and calculation. Students will receive differentiated instruction within the classroom, supplemental support through learning support and possibly after-school support through the “Homework Help” program.
  - Supplemental instruction will be provided based on prior FCAT 2.0 results and ongoing assessment to those 3<sup>rd</sup> graders who were retained as well as those 4<sup>th</sup> through 8<sup>th</sup> graders who may have math deficiencies. These students should receive instruction that models proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review. (Gersten, 2008)
  - Immediate intensive instruction is particularly relevant for those students who have not demonstrated progress in mastery in the instructional

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<sup>11</sup> “Action steps” are tasks one performs that contribute to the accomplishment of goals.

components. Progress monitoring and immediate feedback will be utilized.

- Supplemental Instruction can also be provided outside the classroom for Middle and Upper Achieving students who require time beyond differentiated intervention on targeted mathematic skills. This could be as a “Homework Help” program provided by a certified teacher or through Learning Support.
- Concentrated review will be provided prior to the administration of the grade level state testing for all students. Mini-assessments will be administered under the same testing conditions they will be exposed to on testing day. This will ensure the test taking skills are not a factor in decreasing test scores.
- High achieving students will be offered opportunities for enrichment within the classroom through differentiated instruction. Both the Houghton-Mifflin and Glencoe series provide enrichment activities imbedded within the program.

Sarasota Academy of the Arts will provide its students with a rigorous mathematics education. Emphasis will be placed on both practical problem-solving techniques and the need for abstract thinking. The mathematics curriculum for Grades K – 8 will be aligned with grade level expectations for NGSSS-CCS for Mathematics for Grades K-8.

The workplace has demonstrated an increasing demand for mathematically and technologically proficient citizens. Often intelligent decision-making requires quantitative understandings. Effective delivery of the NGSSS-CCS standards will equip our students with the skills and strategies to be successful in their future career endeavors.

### **Middle School Mathematics**

Sarasota Academy of the Arts will utilize the Florida adopted Glencoe *Florida Math Connects* and Glencoe *Florida Math Connects Plus* series as the basic teaching tool to achieve the NGSSS-CCS benchmarks. Glencoe *Florida Math Connects* and *Connects Plus* are fully correlated to the Sunshine State Standards and follow the State’s Grade Level Expectations. Glencoe *Pre-Algebra* may be used at the seventh and eighth grade levels for students in M/J Mathematics 2 and/or 3, Advanced. Glencoe *Florida Algebra 1* will be used for Algebra at the 8<sup>th</sup> grade level for students wishing to earn a high school mathematics credit.

Technology will be incorporated through IXL.com, Kahn Academy, and similar resources to include access to Glencoe Florida math online resources to provide reinforcement/extension for students. Each student will be issued a personal ID and password that will enable them to access the websites at home or at school. Students will also have access to remediation/enrichment by the teacher during the designated “Learning Support” time.

The Academy will incorporate the Action Steps as indicated for the Elementary program. It will provide for constant monitoring through pre- and post-tests as well as informal assessments to ensure students are on-target to meet the NGSSS-CCS. Immediate intensive instruction will be provided when indicated by the data and student feedback.

### **Course Offerings:**

#### **M/J Intensive Mathematics (Course # 1204000) (6<sup>th</sup> – 8<sup>th</sup> Grade for students who scored at level 1 or 2 on FCAT Math 2.0 the previous year)**

The purpose of this course is to enable students to develop mathematics skills and concepts through remedial instruction and practice if the student requires more than intensive instruction within the regular mathematics course.

#### **M/J Mathematics 1 (Course # 1205010) (6<sup>th</sup> Grade)**

The purpose of this course is to continue the development of mathematical concepts and processes that can be used to solve real-world and mathematical problems.

#### **M/J Mathematics 1, Advanced (Course # 1205020) (6<sup>th</sup> Grade students who met specified number of requirements at end of 5<sup>th</sup> grade as stated in District Student Progression Plan)**

The purpose of this course is to continue the development of mathematical concepts and processes that can be used to solve real world and mathematical problems.

#### **M/J Mathematics 2 (Course # 1205040) (7<sup>th</sup> Grade)**

The purpose of this course is to continue the development of mathematical concepts and processes that can be used to solve real-world and mathematical problems. It builds upon the skills and concepts presented in M/J Mathematics 1.

#### **M/J Mathematics 2, Advanced (Course # 1205050) (7<sup>th</sup> Grade)**

The purpose of this course is to continue the development of mathematical concepts and processes that can be used to solve real-world and mathematical problems.

#### **M/J Mathematics 3 (Course # 1205070) (8<sup>TH</sup> Grade)**

The purpose of this course is to continue the development of mathematical concepts and processes that can be used to solve real-world and mathematical problems. It builds upon the skills and concepts presented in M/J Mathematics 2.

#### **M/J Mathematics 3, Advanced (Course # 1205080) (8<sup>th</sup> Grade)**

The purpose of this course is to continue the development of mathematical concepts and processes that can be used to solve real-world and mathematical problems.

#### **M/J Algebra (Course #1200310) (8<sup>th</sup> Grade)**

Algebra (Glencoe ~ Florida Edition ~ 2011)

M/J Algebra is designated as a level two course in the Florida DOE Course Code Directory. Upon successful completion of the required coursework and End-of-Course exam, students will be awarded credit toward high school graduation. The class will meet for 60 minutes per day which will exceed the 135-hour requirement for earning high school graduation credit.

The purpose of this course is to develop the algebraic concepts and processes that can be used to solve a variety of real-world and mathematical problems. Students have an opportunity to learn as mathematicians rather than memorizing facts and algorithms. Some students are already good technicians who can follow rules and apply those rules to routine exercises. Students at this level go one step further, analyzing non-routine problems.

### **Science**

Sarasota Academy of the Arts will follow the Florida Curriculum for Science. Teachers will utilize the Next Generation Sunshine State Standards-Common Core Standards, while incorporating FCAT test item specifications from the State of Florida in their daily lesson plans.

SAA will provide its students with a unique, rigorous science education. The science curriculum will prepare students to achieve the Next Generation Sunshine State Standards by incorporating a hands-on approach to learning of the central science themes: life science, physical science, earth and space science, and the nature of science.

### **Elementary**

The science curriculum for Grades K- 5 will be aligned with grade level expectations for NGSSS for science. SAA will use one of the state adopted science text books. Throughout the school's science curriculum in Kindergarten through 5<sup>th</sup> grade, the students will be exposed to benchmarks correlated to the following components of science:

- Instruction in the 16 components of science in a K-5 program:
  - The practice of science
  - The characteristics of science knowledge
  - The role of theories, hypothesis, and models
  - Earth in space and time
  - Earth structures
  - Earth systems and patterns
  - Properties of matter
  - Changes in matter
  - Forms of energy
  - Motions of Objects
  - Energy transfer and transformations
  - Forces and changes in motion
  - Organization and development of living organisms

- Diversity and evolution of living organisms
- Interdependence
- Heredity and Reproduction
- 3 types of assessment to guide instruction
  - Prior Year’s State or National Testing if applicable
  - Professional Observation and Evaluation
  - Progress monitoring (program to be chosen)
- Action Steps<sup>12</sup> that will be used in order to successfully implement the school’s science program:
  - Incorporate inquiry-based science experiments into classroom instruction in order to improve students’ understanding of science process skills in K-8.
    - Act as facilitators rather than directors of students' learning
    - Provide a variety of materials and resources to facilitate students' investigations
    - Model inquiry behaviors and skills
    - Pose thoughtful, open-ended questions and help students do the same
    - Encourage dialogue among students and with the teacher
    - Keep children's natural curiosity alive and as a teacher, remain a curious, life-long learner (University of Akron, 2012)
  - Using the Sarasota Focus Instructional Calendar as a guide, develop an instructional Focus Calendar for Science which will be implemented across the curriculum.
  - Utilize web-based programs (FCAT Explorer, FOCUS, BrainPop, Kahn Academy) for students to practice scientific concepts and receive automated instruction on their weaknesses.
  - Identify and closely monitor the progress of the lowest 25 percent consistently; revise instruction and intervention groups as indicated by student progress.

### **Middle School Science**

The Middle School science program will meet the challenges of this fast-changing field. Through the use of laboratory experiments, individual and group projects, and teacher presentation, students will engage in a study of earth/space, physical and biological sciences, as well as contemporary scientific developments. Different subtopics will be emphasized at each grade level in alignment with the Next Generation Sunshine State Standards. The hands-on program will emphasize scientific experimentation and experiential learning where students make science happen. Students will have access to a state adopted text book series for use as a reference, but will also use team-based learning to investigate and master the material necessary to be successful on national and state level assessments.

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<sup>12</sup> “Action steps” are tasks one performs that contribute to the accomplishment of goals.

### **Comprehensive Science I (6<sup>th</sup> Grade)**

The purpose of this course is to provide the first year of a sequential three-year course of study in exploratory experiences and activities in concepts of life, earth/space, and physical sciences. The content shall include, but not be limited to, the nature of science, Earth's changing surface, the water cycle and weather, cells, tissues and organ systems, classification of organisms, and energy, motion, and forces. This course meets the requirement for sixth graders. Laboratory investigations of selected topics will be an integral part of this course.

### **Comprehensive Science II (7<sup>th</sup> Grade)**

The purpose of this course is to provide the second year of a sequential three year course of study in exploratory experiences and activities in the concepts of life, earth/space, and physical sciences. The content shall include, but not be limited to, the nature of science, geology topics including the rock cycle, earthquakes, volcanoes, plate tectonics, and oceanography and life science topics including cell theory, cell processes, a survey of plant and animal kingdoms, and energy movements through the ecosystem. This course meets the requirement for seventh graders. Laboratory investigations of selected topics in the content which also include the use of the scientific method, measurement, laboratory apparatus and safety will be an integral part of the course.

### **Comprehensive Science III (8<sup>th</sup> Grade)**

The purpose of this course is to provide the third year of a sequential three-year course of study in exploratory experiences and activities in concepts of life, earth/space, and physical sciences. The content shall include, but not be limited to, the nature of science, scientific method, physical science, chemistry, and astronomy... This course meets the requirement for eighth graders. Laboratory investigations of selected topics in the content which also include the use of the scientific method, measurement, laboratory apparatus and safety will be an integral part of the course.

## **Social Studies**

Sarasota Academy of the Arts will follow the Sarasota County Public School Curriculum for Social Studies which is aligned to the Florida Next Generation Sunshine State Standards in their daily lesson plans.

### **Elementary**

Students in K – 3<sup>rd</sup> grade will explore their community, their nation, and their world through the topics of American History, Economics, Geography, and Civics and Government. A Florida-approved textbook will be supplemented by a weekly magazine related to current events. Teachers will employ technology, film, role-play, and project-based learning along with text to expose students to the concepts mandated by NGSSS. The following standards will be addressed at each level:

- Historical Inquiry and Analysis
- Historical Knowledge
- Chronological Thinking

Foundations of Government, Law, and the American Political System  
Civic and Political Participation  
Structure and Functions of Government  
Beginning Economics  
The World in Spatial Terms  
Places and Regions  
Physical Systems  
Human Systems

Fourth grade students will study Florida history, economics, geography, and government. A Florida-approved textbook will be used along with a supplemental Florida Studies newspaper. Students will use project-based learning, role-play, technology, and teacher-directed instruction to develop critical thinking, note-taking, and problem-solving skills.

Fifth grade students will concentrate on the history and geography of the United States from the earliest exploration until 1850. Economic concepts and civics topics will also be examined. Students will use project-based learning, role-play, technology, and teacher-directed instruction to develop critical thinking, note-taking, and problem-solving skills. A Florida-approved textbook will be used as well as a supplemental weekly newspaper or magazine to incorporate current events.

Assessment to guide instruction:

1. Criterion referenced tests
2. Teacher observation and diagnosis
3. Progress monitoring (program to be chosen)

### **Middle School Social Sciences**

Middle School students at Sarasota Academy of the Arts will be expected to take a critical and analytical approach to the study of American and world history and geography. Throughout their study, students will examine philosophical, religious, political, and social development by completing independent and group research projects, studying primary documents, and identifying with history's most influential figures through literature, film, and technology.

**Sixth Grade: M/J World History (Course # 2109010)** - The sixth grade social studies curriculum consists of the following content area strands: World History, Geography, Civics, and Economics. The primary content for this course pertains to the world's earliest civilizations of the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents.

**Seventh Grade: M/J Civics (Course # 2106010)** – The seventh grade social studies curriculum consists of the following content area strands: Civics, Geography, and Economics. The primary content for the course pertains to the principles, functions,

and organization of government, the origins of the American political system, the roles, rights, and responsibilities of United States citizens, and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction. Students will complete the End-of-Course exam beginning with the 2014-15 school year, earning an Achievement Level 3 or higher on the Civics EOC Exam in order to be promoted from middle school to high school. In 2013-14, the Civics EOC will count 30% of the final grade.

***Eighth Grade: M/J U.S. History (Course # 2100010)*** – The eighth grade social studies curriculum consists of the following content area strands: American History, Geography, Economics and Civics. Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

***Career and Education Planning*** - The career and education planning course required by Section 1003.4156, Florida Statutes, will be integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org and shall result in the completion of a personalized academic and career plan. Sarasota Academy of the Arts will offer this to students at both the 7<sup>th</sup> and 8<sup>th</sup> grade levels to be completed as an online course through Florida Virtual School

*(The Career and Education Planning course is a required component of the Middle School Social Studies curriculum and will include online access to career planning options and tools. In grade 8, students will develop a personalized academic and career plan signed by student, teacher, and parent/guardian. The plan will be reviewed and updated by the student and school counselor. (Sarasota County Public Schools Middle School Progression Plan 2011-12)*

### ***Character Education (K– 8)***

Sarasota Academy of the Arts will have a character education curriculum, providing information to the students that will help them develop the tools and the desire to become caring and compassionate individuals.

Each school day will start with a student assembly where the character trait of the month is announced and reinforced through a “thought for the day” and an anecdotal message relating to the trait and/or a particular historical event. The character trait will be reinforced throughout the school day in many forms. Students will use the character trait as a springboard for journaling and the trait will be posted in each classroom.

Students in all of the grades will perform community service projects throughout the year. Students in the primary and intermediate grades will participate in a “grandparent” program with local nursing homes and assisted living facilities where they will visit, have generation celebrations, and perform musical programs for the residents.

Middle School students will participate in studies of the Holocaust through cross-curricular programs in social studies and language arts. Through reading, multimedia presentations, field trips, and discussion of the topic, students will be able to apply learned principles to their own interactions with peers, becoming more able to recognize intolerance, respect differences, celebrate justice and become involved in society.

Middle School students will also perform throughout the community for multicultural events, nonprofit fundraisers, rehabilitation facilities, and nursing homes. The students will sponsor a “Relay for Life” Team annually. A “Read to Me” program will be instituted where the older students will partner with younger ones as reading buddies.

The Academy feels strongly that providing this type of education to students is as important as any other subject area. Character traits such as respect, honesty, responsibility, self-control, tolerance, kindness, citizenship and cooperation will be emphasized and demonstrated in the “real” world.

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

Sarasota Academy of the Arts will follow the research-based State of Florida curriculum (NGSSS-CCSS) for the core curriculum. The benchmarks and objectives of the courses offered will be in alignment with the course descriptions provided by the Florida Department of Education and Sarasota County Public Schools. Enrichment courses (Spanish, music/drama, physical education, technology, and art) will be developed so that applicable NGSSS-CCS objectives are met but also expanded upon to meet the particular goals and needs of students attending Sarasota Academy of the Arts.

- C. **Describe the school’s reading curriculum.** Provide evidence that reading is a primary focus of the school and that there is a curriculum and set of strategies for students who are reading at grade level or higher and a separate curriculum and strategy for students reading below grade level.

*The reading curriculum must be consistent with effective teaching strategies and be grounded in scientifically-based reading research.*

It has been well-documented that knowing how to read is necessary for academic and career success. The Florida Department of Education has made the teaching of reading a priority and Florida law requires it be a focus of schools. The SAA curriculum will provide for reading instruction both directly and indirectly for students at all instructional levels. Reading fluency and comprehension will be emphasized throughout the curriculum.

Participation in professional development will be available through Sarasota County Schools and more informally by the Academy to ensure that our teachers are proficient in the best practices for teaching reading. A representative from the Harcourt: *Storytown* series will be invited to share with teachers the most efficient and productive way to present the program. It will be a goal to have all teachers in the content areas certified CAR-PD or NGCAR-PD.

A fluent reader is one who is able to read a text accurately, quickly, and with expression. It provides a bridge between word recognition and comprehension. Comprehension is the understanding and interpretation of what is read. To be able to accurately understand written material, students need to be able to (1) decode what they read, (2) make connections between what they read and what they already know, and (3) think deeply about what they have read. Developing a sufficient vocabulary is imperative. (WETA, 2012) When both fluency and comprehension are employed, the student becomes both a reader who is purposeful (having a reason to read whether for pleasure or enlightenment) and active (combining reading with thinking and reasoning to make sense of what they read).

Sarasota Academy of the Arts students at grades K – 5 will use Houghton-Mifflin/Harcourt's *Storytown* series as the core reading program. It is a Florida-approved series and is research-based to be strong in the area of vocabulary development. It provides a variety of instructional resources and systematic and explicit instruction in the five elements of reading and for the components of the 90 minute reading block which are initial instruction and differentiated instruction. Supplemental intervention and comprehensive intervention reading programs will be initiated where applicable based on student needs. According to Capella and Weinstein, research shows that an 8<sup>th</sup> grade student who is not reading on grade level has an 85% likelihood of remaining behind grade level in reading throughout all of high school. (Reeves, 2009) Sarasota Academy of the Arts pledges that the goal of the reading program is the development of strong purposeful and active readers who can be successful life-long learners.

Sarasota Academy of the Arts will participate in the Sarasota County District K-12 Comprehensive Reading Plan as it pertains to elementary and middle school grades. It will achieve the stated goals through the following:

### **Comprehensive Research-Based Reading Plan (CRRP)**

The Academy will implement the *Just Read, Florida!* initiative in helping students become successful and independent readers. Updated in 2011, this plan ensures all areas of the Academy are focused on the reading success of its students.

### **Literacy Leadership Team**

As required, the Academy will appoint a literacy leadership team consisting of the Principal, the ESE Coordinator, the ESOL Liaison, a content-area teacher, and the

Reading Specialists. The team will conduct classroom visitations (Reading Walk Throughs – RWT), monitor lesson plans and ensure that reading strategies are implemented across the curriculum. Classroom teachers needing assistance will be supported by the literacy leadership team and reading specialists. In addition, all faculty members must address strategies for reading instruction in their annual Individual Professional Development Plans. These strategies must be constantly updated based on the results and analysis of progress monitoring in reading. The K-12 CRRP School Level Self Reflection Tool will be a vehicle for evaluating the Academy’s implementation of the CRRP.

### **Screening and Progress Monitoring**

Sarasota Academy of the Arts will participate in the testing program of Sarasota County. This includes the assessments that will be used to (1) monitor student progress in reading, mathematics, and science NGSSS-CCSS, (2) provide teachers with classroom assessment tools that will provide student-level benchmarks, and (3) provide students with information on their progress on specific benchmarks. The assessments include but are not limited to:

#### **Kindergarten through 2<sup>nd</sup> grade:**

- FAIR will be assessed three times a year
- Four areas will be measured
  - Broad Screen/Progress Monitoring (BS/PMT) (All Students)
  - Broad Diagnostic Inventory (BDI) (All Students)
  - Targeted Diagnostic Inventory (TDI) (Only Students with Low or Moderate probabilities of success)
  - Ongoing Progress Monitoring
- The three success zones are as follows:
  - Green success zone: The student has an 85% or greater chance of scoring at or above grade level on the SESAT(k) or SAT10 at the end of the year.
  - Yellow success zone: The student has a 16 – 84% chance of scoring at or above grade level on the SESAT (k) or SAT10 at the end of the year.
  - Red success zone: The student has a 1 – 15% chance of scoring at or above grade level on the SESAT(k) or SAT10 at the end of the year.

#### **3<sup>rd</sup> through 5<sup>th</sup> grade**

- FAIR will be assessed three times a year.
- Four areas will be measured
  - Broad Screen/Progress Monitoring (BS/PMT) (All students)
  - Targeted Diagnostic Inventory (TDI) (MAZE and Word Analysis) (Only students with Low or Moderate probabilities of success)
  - Ongoing Progress Monitoring (may be administered monthly for students scoring in red or yellow success zone)

- Informal Diagnostic Toolkit
- All students who achieved Florida Comprehensive Assessment Test (FCAT) performance level 1 or 2 in the previous year or have been identified with a reading deficiency should be assessed FAIR.
- The three success zones are as follows:
  - Green success zone: The student has an 85% or greater chance of scoring at or above grade level on the FCAT at the end of the year.
  - Yellow success zone: The student has a 16 – 84% chance of scoring at or above grade level on the FCAT at the end of the year.
  - Red success zone: The student has a 1 – 15% chance of scoring at or above grade level on the FCAT at the end of the year.

**6<sup>th</sup> through 8<sup>th</sup> grade:**

- FAIR will be assessed three times a year.
- Four areas will be measured
  - Broad Screen/Progress Monitoring (BS/PMT) (All students)
  - Targeted Diagnostic Inventory (TDI) (MAZE and Word Analysis) (Only students with Low or Moderate probabilities of success)
  - Ongoing Progress Monitoring (may be administered monthly for students scoring in yellow or red success zone)
  - Informal Diagnostic Toolkit
- All students who score Level 1 or 2 on the previous year’s FCAT or identified with a reading deficiency should be assessed FAIR.
- Administer the FAIR (Maze) to assess accuracy and rate. Place into the appropriate reading intervention using the FAIR placement guidelines and FCAT.
- Students scoring at Level 2 on FCAT Reading and deemed fluent based on Maze scores will be eligible for content area reading intervention.

At kindergarten through 2nd grade, using the data from the BS/PMT, BDI, and TDI, reading instructors will be able to inform instruction and determine the level of intensity using the If/Then Chart. Students whose Probability of Reading Success (PRS) score is in the green success zone with a Listening/Reading Comprehension score of 4 or above would be placed in the Core Reading Program – Harcourt *Storytown* with small group differentiated instruction that focuses on before, during, and after reading strategies using leveled readers. Students whose PRS score is in the green success zone with a Listening Comprehension/Reading score of 3 or below would be in the same program but would have comprehension instruction focusing on strategic listening/reading that includes explicit instruction in using before, during, and after comprehension strategies. Students whose PRS score is in the yellow zone would be administered the Vocabulary task and TDI to produce scores used to determine the level of daily differentiated intervention required. These students would be placed in the Core Reading Program, Harcourt *Storytown* and would also have daily small group differentiated intervention. In addition, they may have additional instructional time in addition to the 90 minute reading block and may use the Supplemental Intervention Reading Program (Houghton-Mifflin:

*Florida's Soar to Success*, 2008). Students whose PRS score is in the red zone would be administered the Vocabulary task and TDI to produce scores used to determine the level of daily differentiated intervention required. They would be placed in the Core Reading Program, Harcourt *Storytown*. They would have daily small group or individualized differentiated instruction in addition to the 90-minute reading block. The instruction would be targeted to meet the student's instructional needs using leveled readers. These students would also make use of the Strategic Intervention component of Harcourt *Storytown*, Steck-Vaughn: *Elements of Reading Vocabulary – K,1,2,3,4,5*<sup>13</sup> (SIRP), and/or the Comprehensive Intervention Reading Program Harcourt *Intervention Station* for grades K-5. Student grouping would be modified if there is no positive response to a specific reading intervention.

At the 3<sup>rd</sup> through 5<sup>th</sup> grade levels, using the data from the BS/PMT and TDI, reading instructors will be able to inform instruction and determine the level of intensity using the If/Then Chart. FAIR would be administered to students who have been identified as at-risk in the third grade. At the 4<sup>th</sup> and 5<sup>th</sup> grade levels, FAIR would be administered to students scoring at Level 1 or 2 on FCAT CCS the previous spring. All students will be instructed through Harcourt: *Storytown* as the CRRP. Students who score in the green success zone (85% or higher) would receive instruction in high-level reasoning skills, vocabulary, and comprehension. Teachers would use the supplementary materials aligned with Harcourt *Storytown*: Leveled readers, Classroom Libraries, FCAT Practice Book, Questioning the Author (grades 4 and 5). This instruction would take place during the 90-minute continuous reading period. Students who score at the 84% or lower, would be given the MAZE and Word Analysis tests. From these scores, it would be determined which supplementary materials/methods would be appropriate to bring the student to grade level mastery. They would use the Harcourt *Storytown* but would have supplemental instruction using leveled readers, response activity flip charts, FCAT Practice Book, classroom libraries, Questioning the Author (grades 4 and 5), Sound spelling cards, Word builders/cards, Fluency builders, Story retelling cards, Strategic Intervention Readers, Picture card collection, Reading rods, Open Book, and/or Intervention Station. The material chosen would depend on the individual student's response to the MAZE and Word Analysis subtests and, in some cases, to the Informal Diagnostic Toolkit – Phonics Inventory. Harcourt's *Intervention Station* (Beck, Farr, & Strickland, 2008) will be used for students reading two or more years below grade level and focus on the five elements of reading. The intention is to accelerate their growth and bring them to grade level.

Students in Middle School (6-8) will be assessed FAIR through the BS/PMT (Reading Comprehension) to deliver a FSP. If they score in the yellow or red success zone, they may be administered the TD (Maze and Word Analysis) and possibly the OPM or Tool Kit. If the FCAT score from the previous spring is Level 1 or Level 2, FAIR (Maze) would be used to assess accuracy and rate. At that point, depending on scores, the student may be placed in the *Language!* program, Intensive Reading: Language

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<sup>13</sup> "A Study of the Effects of Harcourt Achieve's Elements of Reading: Vocabulary." McREL, Dec. 2005. Web. 11 July 2012. <[http://steckvaughn.hmhco.com/HA/correlations/pdf/e/EOR\\_Voc\\_McRel\\_web.pdf](http://steckvaughn.hmhco.com/HA/correlations/pdf/e/EOR_Voc_McRel_web.pdf)>.

Arts/Reading through fusion model (*Storytown* or *Bridges to Literature*) or Intensive Reading: 60 minutes extended (Scholastic: *Shockwave*). Students scoring at Level 2 on FCAT Reading and deemed fluent based on Maze scores would be eligible for content area reading intervention with a CAR-PD or NGCAR-PD teacher.

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

The curriculum is designed to serve students of all ability levels. Students entering below grade level in reading will be afforded immediate remediation through appropriate RtI/DI methods as indicated by teacher observation and publisher-made screening/diagnostic assessments. The *Storytown* series provides interventions and extra support as part of the regular program.

If a student is entering with previous FCAT or FAIR scores, that data will be used to inform instruction until current data can be obtained. A student entering with a current IEP or ELL/LEP Plan would be serviced according to the plan. Students would be placed in the least restrictive environment for instruction. It is expected that most students would be members of the regular class in an inclusive model with special education teachers or reading specialists using a push-in model of support. If additional support is deemed necessary for teachers or students, it will be provided either by the special education teacher, reading specialist, or contracted services (behavioral therapy, occupational therapy, speech therapy, or physical therapy). The Academy ensures that it complies with federal/state and local regulations/policies regarding Special Education.

The Academy will use the Florida Center for Reading Research Progress Monitoring and Reporting Network (PMRN), a data management system hosted by the Florida Center for Reading Research, to assist in developing plans for students with reading deficiencies. Information from the PMRN will be used to plan reading instruction and evaluate student progress. A team consisting of the regular classroom teacher, special education teacher, and reading specialist would be formed to evaluate a student displaying reading deficiencies. If indicated, a Student Improvement Plan would be formulated showing current weaknesses, strategies for remediation, a projected timeline for the remediation, and appropriate progress monitoring.

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

Sarasota Academy of the Arts believes that in addition to the core curriculum there must be a strong, research-based program of studies that supplements and enriches it. When applicable, the Next Generation Sunshine State Standards will be followed (physical education, Spanish at the Middle School level). Sarasota Academy of the Arts acknowledges that the additional daily subjects increase the length of the student day, but feels that the time involved and the increased financial demands are merited. To this end, the following courses will be included for all students on a daily basis.

## **Performing Arts**

Every student will have a class in performing arts every day. Students in Kindergarten through 5<sup>th</sup> grade will have 30-minute classes and 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> will have 45-minute classes. The reason for a strong performing arts program, the benefits derived, and the research supporting it are thoroughly discussed in *Section 3-C* of this document.

### **Elementary Music**

The daily class will include the following performing arts elements:

- Singing – Solo, unison, and two-part harmony songs will be learned and performed. Students will learn elements of rhythm, pitch, intervals, dynamic levels, and simple sight-reading techniques.
- Dancing – Students will learn choreography and be able to execute simple dance steps.
- Drama – Students will memorize and perform lines in simple plays. Three productions will occur each year and all students will be assigned character parts to portray in each production.
- Performance – The program will be performance-based to afford all students the opportunity for on-stage successful experiences which require teamwork and build confidence. Students will participate in three musical plays each year which will be performed for parents and are part of a community service project for nursing homes, assisted living homes, etc. These will be performed in the fall, during the holiday season in December, and in the spring.
- Music theory – Students will learn to identify notes, rests, and music symbols, and will be afforded the opportunity to have simple ear-training experiences. Clapping various rhythms, marching, and movement to various beats will also be included.
- Orchestra and band instruments will be identified.
- The recorder will be used as an instrument which can be taught in the classroom to a group.
- A unit on class violin will be offered.
- Students will have exposure to famous composers from various periods (e.g. Baroque, Classical, Renaissance, etc.).
- Students will be afforded the opportunity to attend an opera, an orchestra performance, a ballet, and a stage play every year.
- Students will create their own simple compositions.

### **Middle School Vocal Ensemble**

Middle school classes will include the following performing arts elements:

- Singing – Solo, unison, and four-part harmony songs will be learned, performed, and recorded. Students will learn elements of rhythm, pitch, intervals, dynamic levels, and sight-reading techniques through the music they sing.

- Dancing – Students will learn choreography and will be able to identify and execute complex dance steps. Choreography will be added to the music after the vocals are well-learned.
- Drama – Students will serve as the leading cast members of an annual Broadway musical. This will be a complete original script and score and not a Broadway Junior version. All students will participate in the spring performances.
- Performance – The program will be performance-based to afford all students the opportunity for on-stage successful experiences which require teamwork and build confidence. Students will participate in a Fall production (a show choir-style production of Broadway, pop, and jazz hits that is fully choreographed), a Holiday production (a show choir-style production with all the holiday characters which will be performed at Downtown Disney as well as throughout the community), and the Broadway musical in the spring. Students will perform throughout the community as an ongoing service project.
- Students will be afforded the opportunity to attend an opera, an orchestra performance, a ballet, and a stage play every year.

### **Visual Arts**

Sarasota Academy of the Arts strongly believes that inclusion of a visual arts curriculum for all levels, kindergarten through 8<sup>th</sup> grade, is necessary for the development of the whole-child. The visual arts provide a unique way for the child to know and understand the world. Children first learn to aesthetically appreciate their world through their senses, using them to satisfy their natural curiosity about their surroundings. A structured and enjoyable program of infusing the visual arts into the daily curriculum allows for the expansion of this natural curiosity in an orderly manner. A well-developed visual arts education develops sensory awareness, enhances sensibilities, and emphasizes particular ways of exploring, experimenting, and inventing. Arts activities help the student develop ideas through imagery and add balance to the core curriculum. Inclusion of the arts has been shown to contribute positively to the student’s sense of personal and cultural identity and development of the whole-child. (NCCA, 1999)

Students will have an opportunity to display their work through *Artsonia*, an online “art museum” and in such venues as the Sarasota County Fair and other local art competitions.

### **Elementary**

The course includes six strands: drawing, paint and color, print, clay, construction, and fabric and fiber. Through these strands students will explore seven visual elements: line, shape, form, color and tone, pattern and rhythm, texture, and spatial organization. Kindergarten, first, and second grades will meet for 30 minutes daily and third through fifth grades will meet for 45 minutes daily with an art teacher.

## **Middle School**

At the middle school level, students build on previous experiences to further develop expression and communication through the arts. Classes will meet for 45 minutes daily with an art teacher.

### **M/J Two-Dimensional Studio Art (Course # 0101005) (Grades 6, 7, 8)**

Students will participate in a general art class including the six strands and seven visual elements. They will also be exposed to art history, exploring the lives and works of major artists and art periods.

### **Computer Art**

Students use digital tools such as Adobe Photoshop, Paint, and SketchUp as the medium for artistic expression. This is a nine-week course taught by the art and/or computer teacher in the computer lab.

## **Spanish**

Spanish will be offered at all levels from kindergarten through 8<sup>th</sup> grade.

### **Elementary**

At the elementary level (K – 5), the course will focus on the geography and culture of Latin America, progressively more difficult vocabulary for basic topics, and listening skills. The course will utilize the Total Physical Response (TPR) method where students demonstrate understanding of the language by physically responding to a command delivered in Spanish. (Asher, 2009)

Crafts, music (song and dance), literature, and multimedia presentations will be used to explore the culture of Latin America. Basic topics covering ABCs, numbers, colors, days of the week, and simple greetings will be included at the earliest grade levels. At the intermediate grades, simple commands and responses (several words or simple sentences) will be introduced. There will be a strong focus on listening skills through which students demonstrate their ability to respond to commands identifying sounds, colors, and numbers in addition to topical vocabulary. These commands may be presented by the teacher or through multimedia presentations.

### **Middle School**

At the Middle School level, the students will progress from the simple responses mastered at the elementary level to conversations. An emphasis will be on grammar, its rules, and mechanics. Students will be expected to demonstrate mastery through written and conversational Spanish. Listening skills which emphasize comprehension of texts and conversations or specific pronunciation are included. Students also will be practicing dictation by listening to a sentence and then writing what they hear. Students will be assessed on their ability to use proper spelling with accent and diacritical marks and punctuation. Assessments will be in both written and oral formats to determine level of proficiency. Crafts, role play, music, and literature relating to Latin

American culture will be included in the course. Students in 8<sup>th</sup> grade who meet the criteria may enroll in Spanish 1 for high school credit.

All K-8 Spanish classes will meet daily for 30 minutes. The Spanish 1 class will meet for 45 minutes daily. A Florida-approved textbook will be used.

**Beginning, Intermediate, and Advanced (6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> grades) (Course numbers 0708000, 0708010, 0708020)**

**Spanish 1 (0708340) – 8<sup>th</sup> grade only**

## **Technology**

Although technology is infused throughout the curriculum as a means of accessing information and completing writing assignments, a separate technology course will be taught at all grade levels, kindergarten through 8<sup>th</sup> grade. The International Society for Technology in Education's (ISTE) National Educational Technology Standards for Students (NETS'S) forms the basis for the K-8 curriculum.

### **Elementary**

Students in Kindergarten through 5<sup>th</sup> grade will be introduced to the basics of computer use at the earliest grades and progressively add skills. Typing skills will be taught and practiced weekly. Students will be taught practical applications of technology so that they can produce simple reports with proper documentation and simple charts and graphs. By the end of fifth grade, students will be proficient in the design of powerpoints and brochures to present information for language arts, science, and social studies classes. Students will also be taught internet safety, manners, and responsibility through a program such as Common Sense Media's Digital Literacy and Citizenship Curriculum. (Common Sense Media, 2012)

### **Middle School**

The course of study at the middle school level builds on the basic computer skills learned at the elementary level. Emphasis is placed on tools for productivity such as word processing, spreadsheets, presentation applications, drawing / painting tools, as well as continued development of keyboarding skills. Students at this level use critical thinking, problem solving, and cooperative learning to design and create a variety of multimedia projects. Special areas of emphasis include digital video, digital audio, graphics, and web design. The issues surrounding "digital citizenship" will be addressed throughout this course.

Topics in civics, economics, sports, math, geography, and science will be incorporated into the lessons through a variety of authentic learning projects. Classes will meet daily for 45 minutes with a technology teacher.

## Physical Education/Health/Safety

Sarasota Academy of the Arts appreciates the importance of physical activity. The goal is to develop healthy life-long interests and habits. Students will be exposed to the benefits of healthy eating habits, regular exercise, and the inherent dangers of smoking, drug use, and alcohol use.

### Elementary

The physical education program will consist of the required 150 minutes of PE per week for grades K-5, with emphasis on the four strands (NGSSS): movement competency, cognitive abilities, lifetime fitness, responsible behaviors and values. The physical education teacher will provide daily lesson plans that incorporate games and activities that target the four strands. Students will be assessed on their physical development and on their display of appropriate behaviors and attitudes of good sportsmanship.

Creative play activities influence children's total growth including physical, mental, emotional, and social growth. (Mayesky, 2006) When children have a chance to be physically active, they continually gain strength. They become more adventurous and adept and learn to take reasonable risks to test their strength. Children's increased physical ability and improved coordination also allow participation in team sports and other organized activities in which one's physical ability affects the outcome of the game. Cooperative play within physical education promotes mutual involvement in activities and strengthens social ties among peers.

Students will also receive instruction in health topics as required by NGSSS at the appropriate levels. Included in the topics, but not limited to, will be:

- Diseases and injuries
- Healthy behaviors and attitudes
- Names of body parts (head, skin, stomach, heart, lungs, brain)
- Organ systems (cardiovascular, nervous, sensory, skeletal)
- Positive or negative influences on health
- Health care
- Health advocacy
- Responsible choices

These topics will be incorporated into science and social studies where appropriate. Some will be covered by programs such as Fire Safety presented by the Sarasota County Fire Department or Safety and Awareness presented by the Sarasota Child Protection Team or by guest speakers (physicians, nurses, dentists, or other health personnel). Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease including HIV/AIDS, its symptoms, development, and treatment. A student so exempted will not be penalized by reason of that exemption.

## Middle School

At the Middle School level, students will receive the equivalent of one class per day for one semester. Emphasis will be placed on team sports and development of a healthy plan for living including physical fitness. Classes will be taught by a physical education instructor who incorporates both team and individual sports and activities. Students will be encouraged to participate in after-school and/or community sports and physical activities including dance. The following benchmark topics will be included, but not limited to:

- Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities
- Participate regularly in physical activity
- Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (Fitness/Wellness, Educational Gymnastics/Educational Dance)
- Exhibit responsible personal and social behavior that respects self and others in physical activity settings
- Develop and implement a personal physical fitness program to achieve and maintain a health-enhancing level of physical fitness
- Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Health topics will be taught by the physical education instructor on alternate days or week in conjunction with the physical education course. The course will provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to promote a healthy lifestyle and healthy living. Topics to be included will be, but not limited to, the following:

- Life stages
- Mental, physical, and emotional changes during puberty
- Proper care of the body (hygiene)
- Common health issues related to adolescence
- Prevention of risky behaviors related to adolescence
- Enhance relationships with peers and family
- Benefits of good nutrition and regular physical activity
- Common safety and injury prevention practices
- Harmful effects of alcohol, tobacco, other drugs, and violence
- Community health
- Environmental health
- Health-conscious consumer

Topics may be covered by visiting speakers and/or programs and through the science classes. Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any diseases including HIV/AIDS, its symptoms, development, and treatment. A student so exempted will not be penalized by reason of the exemption. (CPALMS, 2012)

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

The educational strengths and weaknesses will be assessed on an individual and school-wide basis. The results of the most recent Florida Comprehensive Assessment Test, FAIR, other federally- and state-mandated tests, the End of Course exams, and teacher-made tests will be used to determine the mastery level of students in all NGSSS-CCS courses. This information along with teacher observations and student records will be used to determine the most appropriate setting and delivery method for students (e.g. course selection, remediation, or referral for special services). At the school-wide level, analysis of the data will provide a strong basis for curriculum realignments, staff development or changes, and input for the School Improvement Plan.

SAA will not rely only on the district-mandated tests to determine the effectiveness of the curriculum. Teachers will use formal and informal formative testing throughout the year to ensure that students are on track for successful progress.

Teachers will incorporate the NGSSS-CCS standards into their lesson plans on a daily basis and will regularly measure student achievement against the standards. This data will form a basis for ongoing assessment of student progress toward meeting the objectives of the curriculum. Data from formative assessments can lead teachers to adjust their ongoing instructional activities. This will be monitored by the leadership team and will also provide a source for designing professional development.

Teachers will have the textbook series Scope and Sequence, the Focus calendar, and Pacing Guides as references for developing short- and long-range plans for the school year. Knowing what has to be taught and the time frame for teaching will enable teachers to devote more time to fewer, more critical topics and will allow them to incorporate the arts into their plans. By referring to the data from all types of assessments, federal, state, and classroom, SAA teachers will be able to use best classroom practices to ensure the needs of each student are met.

The overall effectiveness of the curriculum will be gauged by student achievement of measurable objectives during the first year. In subsequent years, the results will be gauged against the objectives specified in the School Improvement Plan. Additionally, the Academy will work with students to master the skills necessary for advancement to the next level as delineated by the State of Florida and the Sarasota County Student Progression Plan for elementary and middle school promotion and retention requirements.

## Section 5: Student Performance, Assessment and Evaluation

- A. State the school's educational goals and objectives for improving student achievement. Indicate how much academic improvement students are expected to show each year, how student progress and performance will be evaluated, and the specific results to be attained.

In Year 1, Sarasota Academy of the Arts will set as its goal that the percentage of its students scoring at or above proficiency levels on the FCAT 2.0 will meet or exceed the district average. Beginning in Year 2 and continuing thereafter, SAA will use goals and objectives derived from the School Improvement Plan and based on student assessment of the previous spring. The Plan will be formulated by the Academy in conjunction with the School District. Each year should show an increase in the percentage of students achieving at or above proficiency level on the FCAT 2.0 in reading, mathematics, writing, and science in grades 4 - 8. Students in K-2 will show growth as measured by FAIR.

### Specific Goals and Objectives:

- Goal 1: Increase student performance in all grades in Reading, Writing, Mathematics, Science, and Civics
  - Objective 1 – In Grades K-2, the mean growth from fall to spring in reading and mathematics will be at least 1 year as evidenced by the outcomes from the fall and spring FAIR assessments.
  - Objective 2 – By testing year 2014, all SAA students in Grades K-8 will show learning gains as established by the Florida Department of Education/Accountability, Research and Measurement Department.
- Goal 2: Increase the adequate progress of students scoring in the lowest 25 percentile.
  - Objective – Decrease the number of students scoring in Achievement Level 1 and 2 by at least 3% each year on the FCAT 2.0 Reading and Mathematics overall.
- Goal 3: Increase technology for students, teachers, and parents at Sarasota Academy of the Arts.
  - Objective 1 – 100% of SAA faculty and staff will complete technology development each year.
  - Objective 2 – Students will be assessed no less than every nine weeks using a variety of programs (publisher assessments, teacher-made tests, online assessments)
  - Objective 3 – One course in career and education planning will be completed in either 7<sup>th</sup> or 8<sup>th</sup> grade by every student. The educational planning must be online using a student advising system.
  - Objective 4 – 100% of all students, faculty, and parents will use the Engrade program for online activities and access to grades.
- Goal 4: 100% of content area instructors in the Middle School will be trained in CAR-PD or NGCAR-PD.

- Objective – All teachers in the Middle School will receive CAR-PD or NGCAR-PD professional development and obtain certificates.

All data will be analyzed by departments and revisions will be made in accordance with the data analysis results. Revisions may include instructional methods, curriculum alignment/gaps and adjusting for individual student needs.

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

Sarasota Academy of the Arts will follow the Sarasota County District Student Progression Plan for K-5 and 6-8. Students entering the school will be placed by birthdate in K (5 years on or before September 1 of the school year). All residency and health/immunization regulations will be as required. Students new to the school who are entering first grade will be six years old on or before September 1 of the school year and will have completed one year of kindergarten. Students transferring to the school in grades 2 – 8 will meet all age, residency, and health/immunization requirements for Florida students.

Upon enrollment, a kindergarten student will participate in FLKRS screening in the fall. A screening period of four to six weeks will be allowed following enrollment at other grades to ensure proper placement. Other screening devices may be employed to assist in the placement.

Each student enrolled at Sarasota Academy of the Arts must meet specific levels of performance in reading, mathematics, writing, and science. For each student who does not meet state performance levels in the core subjects, the Academy, in consultation with the student's parents, will implement a school-wide Student Monitoring Plan (SMP) to assist the student in meeting expectations for proficiency. Student performance will be evaluated and reported based on mastery of standards to determine a student's eligibility for promotion.

Instructional staff members will utilize such evaluative devices and techniques as may be needed to report individual achievement in relation to school goals, acceptance norms, and student potential. The academic grades in all subjects are to be based on the student's degree of mastery of the instructional objectives and competencies for the subject as defined by NGSSS-CCS. The determination of a specific grade a student receives must be based on careful consideration of all aspects of each student's performance during a grading period: class work, observations, tests, portfolios, and state assessments. Written progress reports and report cards at the end of every nine weeks of school should serve as the primary means of communicating student progress and achievement of the standards for promotion.

In compliance with F.S. 1008.25, the specific levels of performance on the FCAT 2.0 required for grade 3 (Level 2 or higher) reading must be attained by the end of grade 3 for promotion to grade 4. If the student's reading deficiency is not remediated by the end of third grade, the student must be retained unless exempt from mandatory retention for good cause.<sup>14</sup> No student may be assigned to a grade level based solely on age or other factors that constitute social promotion as per state legislation.

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<sup>14</sup> Please see Parent Resource in Appendix E.

In the Middle School, students will be assessed FAIR, FCAT 2.0, Writing Assessments, and End of Course exams. SAA will follow the guidelines laid down in the Middle School Student Progression Plan for 2012 – 2013 (Sarasota County). Students who fail more than two of the four core academic courses will be retained. Students in grades 6 or 7 who fail two of the four core courses must attend summer school or be retained. In certain instances, students may be promoted conditionally. 7<sup>th</sup> grade students must successfully complete all 6<sup>th</sup> grade core academic courses to be promoted to grade 8. 8<sup>th</sup> grade students must successfully complete all 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade core academic courses to be promoted to grade 9. Beginning in 2014-15, middle school students must also pass the Civics EOC for promotion to 9<sup>th</sup> grade.

All students will be held to high expectations with individual needs being met with appropriate supports in place.

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

Not applicable

- D. Describe how baseline achievement data will be *established*, collected, and used. *Describe the methods used to identify the educational strengths and needs of students and how these baseline rates will be compared to the academic progress of the same students attending the charter school.*

Baseline achievement data will be established utilizing diagnostic and progress monitoring techniques that are recognized as research-based and will take place at a variety of times indicated throughout the school year. All students will be assessed FAIR. Probability of reading success will be determined by the BS/PMT. This will create a baseline achievement level within the first 20 days of school. In addition, SAT 10 and FCAT prior year results will be used for students entering with that data. This data will be compiled for all students and used in the following manner:

- Using data provided by the administration of FAIR testing in K-8, the teachers will be able to immediately target reading deficient areas. Prior to the time when FAIR scores will be available, a publisher placement test will be used to conditionally assign students.
- Using data provided from the prior year's SAT 10, SAA will be able to target students in 2<sup>nd</sup> and 3<sup>rd</sup> grade performing in the lower quadrant. The students will be able to receive supplemental instruction during the school day tailored to each group's deficiency.
- Using the data provided by FLDOE regarding FCAT, SAA will be able to target retained 3<sup>rd</sup> grade students and 4<sup>th</sup> through 8<sup>th</sup> grade students performing in the lower quadrant. The students will be able to receive supplemental instruction during the school day tailored to each group's deficiency.
- Using the data provided by the FAIR, FCAT, and SAT 10, SAA will also enrich instruction for students performing in the middle quadrant of the perspective grade level.

In addition, the Individual Education Plans (IEPs) of students with disabilities will be reviewed and measurable goals will be set. Individual ELL Student Plans will be obtained for ELL/LEP

students. This data will be made available to teachers who will assess progress against the baseline data.

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

Sarasota Academy of the Arts will follow the Sarasota District testing calendar, including the FLKRS (kindergarten, fall), FAIR (K-8, fall, winter, and spring), Writing Prompts (4-8, three times in fall), Math and Science Benchmark Assessments (K-8; 5, 7, 8 – Science), Algebra 1 EOC, FCAT Writing (4 & 8), CELLA (ELL students, spring), FCAT Reading, Math, and Science (3- 8 depending on test, spring).

Valid and reliable assessments will be used to measure student performance. Authentic assessment refers to evaluation that makes use of real life tasks instead of contrived test items. Authentic assessment is a means of evaluating all children, including children with special needs. Assessment in the learner-centered classroom varies. Examples of types of assessment are:

- Performance tasks
- Portfolios
- Student self-assessment surveys
- Journals and logs
- Products and projects

Successful assessment improves learning, instruction, and program effectiveness (Donald, 1997).

The integration of assessment with curriculum content and strategies is necessary to achieve the goal of assessment. Assessment and instruction must be inseparable if the program is to be successful (Marzano, Pickering & McTighe, 1993). Effective assessment is linked directly to instruction. It is an essential part of teaching, and every effort is made to assure that what is measured flows from what is taught (Boyer, 1995; Shrenko, 1994). Learner-centered classrooms and alternative assessments go hand-in-hand. In a learner-centered class, the assessment system (1) assesses different students differently, (2) includes student input in design and revision, (3) monitors progress continually in order to provide feedback on individual growth and progress, (4) provides appropriate opportunities for student choice of types of products for demonstrating achievement of educational standards, (5) promotes students reflection on their own growth as learners through opportunities for self-assessment, and (6) allows diversity of competencies to be demonstrated in a variety of ways.

Screening tools may include FCAT results, FAIR results, learning and interest inventories, attendance and discipline records and daily grades.

Student strengths and weaknesses will be identified in a variety of ways: academic, social/emotional, attendance, interests, learning strategies and discipline. Learning and interest inventories will be administered at the onset of each school year. (These will assist teachers in planning for differentiated methods to best deliver instruction.) Attendance,

discipline, and daily grades will be reviewed no less than every four weeks, with review weekly for students who are at risk.

Pre- and post-tests will be utilized within each classroom to determine the level and prior knowledge of content and instruction will be adjusted accordingly. The pre- and post-test scores will be analyzed to determine student progress. RtI will be constantly implemented within the classrooms.

FAIR testing will take place three times a year and will determine baseline data and academic progress. This data will be analyzed as an ongoing process throughout the year. FAIR results will drive instruction and methodologies for each child. Teachers at the elementary level will also use the theme tests and end-of-unit tests from the *Storytown* series. SAA will purchase the Developmental Assessment of Reading (DRA+) for testing K-3 students.

The FCAT is the primary measure of students' achievement of the Sunshine State Standards. The FCAT 2.0 measures student achievement of the Next Generation Sunshine State Standards. FCAT data will be analyzed by each department and curriculum will be revised as needed to close any gaps in instruction.

Sarasota Academy of the Arts will comply with all state laws mandating placement of students into courses as needed regarding Intensive Reading and Intensive Math courses.

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

Student assessment and performance data will be used to measure and monitor student performance. Progress monitoring will take place daily within the classroom and through periodic progress monitoring programs to establish adequate progress. Progress monitoring programs may include formative and summative assessments, FAIR, FCAT, and SAT10 as well as the teacher-made tests and textbook publisher tests.

For each student that does not meet state performance levels in reading, writing, mathematics, and/or science, SAA, in consultation with the student's parent, will implement a Pupil Monitoring Plan (PMP) to assist the student in meeting expectations for proficiency. RtI/MTSS will be implemented as needed.

For each year in which a student scores at Level 1 on FCAT 2.0 Reading, the student must be enrolled in, and complete, an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or content area course in which reading strategies are delivered shall be determined by diagnosis of reading deficiencies. Reading courses shall be designed and offered pursuant to the Sarasota County Comprehensive Reading Plan. For each year in which a student scores at Level 1 or Level 2 on FCAT 2.0 Mathematics, the student must receive remediation the following year, which may be integrated into the student's required mathematics course or met through the Learning Support time offered by the mathematics teacher.

The baseline data will be compared to current data at the end of each school year. Expectations are that students will progress at least as well as they did before attending Sarasota Academy of the Arts, and that measurable objectives of progress for SAA are achieved. Other methods of assessing students' mastery of performance outcomes will include, but not be limited to, teacher observation, peer- and self-evaluations, teacher tests and quizzes, projects, presentations, exhibitions, portfolios, and attendance rates. The portfolios will show not only the student's "best" work, but also drafts of student work that will demonstrate progress.

All exceptional education students will be monitored in accordance with their 504 Plan or IEP. Student progress will be reviewed often and accommodations will continue or change in accordance with student needs. The ESE coordinator will closely monitor student progress in conjunction with the student's teachers. Data will be recorded in accordance with ESE regulations.

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

Each student and parent will be provided a secure identification and password for obtaining student grades online with continuous access through the Engrade online grading program. Ongoing communication will occur through progress reports, report cards, parent/student conferences, and other forms of written and oral communication.

IEP, 504, and ELL meetings will be scheduled as necessary.

Use of Engrade, a communication notebook, and conferencing will be highly effective ways to keep parents apprised of their child's progress in all grade levels

## Section 6: Exceptional Students

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

- The school will serve students with disabilities whose needs can be met in a regular classroom environment (at least 80% of instruction occurring in a class with non-disabled peers) with the provision of reasonable supplementary supports and services and/or modifications and accommodations.
- The school will serve students with disabilities whose needs can be met in a regular classroom and resource room combination (between 40%-80% of instruction occurring in a class with non-disabled peers) with the provision of reasonable supplementary supports and services and/or modifications and accommodations.

SAA will employ or contract with sufficient staff with Exceptional Education credentials to service students with disabilities in accordance with the level of support needed to implement the related services and specialized instruction detailed in the IEP or 504 Plan. These services will be rendered in the sequence of least restrictive environment according to the federal continuum of services:

- Inclusion: The student spends 80 – 100% of his or her school day in a general education classroom.
- Consultation: The student does not receive direct services from a Special Education teacher. The general education teacher and the special education teacher consult with one another to discuss student progress (frequency is determined by current IEP). The special education teacher/coordinator will also provide support and assistance to the SAA general education staff in differentiating instruction to promote success by ESE students within the regular classroom.
- Support Facilitator: The ESE student receives specially designed instruction and support from a special education teacher within the general education classroom (Push-in model) or in a separate classroom (pull out model), (frequency determined by the IEP).
- Collaboration: The general education teacher and the special education teacher “team-teach” resulting in the student with disabilities receiving instruction in a two-teacher model for a portion of the school day.
- Required services such as Speech/Language, Occupational, and Physical Therapy will be contracted services for SAA students who qualify for those services.

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

The Academy’s marketing, recruiting, admission and enrollment procedure will be non-discriminatory in nature and will provide equal opportunity for enrollment for all students with disabilities.

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

Sarasota Academy of the Arts will follow all Florida and Sarasota District regulations regarding service of Exceptional Education Students. The Academy will implement the student's IEP, 504 Plan, or EP to guarantee a free appropriate public education (FAPE).

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

Consistent with federal, state, and local least restrictive environment requirements, SAA will serve students with disabilities in regular classroom settings with appropriate consultation, resource assistance, and related services as specified in each student's IEP.

Sarasota Academy of the Arts will provide the least restrictive education for all exceptional students. It is expected that students with disabilities will be totally integrated into the school program through an inclusive instructional model. Support for teachers and ESE students will be provided by the special education teacher and/or ESE coordinator and by contracted personnel for related services. SAA will ensure that it complies with federal/state and local regulations/policies regarding the students with disabilities.

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

Student assessment data for students with disabilities will be disaggregated annually (and throughout the school year) to evaluate progress and determine the need for program modification and improvement. The regular classroom teachers along with the SpEd teacher will conduct formative and summative assessments on a regular basis. At the conclusion of every marking period (and/or during progress report sessions), SAA will evaluate the student's progress towards goals identified in the IEP as well as overall success with current courses. The special education coordinator may meet with the student, parent, general and special education teacher, and therapists (where warranted) to review results and informally discuss student progress towards goals indicated in the IEP. Every four weeks the special education coordinator will arrange communication with the above in regards to the student's progress during the time of midterm progress reports.

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

Students with disabilities will participate in all baseline assessments, all progress monitoring assessments, and all end of year assessments (FCAT, SAT 10, End of Course exams) to identify areas in need of remediation and appropriate instructional modifications.

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

SAA's enrollment projections for ESE are based on incidence rates consistent with the current SEA (State Education Agency) Profile and LEA (Local Education Agency) Profile. The

majority of the students serviced would be those whose needs can be met in the regular classroom with resource assistance and related services as indicated by the IEP.

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

Appropriately certified personnel will ensure that the students' needs are being met. The school's budget currently includes an ESE coordinator and a certified teacher to provide services to the ESE students in the school. Upon increase in ESE enrollment, the school will add additional ESE staff in order to provide the services needed by ESE students. Students with disabilities will have an IEP that complies with state and federal regulations. The school will employ ESE-certified personnel to service ESE students to ensure that the needs of these children are met in the most appropriate setting. Services for speech therapy, occupational therapy, and physical therapy, if needed, will be contracted with an outside source. Parents of students with disabilities will receive procedural safeguards in their native language. Services to these ESE populations will be regularly and routinely monitored through the School's ESE liaison/coordinator to ensure that IEPs are being adhered to. Similarly, all personnel who provide related services to students will meet all required licensure and/or certification requirements pertaining to their area of related service.

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

Students identified as gifted and talented will be provided with enrichment strategies within the general education classroom. Students may enter an advanced math track after 5<sup>th</sup> grade if they meet the requirements set forth in the District Student Progression Plan. Students exhibiting talents in the arts will be provided with enrichment activities within the visual and performing arts classes consistent with the school's mission.

## Section 7: English Language Learners

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

Sarasota Academy of the Arts will comply with the current Sarasota County District English Learner (ELL/LEP) Plan which is in accordance with the requirements of the LULAC et al. vs. State Board of Education Consent Decree (1990) in servicing English Language Learners (ELL) as follows:

**Identification and Assessment:** “Limited English proficient” or “limited English proficiency,” when used with reference to an individual, means:

- An individual who was not born in the United States and whose native language is a language other than English
- An individual who comes from a home environment where a language other than English is spoken in the home
- An individual who is an American Indian or Alaskan native and who comes from an environment where a language other than English has had a significant impact on his or her level of English language proficiency<sup>15</sup>

All students enrolling at SAA will be given a registration packet that includes the Home Language Survey (HLS). The registrar will file the registration information in the student’s cumulative file and forward any forms with an affirmative response to the Sarasota District office. The following assessments will be administered within two weeks if indicated by an affirmative response to any of the three questions required by Rule 6A-6.0902:

IPT I Oral K-6 or IPT II Oral 7-12 (administered by ESOL Liaison or ESOL Paraprofessional).

The students in grades 3 – 8 who score NES or LES will be assessed in writing and reading using the IPT 1 Reading, IPT 1 Writing, IPT 2 Reading, IPT 2 Writing, IPT 3 Reading, or IPT 3 Writing depending upon grade level.

Students will be placed in the appropriate program based on the scores of the above assessments as described in the Sarasota District Plan (regular program or ESOL program).

**ESOL Program Placement:** SAA will implement an ESOL program of instruction in meeting the needs of the ELL population to be served. Program instruction will be designed to develop the student's mastery of the four language skills: listening, speaking, reading, and writing, as rapidly as possible.

Students who are identified and assessed ELL/LEP will be placed by the principal or her designee according to the student’s best interest. This will be determined by examination of prior school records if available, or, if not, by considering the chronological age, parent/

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<sup>15</sup> F.S. 1003.56

guardian/student interviews, and school-based professional judgment based on contact with the student. If the IPT score is at the Beginners level, the student will be placed in a double block with a properly certified/endorsed ESOL professional to receive ESOL class and language arts. If the IPT score is Moderate to Advanced, the student will be scheduled for a single block of ESOL and matriculated into the regular grade language arts class. The assessment data and the final placement will be incorporated into the Student ELL/LEP Plan. The Plan will contain the student's schedule, entry information, and language proficiency level, as well as testing information.

SAA will designate an ESOL liaison/coordinator to be responsible for developing and updating all Student ELL Plans, keeping a record of parental contact, and updating the ELL Program Records Folder. The ELL Plans should be placed in the student's cumulative folder at the end of the school year in order to ensure proper articulation to following teachers.

ELL/LEP students will be in a mainstream/inclusion program. Teachers will prepare daily lesson plans for all students but incorporate the modifications/accommodations necessary to provide comprehensible instruction and move the student towards English language proficiency. A cross-curricular standardized lesson plan format will be utilized throughout the school that will contain a checklist of appropriate instructional strategies for ELL/LEP students. The principal will conduct walk-throughs to ensure fidelity to the Plan.

**Evaluation:** The Student ELL plans will be updated annually by the principal's designee/ESOL liaison. The CELLA will be administered each spring to all current ELL students in grades K-8 to measure proficiency and gains in reading, writing, listening, and speaking. by the ESOL Paraprofessional. The ELL/LEP Committee will determine students eligible for exit based on student academic performance and results of the FCAT and CELLA Reading and Writing.

Once students have exited the ESOL program, they will be monitored for two years at regular intervals as specified by the Sarasota District Plan. The ESOL liaison will be responsible for conducting the required two-year Post-Reclassification Monitoring follow-up to ensure continued academic success.

**Resources:**

- Word-to-Word dictionaries will be available in the heritage language/English in each ESOL and content classroom. They will be available during testing.
- *Rosetta Stone* will be available for students to use as a resource in addition to the regularly scheduled classes and/or after school in a "Homework Helper" class with an experienced teacher. Parents of ELL/LEP students will be provided all necessary documents in the home language. The ESOL liaison will be the community resource person who will assist the parents in becoming acclimated in the community by offering social, cultural, and academic support which in turn is vital to the success of our program.
- Students needing reading intervention in the ESOL classroom will use the Visions program.

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

Sarasota Academy of the Arts will form an ELL Committee consisting of the principal, the ESOL liaison/coordinator, ESOL endorsed/certified teacher, a home language teacher (if any), and a content area teacher. The Committee will be responsible for overseeing the ESOL program, liaising with parents, and convening meetings with staff and/or parents when necessary. SAA will employ teachers endorsed/certified in ESOL to serve the ELL/LEP population. The number of teachers will be based on the number of students identified upon student enrollment (results from home language surveys and/or ESOL levels).

Additionally, the Academy is committed to ensuring that all core curriculum personnel instructing ELL students will have the requisite training and certification to deliver a high-quality education. Each teacher’s training status or requirement will be evaluated through their Personal Professional Development plan. The administration will work with the staff in informing them of the sessions or web-based courses available to meet the ESOL/META training requirements. On-site inservice will be provided by the ESOL liaison or highly qualified ESOL teacher. The Academy will follow all Sarasota County regulations for Category 1 teachers as defined in the District Plan for meeting ESOL endorsement requirements.

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

ELL students who enter the school with an IEP will be placed in the appropriate level of subjects in the mainstream classroom. The IPT scores will assure that the ELL/LEP student will be placed in the appropriate block of ESOL/language arts to meet his particular needs. Similarly, the core content teachers through implementation of the strategies delineated on the standardized lesson plan as well as ongoing professional development will be very well equipped to meet the needs of the student. Students will have access to intensive reading and math classes, a paraprofessional to provide support, and the “Homework Help” class for one-on-one or small group tutorial services.

## Section 8: School Climate and Discipline

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

The most effective discipline systems use proactive strategies designed to prevent discipline problems rather than strategies intended to correct problems after they occur. But because prevention does not always work, there must be strategies in place when prevention approaches are not enough. (Boynton & Boynton, 2005) Sarasota Academy of the Arts firmly believes that every student from kindergarten through eighth grade will benefit from a well-managed classroom where students' academic, emotional, and social needs can be met.

Teachers make the difference in the classroom. Classroom management refers to all of the things that a teacher does to organize students, space, time, and materials so that instruction in content and student learning can take place. (Wong & Wong, 2001) SAA expects that the classroom teacher will take the lead in establishing a classroom that is well-managed. Each teacher will, in collaboration with the students, derive a classroom code of conduct that governs student behavior in a positive climate. Most students will behave appropriately when teacher expectations are high, when they know and understand the discipline system, and when they are held accountable for their actions.

When discipline problems do arise, it is expected that the teacher will respond to the problem immediately in the classroom using clearly defined consequences. Refer to the Parent/Student Handbook and Staff Policy Book for specific consequences that are acceptable or unacceptable. If the misbehavior is serious, the student will be disciplined by the administration according to the procedure defined in the Handbooks and the Sarasota County Public Schools Code of Conduct.

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

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. *Please refer to the Appendices A and B for copies of the SAA Parent/Student Handbook and the Staff Policy Book.*

SAA will implement the RtI-B/MTSS for Behavior as a means of preventing or mitigating inappropriate behavior. While RtI has become the norm as an academic support for students, it has only lately been integrated into classrooms as a response to social/emotional/behavior performance. MTSS is 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. All SAA staff members will be given professional development classes in MTSS program. An MTSS team will be formed to oversee the program.

The primary components of MTSS are:

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

*Please see the Appendix D article: Implementing a Multi-Tiered System of Support for Behavior: Recommended Practices for School and District Leaders*

## II. ORGANIZATIONAL PLAN

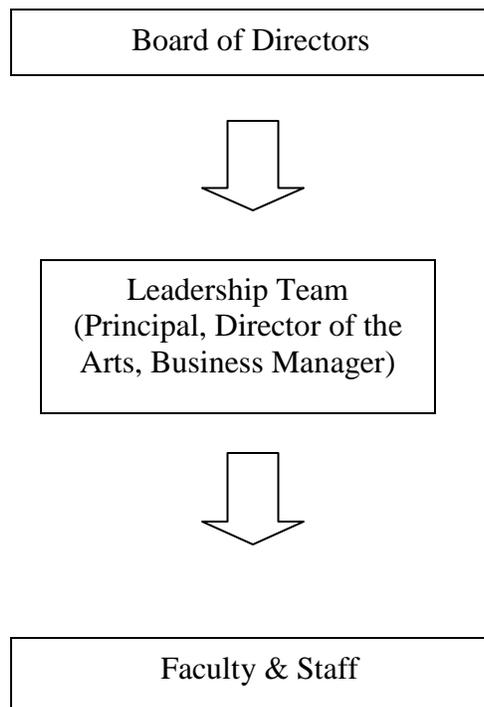
### Section 9: Governance

A. Describe how the school will be governed.

Sarasota Academy of the Arts, Inc. will be the legal incorporated, not for profit entity that will govern the school. The Articles of Incorporation for SAA, Inc. are included in Appendix F of the application. The entity will apply for 501(c)(3) status pending approval of its application from the Sarasota School Board. This entity and its board members will be responsible for approving and monitoring the budget and operations of the school.

The board of directors consists of a diverse and well qualified group of community members who feel strongly about academics and the arts and how the combination of the two bring out the best in children academically, socially, and emotionally.

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



The leadership team will be responsible for implementing the educational program described in the application and the charter contract in a manner consistent with the mission of SAA and the policies adopted by the governing board.

C. Provide a description of how the governing board will fulfill its responsibilities and obligations, including but not limited to:

- Adoption of annual budget
- Continuing oversight of charter school operations

The governing board of SAA, Inc. will be the policy making body for the school and will have the ultimate responsibility for the oversight of the school's operation and finances. The specific responsibilities of the governing board will include but are not limited to:

- Development and adoption of policies for the school's operation
- Adoption of the school's annual budget
- Selection and evaluation of the school's administrative staff
- Ongoing oversight and monitoring of the school's progress in meeting the student achievement goals (and non-academic goals) specified in the charter
- Ongoing oversight and monitoring of the school's finances including submission of all required financial reports to the school district sponsor and/or the Florida Department of Education
- Ensuring that an annual audit of the school's finances is conducted and the results shared with the board and the district sponsor

The board of directors will meet on a monthly basis to review and discuss the operations and budget of the school. It will be the duty of the board to ensure the funds are being properly dispersed and accounted for in a manner consistent with the financial management policies and procedures adopted by the board. They will also work with the administration to identify additional means of fundraising.

Other responsibilities and obligations of the board will include, but are not limited to, reviewing progress of the academic program, confirming that the academic standards as set forth in this application are being met, positively promoting the school's mission and philosophy in the community, and ensuring that any conflicts between the school and parents are handled with professionalism and in a manner consistent with the guidelines of the parent/student handbook.

D. Describe the proposed policies and procedures by which the governing board will operate, including board powers and duties; board member selection, removal procedures and term limits; code of ethics, conflict of interest, and frequency of meetings. If the Board has not yet developed policies, the applicant shall describe the timeline for development and approval of Board policies.

*Charter school governing boards must be guided by a set of by-laws that define how the board will operate. Applicants may include their proposed by-laws.*

The board of directors will govern the school in accordance with the Articles of Incorporation and the Bylaws of SAA. The board has adopted and will maintain bylaws consistent with these Articles of Incorporation. A copy of the Articles of Incorporation and the SAA Bylaws can be found in Appendix F. The bylaws may thereafter be altered, amended, or rescinded by the board of directors in the manner set forth in the bylaws.

E. Explain how the founding group for the school intends to transition to a governing board. (This question is not applicable if the applicant is an established governing board.)

N/A – The board members listed in the application will serve as the governing board for SAA.

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

The governing board consists of members of the community who believe strongly in rigorous academic standards in conjunction with a strong visual and performing arts program. All board members, current and future, will be required to participate in governing board training pursuant to Florida Statute 1002.33. The SAA will contact The Community Foundation of Sarasota and other such organizations to seek out ongoing professional development for board members. The SAA will also become a member of the Florida Consortium of Public Charter Schools to take advantage of FCPCS programs and services. All new board members will receive an orientation to familiarize them with board responsibilities, policies, and guidelines. More detailed information relative to board member recruitment, selection, development, retention and succession will be included in the board by-laws, which are currently under development.

G. List each of the proposed members of the school's governing board, indicating any ex-officio members and vacant seats to be filled. For each proposed member, provide a brief description of the person's background that highlights the contribution he/she intends to make through service as a governing board member and any office of the board that individual holds.

The governing board is currently made up of 7 members. The following is a list of each board member, their office on the board, and a short background about them:

Dan Kennedy – President/Chairman of the Board –

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, Assistant Principal, and Principal. The majority of his education career has been in Sarasota, FL, where for the past ten years, he has been the Head of The Sarasota Military Academy. He has always been an advocate and supporter of the Arts in his schools. Dan's experience and career as an educator will be of great value to the board.

Rob McLain – Vice President –

Rob McLain holds his BA from University of Florida and JD from George Mason University School of Law where he graduated magna cum laude and was the Articles Editor for the George Mason Law Review. Rob is currently a partner at Metcalfe & McLain P.A. in Sarasota and is a member of the Florida Bar, Virginia State Bar, D.C. Bar, American Bar Association, and Sarasota County Bar Association. Rob grew up around musicians and spent the majority of his young life performing in choirs and bands and believes strongly in Arts Education. SAA is delighted to add Rob's knowledge, expertise and passion for education to the governing board.

Denise Gagne – Treasurer –

Denise has been in the banking industry since 1990. She attended the New England Banking Institute. She is currently a Bank Officer/Assistant Banking Center Manager for American Momentum Bank. Prior to working for the bank, Denise was a regional manager for a cellular tower business in the New England Area. She also currently serves as the Vice President of her Business Network International Chapter, Partners for Profit, and is also a member of the Sarasota Chamber of Commerce. Denise's background as a manager and banker will be beneficial in budgeting and financial planning.

Kelly Marsh – Co-Secretary –

Kelly holds her BS from the University of Florida in Commercial Recreation and focused her career on Facilities Management. After working in that field, Kelly made a switch to the computer science industry where she spent over 10 years. In 2008, her third of four children was diagnosed with a rare and life threatening disease called Hemophagocytic Lymphohistiocytosis (HLH), and subsequently went on to needing a bone marrow transplant. At that point Kelly turned her focus to her family and, since her daughter's successful recovery, has been advocating for families around the world who are newly diagnosed, and helping them get to the right treatment center for this specialized and rare disease. She also became a Volunteer Ambassador for the National Marrow Donor Program ([www.bethematch.org](http://www.bethematch.org)) and helps with their awareness campaigns, as well as educating the public on the need for blood donors. Kelly is an active volunteer for multiple organizations as well as the Sarasota schools where her children attend. Kelly's support and organizational skills will be a tremendous asset to the board and SAA.

Hillary Chojnacki – Co-Secretary –

Hillary holds a BS in Business Administration from James Madison University where she majored in Finance and minored in Economics. She spent nine years working in various Wealth Management capacities in both Charlotte, NC and Sarasota, FL. Most recently she was a Charitable Associate at Wachovia Bank in Sarasota. There, Hillary was responsible for the administration of numerous private, family foundations and trusts as well as Institutional Foundations from Tampa to Naples, including the Mote Marine Foundation, the Selby Foundation, New College Foundation and the Community Foundation of Sarasota County. The role allowed her to work hand in hand with presidents and board members of many local foundations and gave her a true appreciation of the strong charitable presence in both Sarasota and Florida's gulf coast. Prior to that, she held several positions in Charlotte's banking industry, including Paralegal in the Investment Management division of Bank of America and Financial Planning Associate in the financial planning division of Interstate Johnson/Lane. Hillary's experiences and work in these areas will assist SAA with long-term planning and fundraising.

Bill Mariotti – Board Member –

Bill is a Sarasota native. Born and raised here, he attended Sarasota public schools, and graduated from Riverview High School. He is a graduate of the University of South Florida where he studied Business Administration. He is the President of Mariotti Site Development, Inc, Mariotti Asphalt,

LLC, and Mariotti Properties, LLC in Sarasota. Locally he has volunteered his time working with the Veteran's Hospital and Children First Organization. Bill found his love of music in 6<sup>th</sup> grade when he was introduced to the violin. He switched his instrument of choice to trumpet and continued with that through his education. He still plays to this day and is a strong supporter of children and the Arts.

Joe Solano – Board Member –

Joe holds a B.S. in Computer and Systems Engineering from Rensselaer Polytechnic Institute. He is the Chief Technology officer for XL Technologies located in Sarasota. Joe has volunteered his time sitting on the board of other schools where his two children have attended. Joe is enthusiastic about assisting in the growth and success of SAA.

H. Outline the methods to be used for resolving disputes between a parent and the school.

Procedures for resolving disputes between the parents and the school are described in the SAA Parent-Student Handbook in Appendix B.

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

SAA will not be partnering with another organization, therefore, section I through L are not applicable.

I. Name of the partner organization.

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

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

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

## Section 10: Management

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

Sarasota Academy of the Arts will be using a Leadership Team consisting of a Principal, Director of the Arts, and Business Manager. The general duties of the team members are listed in Section 10 B. Specific duties are as follow:

- Shared responsibilities of Leadership Team
  1. Develop shared agreements around the mission, vision, and purpose of SAA.
  2. Develop and implement an annual School Improvement Plan, subject to approval by the Governing Board
  3. Establish clear goals and keep those goals in the forefront of the Academy's attention.
  4. Develop and oversee an extracurricular calendar based on the performance schedules and student interests.
  5. Be aware of the details and undercurrents in the running of SAA and use this information to address current and potential problems.
  6. Develop short- and long-range plans for technology and physical plant, subject to approval by the Governing Board.
  
- Principal
  1. Certification or experience in school administration and teacher supervision.
  2. Build a school culture aligned to the SAA mission that positively influences teachers who, in turn, positively influence students.
  3. Develop a positive teaching/learning environment.
  4. Develop, implement, and assess the academic program leading to student success.
  5. Interview and select qualified teaching staff.
  6. Monitor and conduct personnel evaluations; deliver feedback to teachers.
  7. Monitor the effectiveness of school practices and their impact on student learning.
  8. Develop an annual assessment for professional development leading to faculty improvement.
  9. Ensure faculty and staff are aware of the most current theories and practices and make the discussion of these a regular aspect of the school culture.
  10. Direct the development of the master schedule.
  11. Establish procedures for student accounting and attendance procedures.
  12. Develop and implement a successful discipline plan promoting a safe teaching/learning environment.
  13. Establish strong lines of communication with faculty, students, and parents.
  14. Develop high expectations for teachers and students and promote this vision to the community.
  15. Develop a safe and orderly school plan.

16. Coordinate the completion of plant safety and facility inspections (with the Business Manager).
17. Establish a role model conducive to hard work, caring, and consistency for the entire staff.
18. Utilize managerial skills to design and organize activities to achieve goals.
19. Facilitate the resolution of problems through problem-solving techniques.
20. Manage the ordering of textbooks, materials, and equipment.

➤ Director of the Arts

1. Coordinate/oversee the entire performing and visual arts program.
2. Act as community liaison between SAA and the Sarasota Arts Community.
3. Teach music classes to grades K-8.
4. Direct all performances and Spring Broadway Musical.
5. Coordinate community service projects as they relate to performances in the Sarasota community and surrounding areas.
6. Supervise arts personnel.
7. Assist the Principal as needed.

➤ Business Manager

1. Develop and maintain the school budget by utilizing appropriate input and by meeting local and state guidelines.
2. Coordinate the school transportation and food services as required.
3. Establish procedures for property inventory records.
4. Establish a program leading to the secure closure of the school and proper school opening each day.
5. Supervise the preparation of accurate and timely financial reports and documents as required by the Governing Board and by Sarasota County Public Schools regulations.

➤ Teachers

1. Certification in appropriate area of instruction.
2. Demonstrate knowledge of content material and instructional practices
3. Plan lessons and strategies within the framework of the prescribed curriculum, supporting the SAA mission statement and the School Improvement Plan.
4. Identify, select, and modify instructional materials to enrich the lives of students according to their individual levels of development, varying backgrounds, learning styles, and special needs.
5. Set goals and plan for the instructional program on a weekly and annual basis.
6. Maintain an efficient, safe, and orderly learning environment.
7. Carry out policies of the Staff Handbook regarding enforcement of SAA rules and administration regulations.
8. Develop and implement student behavior management techniques.

9. Communicate effectively with parents on a regular basis, informing them of the progress of their child through direct contact, updating the Engrade site regularly, and conferences.
10. Assist in the development of IEPs, EPs, and 504 plans for special education students, as necessary.
11. Develop assessment strategies to ensure continuous development of students.
12. Interpret data for diagnosis, instructional planning, and program evaluation.
13. Establish appropriate testing environment and test security as required for state and local testing.
14. Carry out procedures for emergency preparedness drills as defined in the Staff Handbook.
15. Support school improvement initiatives by actively participating in school activities, services, and programs.
16. Continue professional development through reading, conferences, seminars, classes, and workshops.
17. Recognize overt indications of abuse or distress and take appropriate action as required by law.
18. Model professional and ethical conduct as described in the Professional Code of Conduct.

B. Outline the criteria and process that will be used to select the school's leader.

Sarasota Academy of the Arts has selected a leadership team to manage the daily operations of the school, each with their own distinct areas of responsibility. Biographies of the members of the school's leadership team can be found in Appendix G.

Cecilia Blankenship has been selected as the Principal. Her primary duties will be to oversee the overall operations of the school on a daily basis, as well as all areas of the school's academic program, including oversight and evaluation of instructional staff. Cecilia has been involved in education for 43 years and in school leadership for 22 years.

Julie McHugh has been selected as the Director of the Arts. Her primary duties will be to provide leadership and direction for the school's arts program and to serve as the school's liaison to the Sarasota Arts Community. Julie has been the principal of a private school and has taught music for 43 years at Sarasota High School, the Sarasota Military Academy, a public middle school in Fort Lauderdale, and the private school where she was principal.

Matt McHugh has been selected as the Business Manager. His primary duties will be to oversee all areas of the business and financial operations of the school. He will work closely with the school's bookkeeper, leadership team, and Treasurer of the Board to manage the finances of the school. Matt has a degree in Business and Finance and has been the Business Manager at a private school for 13 years.

The board of SAA has selected these three people as the founding leadership team. When the time comes for new leadership, the board will interview qualified candidates whose visions and personalities

align with the philosophy of SAA, who they feel will be a strong leaders to students, staff, and parents, and who will be best suited to lead the school into the future.

C. Provide a staffing plan for each year of the charter term aligned with the school’s projected enrollment as detailed on the cover page of this application.

<b>Administrative Staff</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>	<b>Year Four</b>	<b>Year Five</b>
Principal	1	1	1	1	1
Director of the Arts	1	1	1	1	1
Business Manager	0.5	0.5	0.5	0.5	0.5
<b>Total Administrative</b>	<b>2.5</b>	<b>2.5</b>	<b>2.5</b>	<b>2.5</b>	<b>2.5</b>
<b>Instructional Staff</b>					
Kindergarten	1	1	1	1	1
1st - 3rd LA	1	1	1	1	1
1st - 5th Math	1	1	1	1	1
1st - 5th Science/ Social Studies	1	1	1	1	1
4th & 5th LA/Reading Spec.	1	1	1	1	1
6th - 8th LA	1	1	1	1	1
6th - 8th Math	1	1	1	1	1
6th - 8th Science	1	1	1	1	1
6th - 8th Social Studies	1	1	1	1	1
ESE Coordinator	1	1	1	1	1
Reading Specialist	1	1	1	1	1
ESOL Paraprofessional	1	1	1	1	1
Music		0.5	1	1	1
Art	1	1	1	1	1
PE	1	1	1	1	1
Spanish	1	1	1	1	1
ESE Teacher	1	1	1	1	1
Technology	1	1	1	1	1
ESOL Coordinator	0.5	0.5	0.5	0.5	0.5
LA/Reading Specialist		0.5	1	1	1
Art		0.5	0.5	0.5	0.5
Technology		0.5	0.5	0.5	0.5
<b>Total Instructional</b>	<b>17.5</b>	<b>19.5</b>	<b>20.5</b>	<b>20.5</b>	<b>20.5</b>

<b>Staff</b>					
<b>Other Staff</b>					
Bookkeeper	0.25	0.25	0.25	0.25	0.25
Registrar	0.25	0.25	0.25	0.25	0.25
Admin. Assistant	0.5	0.5	0.5	0.5	0.5
Custodian	1.5	1.5	1.5	1.5	1.5
Media Specialist (MLS)	0.25	0.25	0.25	0.25	0.25
<b>Total Other Staff</b>	<b>2.75</b>	<b>2.75</b>	<b>2.75</b>	<b>2.75</b>	<b>2.75</b>
<b>Total Staff</b>	<b>22.75</b>	<b>24.75</b>	<b>25.75</b>	<b>25.75</b>	<b>25.75</b>

D. Explain the school's plan for recruitment, selection, and development.

Sarasota Academy of the Arts will use primarily two methods of recruitment for teachers and staff. The school will use local media outlets such as newspaper classifieds which run print as well as electronic ads, and will also utilize national online classifieds, i.e. monster.com. The administration will review all applications and resumes that are submitted and narrow the applicants based on a set of criteria including, but not limited to, 1) appropriate Florida teacher certifications/endorsements, 2) successful teaching experience in the selected subject area(s), 3) successful teaching of a sample lesson at SAA, and 4) review of written and verbal references from previous employers. Administration will hire the most qualified applicant for each position based on the above referenced criteria.

SAA will utilize the resources of the Sarasota County School District to provide appropriate professional development opportunities for SAA staff. The school will also seek collaborative partnerships with community foundations and other agencies to support staff development activities.

## Section 12: Human Resources and Employment

- A. Explain the school's compensation plan, including whether staff will be publicly or privately employed.

The staff will be privately employed by Sarasota Academy of the Arts, Inc. All full-time employees will be eligible to participate in the SAA benefit plan which will include, but not be limited to, a health plan (50% paid by employee/50% paid by the school), and voluntary supplemental benefits such as, vision, dental, life, cancer, and disability. SAA will also offer a Simple IRA retirement plan where the school will match the employee contribution up to 2% of the employee salary. The SAA draft salary schedule is attached in Appendix H of the application.

Compliance with Senate Bill 736:

Sarasota Academy of the Arts will comply with all Florida Department of Education requirements regarding charter school implementation of Senate Bill 736 regarding teacher and administrator performance evaluations. As a part of the compliance, SAA will participate in any technical assistance activities provided by FLDOE.

- B. Describe the proposed personnel policies and procedures to which staff will be required to adhere, including expectations for participation in the school's professional development program. If personnel policies and procedures have not been developed provide a clear plan, including timeline, for the development and approval by governing board.

The proposed personnel policies and procedures (draft form) are located in the Staff Employment Handbook in Appendix C.

### Section 13: Student Recruitment and Enrollment

- A. Describe the plan for recruiting students, including strategies for reaching the school's targeted populations and those that might otherwise not have easy access to information on available educational options.

SAA will contact arts organizations such as The Players Theatre of Sarasota, Florida Studio Theatre, PLATO at the Golden Apple Dinner Theatre, Ringling School of the Arts, University of South Florida, Asolo, and the Sarasota Black Theatre Troupe, and attempt to partner with them to assist in promoting the school and the focus on the arts. SAA will also send out fliers to homes with students in our target market within a 5 mile radius as well as do print media in local magazines, and newspapers. Local television and radio stations will also be used to air advertisements.

- B. Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or with the racial/ethnic range of other local public schools.

SAA recruitment activities will include all segments of the Sarasota Community to ensure equal access to students of all racial and ethnic groups.

- C. Describe the school's proposed enrollment policies and procedures, including an explanation of the enrollment timeline, criteria and/or any preferences for enrollment, and lottery process.

SAA will accept for enrollment any eligible student and will not discriminate based on race, religion, ethnicity, national origin, gender, or achievement level. SAA will accept students with learning/developmental disabilities as stated in *Section 7*.

Enrollment Timeline:

February 1<sup>st</sup> through February 28<sup>th</sup>, 2013 – First Open Enrollment Period.

March 15<sup>th</sup> through April 15<sup>th</sup>, 2013 – Second Open Enrollment Period. (Provided there is availability after first enrollment period)

June 1<sup>st</sup> through June 30<sup>th</sup>, 2013 – Third Open Enrollment Period. (Provided there is availability after second enrollment period)

July 15<sup>th</sup> through August 31<sup>st</sup>, 2013 – Fourth Open Enrollment Period. (Provided there is availability after third enrollment period)

If, upon closure of any enrollment period, there are more applications than openings, SAA will conduct a lottery to fill the remaining seats from the applicant group. Any student not selected through the lottery process will be placed on a waiting list by grade level. Students on the waiting list will be given the opportunity to enroll should space become available during the school year.

The SAA will give preferred enrollment for children of staff members, board members, and siblings of students already enrolled.

- D. Explain any student and/or family contracts that will be used as a requisite for initial and continued enrollment in the school. Describe if and how the school will enforce such contracts.

SAA will expect parents to be support the mission statement and policies of the school and be an active part of the SAA Community. All students and families will be required to read and sign a contract to ensure they agree to the expectations set forth by SAA. A copy of the parent/student contract is included in Appendix B of the application.

Families will be expected to volunteer for a designated number of volunteer hours for field trips, fundraisers, school clean-up days, etc. The school will have a staff member and designated parent volunteer to account for and track family participation/volunteer hours. If a family seems to be struggling with their hours, the leadership team will contact them to discuss the contract and try to work with the parent to assist them in meeting their contractual obligations.

Additionally, the parent/student contract will require adherence to the SAA code of conduct. While SAA is committed to working with students and families to maximize their ability to successfully participate in the school's program, repeated non-compliance with the terms of the parent/student contract, including the code of conduct, may result in dismissal from the school.

- E. Explain any other efforts to encourage parental and community involvement, if applicable.

Sarasota Academy of the Arts will encourage parents to form a PTO to help with community projects, fundraising, and to spread the mission and philosophy of SAA within the community. SAA will partner with local retirement communities and nursing homes to provide performances to these community members as a part of the school's community outreach program. Also, as previously stated, SAA will encourage community agencies involved in the arts to seek referrals of students interested in the school's strong arts program and will also seek partnerships with community foundations to identify and support professional development for staff.

### III. BUSINESS PLAN

#### Section 14: Facilities

If the site is acquired:

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

Sarasota Academy of the Arts has confirmed space at 4466 Fruitville Road in Sarasota. The facility includes twelve classrooms in two permanent structures, two classrooms in a modular structure, eight restrooms, an outside play area, a separate building for administrative offices and a teachers' lounge, and an additional building for storage. In total, the facility consists of 8700 feet of usable indoor space for SAA and three-quarters of an acre of outdoor play space.

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

The facility is currently up-to-date on all local and state regulated requirements for school use, including fire inspection and health department safety inspections. The facility is equipped with an alarm system that is capable of dispatching to both local law enforcement and fire departments. The facility is capable of supporting over 250 students which is higher than the projected enrollment during the first five years.

- C. Describe how the facility will meet the school's capacity needs for students to be served?

The projected enrollment and set capacity for SAA has been set to allow for students to be served in a manner conducive to successful learning at the selected facility. The facility has a sufficient number of classrooms to accommodate all of the required academic subjects, enrichment classes, and for students needing additional resources. This property also has open space on the grounds available for the installation of modular buildings to increase the number of classrooms if needed in the future.

- D. Explain the anticipated costs for the facility, including renovation, rent, utilities and maintenance. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs.

- *The financial plan for the proposed school should align with the facilities-related costs described.*

The cost of leasing the proposed facility will be \$72,000 per year for a minimum of five years. This cost is based on \$9 per square foot for 8,000 square feet of usable space and includes classroom furniture and fixtures. The facility is currently ready for occupancy. SAA is budgeting to spend no more than \$30,000 for start-up renovations. The projected utilities costs which include water, sewer, garbage collection, and electricity will be an additional \$32,400 per

year. SAA intends to aggressively pursue additional funding sources through business partners, donors, grants, and fundraisers.

E. Describe the back-up facilities plan.

- *What is the alternate plan for facilities if the proposed facility is not available or is determined to be inappropriate for the school's opening?*

SAA does not foresee any issues with the current facility being unavailable or deemed inappropriate. However, if the current facility is determined to be inappropriate for the school's opening, SAA will either seek a new facility of similar size and cost, or will start a capital campaign to raise funds for any renovations to necessary for the school to open.

If the site is not acquired:

F. Explain the school's facility needs, including desired location, size, and layout of space.

G. Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived.

- *The financial plan for the proposed school should align with the facilities-related costs described.*

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

I. Describe the back-up facilities plan.

J. Describe the plan and methods the school will employ to comply with Florida's constitutional class size requirements.

## Section 15: Transportation Service

- A. Describe the school's plan for transportation, including any plans for contracting services. Your plan should discuss, to the greatest extent possible, the issues relevant to the school's transportation plans.<sup>16</sup>

Sarasota Academy of the Arts will endeavor to ensure that transportation will not be an obstacle to students desiring to attend the school. The school will provide transportation for students residing between two and five miles from the school.

SAA intends, if possible, to contract with the Sarasota School District for transportation services. In the event that a contract with the school board is not feasible, SAA will explore contracting with a private vendor to provide services. The school plans to use its own bus for field trips and special pick-ups that fit our student needs better than district options. When utilizing its own buses, SAA will comply with all state and school district requirements relating to bus inspections, safety, insurance, and driver training and certification.

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<sup>16</sup> The charter school and the sponsor shall cooperate in making arrangements that ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the charter school as determined in its charter. (Section 1002.33(20)(c), Florida Statutes)

## **Section 16: Food Service**

- A. Describe the school's plan for food services, including any plans for contracting services or plans to participate in the National School Lunch Program.

Sarasota Academy of the Arts intends to contract with the Sarasota School District to provide food and nutrition services. The SAA Business Manager will meet with the food service department to discuss all options and determine what option is most effective in terms of time and cost efficiency for the school's needs.

## Section 17: Budget

- A. Provide an operating budget covering each year of the requested charter term that contains revenue projections, expenses and anticipated fund balances. The budget should be based on the projected student enrollment indicated on the cover page of the application.

See Appendix I, pages 5-7, 10-12, 15-17, 20-22, and 25-27 for the projected operating budgets for Sarasota Academy of the Arts' first five years of its requested charter term.

- B. Provide a start-up budget that contains a balance sheet, revenue projections, including source of revenues, expenses, and anticipated fund balance. The start-up budget must cover any period prior to the beginning of FTE payments in which the school will expend funds on activities necessary for the successful start-up of the school.

Sarasota Academy of the Arts will implement the following strategies for accessing start-up funding for the school:

1. SAA will apply for a Federal Start-up and Implementation Grant upon approval of the charter application.
2. The governing board will initiate fund raising activities, upon approval of the application, to generate funding for start-up activities.

Should the above referenced activities be unsuccessful in generating adequate start-up funding, the following alternative strategies will be implemented.

1. SAA will seek a line of credit from a local financial institution, upon execution of the charter contract, to support start-up activities.
2. To the extent possible, start-up activities will be implemented after the July 1, 2013 beginning of the fiscal year. Funds to support start-up activities occurring after July 1, 2013, are available in the year one operating budget.
3. Any start-up activities that have to occur prior to July 1, 2013 will be managed through volunteer time committed by the SAA administrative team, governing board members, and families already enrolled in SAA.

See Appendix I, page 2 for the start-up budget for SAA prior to receiving its first FTE payment.

- C. Provide a detailed narrative description of the revenue and expenditure assumptions on which the operating and start-up budget are based.

*The budget narrative should provide sufficient information to fully understand how budgetary figures were determined.*

The Sarasota Academy of the Arts' five year operating budget is designed to support the mission, vision, and educational program of the school in that it prioritizes: 1) funding the staffing plan needed to implement the school's rigorous academic program, 2) funding the school's daily enrichment program in art, music, Spanish, physical education, and technology, 3) funding the school's visual and performing arts program, and 4) funding the professional development program needed to support the above referenced activities.

The revenue assumptions are based on the Sarasota County Revenue Estimate Worksheet for Charter Schools. SAA has completed these worksheets for the five years of the requested charter term, and they can be found in Appendix I, pages 3-4, 8-9, 13-14, 18-19, and 23-24.

Sarasota Academy of the Arts has based its expenditure assumptions for year one by comparing expense amounts from schools with similar enrollment numbers and facility size as well as taking a percentage of expense amounts of larger schools for additional comparisons. SAA has estimated an annual increase of 2% for non-negotiable, contracted services through the first five years. The school feels the projected expense amounts will be close to or above the actual costs. SAA has attempted to budget on the high end to be conservative and guarantee its financial security.

- D. Explain how the governing board will monitor the budget, including a strategy for addressing revenue shortfalls due to lower than expected enrollment.

The governing board will monitor the budget by reviewing a budget report on a monthly basis to compare budgeted amounts to actual amounts spent. The board Treasurer will work with the bookkeeper and Business Manager to ensure all board members understand the monthly financial reports given to them. Additional information on governing board duties as they pertain to monitoring the budget can be found in the Internal Control Manual in Appendix J.

SAA considered the risk of lower than expected enrollment in its budgeting process. The school has budgeted conservatively for year one to allow for that possibility and still be financially secure. Upon approval of SAA's charter application, the board and leadership will immediately begin its fundraising initiative by reaching out to businesses and individuals in the community who are supporters of education and the arts. SAA will also explore applicable grants that are available to it as well as host several school fundraisers throughout the year.

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

The cash flow projections can be found on the Statement of Cash Flows in Appendix I, page 1 and 29-31.

- F. Describe the school's fundraising plan, if applicable. Report on the current status of any fundraising efforts, including verification of any fundraising monies reported in the school's start-up or operating budgets.

Sarasota Academy of the Arts will host several fundraisers throughout the year. Ideas for fundraisers include, but are not limited to, golf tournaments, dinners, and auctions.

## Section 18: Financial Management and Oversight

- A. Describe who will manage the school's finances and how the school will ensure financial resources are properly managed.

The school's state and local revenue stream begins July 1, 2013. The SAA internal control manual provides in-depth information on the process and procedures for financial management. The manual is found in Appendix J of the application. The school will employ a bookkeeper to oversee revenue and expenditures in conjunction with the Business Manager. The school will ensure that all checks require two authorized signatures. The Board Treasurer, in collaboration with the Principal and Business Manager, will provide oversight for the financial activities of the school. The financial strategy to ensure continued operations of the charter school includes:

- Maintaining tight fiscal control of approved funding.
- Continuing efforts to identify other funding sources including, but not limited to, grants, donations, fundraisers, and school projects.

- B. Describe the financial controls, including an annual audit and regular board review of financial statements, which will be employed to safeguard finances.

The school's internal control manual, included in Appendix J, outlines provisions that will safeguard finances. There are stated requirements for an annual audit by an outside audit agency and requirements for board review and oversight of finances at monthly board meetings. The board, along with the school leadership team, will review the annual audit at the end of the year for the purpose of identifying any areas of concern and recommending any changes needed in the school's program or operation.

- C. Describe the method by which accounting records will be maintained.

Sarasota Academy of the Arts will maintain financial records as required in the State DOE 'Red Book' procedures. The school will use QuickBooks software for keeping records updated and processing checks. A payroll company will be contracted to manage payroll in coordination with the bookkeeper.

- D. Describe how the school will store student and financial records.

The school will use fireproof file cabinets for storage of student and financial records and will provide for digital storage through an off-site software company.

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

The school will contract with a competitive health insurance provider to offer health insurance for employees who elect coverage. Additionally, we will have the necessary workers compensation

insurance as well as liability, property, automotive (if applicable), and errors and omissions policies. These policies will be negotiated after approval of this application and prior to the start of school.

## Section 19: Action Plan

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

i. Identifying and securing facility

SAA has secured a facility located at 4466 Fruitville Road, in Sarasota. The facility has previously been used for a private school and is current on all state requirements regarding fire inspection and health department codes. The facility is available for SAA to begin operating there for the 2013-14 school year.

ii. Recruiting and hiring staff

SAA will start accepting applications in March of 2013 and will have a target date of July 15<sup>th</sup>, 2013 for all staff to be hired.

iii. Staff training

Staff training will take place between mid-July and the first day of school, 2013.

iv. Governing Board training

Upon approval of this application, SAA will schedule Governing Board training at the earliest date available.

v. Policy Adoption by Board (if necessary)

vi. Lottery, if necessary

If necessary, the lottery process will take place within 2 weeks of the closing of the enrollment period that put numbers in excess of the class sizes.

vii. Student enrollment

SAA anticipates student enrollment being completed by June 30<sup>th</sup>, 2013, which would coincide with the end of the third enrollment period. Should openings still be available, a fourth enrollment period will be instituted.

#### IV. STATEMENT OF ASSURANCES

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

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

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

The governing board, at its discretion, allows G. Robert McLain, Jr., Vice President to sign as the legal correspondent for the school.

\_(See next page)\_\_\_\_\_

*Signature*

G. Robert McLain, Jr.

*Printed Name*

\_\_\_\_\_

*Date*

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- 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.
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- Will obtain and keep current all necessary permits, licenses and certifications related to fire, health and safety within the building and on school property.
- Will provide for an annual financial audit in accordance with section 218.39, F.S.

The governing board, at its discretion, allows G. Robert McLain, Jr., Vice President to sign as the legal correspondent for the school.

  
\_\_\_\_\_  
*Signature*  
G. Robert McLain, Jr.  
*Printed Name*

7/31/2012  
*Date*

Appendix A – Letters of Support



**THE PLAYERS**

Your Community Your Theatre

838 N. Tamiami Trail  
Sarasota, FL 34236  
(941) 365-2494  
Fax (941) 954-0282  
www.theplayers.org

**Officers**  
Lyn Wiley  
*Chair*

Leona Collesano  
*Vice Chair*

Karen Roe  
*Treasurer*

Tracy Ferguson  
*Assistant Treasurer*

Barbara Johnson  
*Secretary*

**Trustees**  
Michael G. Brown  
Randall Garmer  
June Gordon  
Austin Jambor  
Arthur Levin  
Linda MacCluggage  
Richard Pell  
Alan Roberts

**Management**  
Michelle Bianchi Pingel  
*Managing Director/CEO*

Jeffery Kin  
*Artistic Director*

**Programs**  
Broadway Theatre  
Backstage at The Players  
Performing Arts Training  
Senior Performing Troupe  
Children's Theatre  
Summer Camp

A 501(c)3 Nonprofit  
Organization



July 29, 2012

School Board of Sarasota County  
1960 Landings Blvd.  
Sarasota, FL 34231

Dear Members of the School Board:

Please accept this letter as enthusiastic support for Sarasota Academy of the Arts as a new charter school in Sarasota County. Their proposed program that combines visual and performing arts with academics will be a wonderful addition to the area.

Teaching performing arts is vital to children in this community. Students learn to develop an understanding of their creative and physical self while developing self-esteem, self-confidence, teamwork skills and creativity. Such skills improve all aspects of their lives and encourage them to give back and becoming productive members of society.

The Players Theatre is in full support of the Sarasota Academy of Arts application and its mission.

Thank you for considering their proposal.

Sincerely,

Michelle Bianchi Pingel  
Managing Director/CEO  
The Players Theatre



www.floridastudiotheatre.org

1241 North Palm Avenue  
Sarasota, FL 34236-5602

Administrative Office  
941.366.9017

Box Office  
941.366.9000

Fax  
941.955.4137

Florida Studio Theatre  
1241 North Palm Avenue  
Sarasota, FL 34236

LETTER OF SUPPORT FOR  
SARASOTA ACADEMY OF THE ARTS

To the School Board of Sarasota County,

The Sarasota Academy of the Arts has submitted a charter school application to the Sarasota school district for a Grade K-8 school, combining a rigorous academic program with a strong visual and performing arts component. Please accept this letter as an expression of support for the charter school application for the Sarasota Academy of the Arts. The teaching artists of Florida Studio Theatre's Education Department witness first hand each day the positive influence the arts have on young people. Many of the skills students learn and master through their involvement with the arts are transferable to other subjects and become invaluable life long tools. As a public charter school, the SAA would offer parents and students in Sarasota County an education option not available in all the schools.

Florida Studio Theatre strongly supports the application for the Sarasota Academy of the Arts. We look forward to working with the school with our Write-A-Play program and assisting the educators with their mission to provide a rigorous academic curriculum complemented by a high quality visual and performing arts program.

Thank you for your thoughtful consideration of the SAA charter school application and the benefits that it would provide to Sarasota students.

Sincerely,

Beth Duda  
Director of Education  
Florida Studio Theatre

Richard Hopkins

Kate Alexander

Rebecca Hopkins



Professional Learning and Theatrical Organization

25 N. Pineapple Ave

Sarasota, FL 34236

To the School Board of Sarasota County,

Please accept this letter as an expression of support for the charter school application for the Sarasota Academy of the Arts. The Sarasota Academy of the Arts has submitted a charter school application to the Sarasota school district for a grade K-8 school combining a rigorous academic program with a strong visual and performing arts component. As a public charter school, the SAA would offer parents and students in Sarasota County an educational option not available in all schools.

**Board of Directors**

Cindy Barnes  
Shirley Brown  
Mary Cadle  
Hal Cadle  
Walker Croskey  
Anne Howard  
Carole Kleinberg  
David Shugol  
David Sadkin  
Ken Shelin  
Eva T. Slone  
Kyle Turoff  
Robert Turoff

PLATO strongly supports the SAA charter school application and the school's mission to provide a rigorous academic curriculum complemented by a high quality visual and performing arts program.

Thank You for your thoughtful consideration of the SAA charter school application and the benefits that it would provide to Sarasota students.

Sincerely,

Kyle Turoff

President, PLATO

25 North Pineapple Ave.  
Sarasota, FL 34236  
941-369-3454

**COMMUNITY VIDEO ARCHIVES  
1235 S. TAMIAMI TRAIL  
SARASOTA, FL. 34239  
TEL: (941) 365-7052**

**TO: The School Board of Sarasota County  
and To Whom It May Concern**

**Please accept this letter as an expression of support for the Charter School application for the Sarasota Academy of the Arts. The Sarasota Academy of the Arts has submitted a Charter School application to the Sarasota School District for a Grade K -8 school combining a rigorous academic program with a strong visual and performing arts component. As a public Charter School, the SAA would offer parents and students in Sarasota County an educational option not available in all schools.**

**Community Video Archives strongly supports the SAA Charter School application and the schools mission to provide a rigorous academic curriculum complemented by a high quality visual and performing arts program.**

**Thank you for your thoughtful consideration of the SAA Charter School application and the benefits SAA would provide for Sarasota students.**

**Sincerely,**

**Annette Scherman, President/Director  
Video Archives Inc. (Community Video Archives)  
501-C3 not-for-profit Corporation**



July 30th 2012

To the Members of The Sarasota County School Board,

As a business owner of a performing arts school, I understand the importance of nurturing the creative side as well as the intellectual side of the brain and the benefits performing can lead to social development and confidence. The Sarasota Academy of the Arts has submitted a charter school application to the Sarasota school district for an Grade K-8 school for the visual and performing arts. As a public charter school, the SAA would enable elementary and middle school aged children of all economical means, the opportunity to attend a school with advanced academic standards and a superior visual and performing arts component. Please accept this letter as an expression of support for the charter school application for the Sarasota Academy of the Arts.

Sincerely,

Kerry Mynatt  
Owner of Jump Dance Company &  
Jumpstart Preschool of the Arts

**11005 Passage Drive • Bradenton, Florida 34211 • 941-747-8900**

To Whom It May Concern:

Recently I was giving a short talk about the space program to a group of young students who were also aspiring artists and performers. A 6<sup>th</sup> grade boy asked, “How did being an entertainer help you in your career at NASA?” It was such a grown up inquiry, I immediately accused the staff of planting the question. They all denied it. Regardless, I was happy to address the question. Here are my thoughts.

I don’t know whether my high school choir director, Margaret DeSola, or my college choir director, Glenn Draper, ever deliberately taught stage presence, but many performances in many different venues performing many styles of music before many types of audiences absolutely teaches one to have complete confidence as a performer.

When I arrived at NASA in 1967, I was among hundreds of people who were my equals or in some case my superiors academically. The unique advantage that I had was that I could keep an audience engaged when presenting a complex technical subject. Many of my peers, being trained only as engineers, were totally petrified in front of an audience. They would speak directly into the floor, muttering high sounding orbital dynamics terms from note cards held in their sweating palms, communicating nothing. I was able to both educate and entertain, and quickly gained a reputation for being able to communicate to all levels of management. When you have performed for princes, politicians, celebrities, and generals, it is not that imposing to give a presentation to your senior leaders.

I enjoyed an extremely successful NASA career, rising faster and higher in the organization than others who were equally smart and probably more diligent. Beyond the normal responsibilities of an engineer manager and leader, I have addressed senators and congressmen, NASA administrators, international symposia, and business leaders. I have been interviewed by newspaper reporters and television anchors. Very few NASA leaders have been given that kind of visibility. Stage presence learned as a young entertainer was the most critical factor that provided me with these opportunities.

Lee Norbraten

Singing Hurricanes 1964 – 1967

NASA Johnson Space Center 1967 – 2011

*Lee Norbraten brings 44 years of experience as a NASA engineer and manager, including leadership positions in the Space Shuttle Program, the NASA Independent Program Assessment Office, and the Johnson Space Center senior staff. Prior to Lee’s retirement from NASA in December, 2011, he completed a detail assignment to the NASA’s independent assessment activity, coordinating life cycle reviews for Ares I, MAVEN, ExoMars, and the Constellation Program. He led the final independent assessment of the Constellation Program to better define its cost, schedule, and technical, and risk status following its cancellation. He has established the guidelines for the developmental reviews of NASA’s future human space flight programs, including the Orion vehicle, the SLS launch system, and the 21CGS launch systems program. Lee has specific expertise in the areas of independent assessment process, program and project management, systems integration, risk management, quality systems management, and flight design.*

*Prior to this assignment, Lee served as Manager of the Space Shuttle Transition Management Office through August 2008, with the responsibility to oversee the retirement of the Space Shuttle Program, and to plan the transition or termination of Shuttle assets and capabilities. Prior to the January 2004 announced retirement of the Shuttle, Lee managed the Space Shuttle Development Office, with the responsibility to oversee major safety and sustainability improvements to the Space Shuttle System.*

*Lee joined NASA in 1967 as a mission planner, helping to design the return trips from the moon during the Apollo Program. In the Space Shuttle era, as ascent design lead, Mr. Norbraten designed the Abort Maneuver Evaluator to advise the flight crew and ground controllers what actions to take in the event of an engine failure during ascent. As the Deputy Manager of the Space Shuttle Systems Integration Office, Lee led various project teams to improve Space Shuttle capabilities including structural safety margins during ascent, payload to Shuttle capabilities including structural safety margins during ascent, payload to orbit capability, and launch window optimization in support of the unique requirements of the International Space Station. As project manager for the day-of-launch I-load update (DOLILU) system, he implemented the process by which ascent guidance commands were designed and uplinked to the vehicle just prior to launch based on observed wind conditions, greatly improving structural load margins and launch probability.*

*In 1995, Lee was asked by the JSC Center Director to join the senior staff for the purpose of implementing the ISO 9000 quality systems standard at JSC. Under Lee's leadership, JSC became the first NASA center, and the largest governmental organization at that time to ever achieve ISO 9000 certification.*

*Mr. Norbraten is a recipient of the NASA Exceptional Service Medal and the astronaut's "Silver Snoopy" award. He was awarded the Presidential Medal of Freedom as a member of the Apollo 13 Mission Operations Team. Mr. Norbraten holds a B.S. in mathematics from the University of Miami, Florida, and an M.S. in mathematics from the University of Houston.*

*March 2012*

## **Appendix B – Parent/Student Handbook**

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### **Parent/Student Handbook**

#### Welcome

The administration and staff would like to take this opportunity to welcome you to Sarasota Academy of the Arts (SAA). The information in this handbook has been carefully prepared to help our students succeed. Our staff is here to assist you at all times and in every way. We want this to be the best possible school for our students, and we want to be sure all of their needs are met. We look forward to the challenge of educating our students and helping them grow to be happy, secure, well-adjusted young adults.

#### Mission Statement

The mission of Sarasota Academy of the Arts (SAA) is to provide a motivating, challenging, and creative learning climate with a safe, caring, family atmosphere. SAA will provide students interested in visual and performing arts with rigorous academic skills in line with the Next Generation Sunshine State Standards (NGSSS) – Common Core Standards (CCS) and a strong infusion of the arts. SAA believes that the opportunity to experience the arts on a continual basis promotes and enhances academic success. The goal of SAA is to prepare students to become well-rounded, confident, academically prepared adults who are able to reach their full potential as caring and responsible citizens.

#### Attendance

The academic day begins at 8:00 AM and ends at 4:00 PM. Students may arrive as early as 7:30 AM and depart as late as 4:30 PM. Prior to and following those times, extended day care services are available for a charge. Punctual attendance is necessary for all students. When students arrive late, they miss valuable instructional time, and it causes disruption in the classroom.

Students are strongly discouraged from being picked up during the academic day. Should an emergency arise, it will be necessary for the parent to sign the student out in the office so that this absence from class can be documented.

Please notify the office by phone if the student will be absent. When the student returns, a note from the parent must accompany him/her in order for the absence to be excused. Regular school attendance is imperative and crucial to student academic achievement. Every effort should be made to ensure regular attendance. Vacations should be scheduled when regular school is not in session. Students at Sarasota Academy of the Arts will be expected to miss no more than ten days during an academic year. If a student misses more than ten days, it could jeopardize his/her ability to continue at SAA. At that point, cases will be handled individually, and a determination will be made based on the circumstances of the absences.

#### Health, Safety, and Documentation

##### Student Information

Every student's Personal Information form must be on file at school on the first day of attendance. In case of sickness or accident, SAA must be able to reach a parent or legal guardian and therefore requires current emergency phone numbers. The information on the student's form must be kept current.

The student will not be released to anyone except those listed by the parent on the student's 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 or student and given to the office. The name of the person picking up the student and the time the student will leave must be noted.

Please refer to the Sarasota County Student and Family Handbook section 100.0 for required documents which must be received before a student may attend classes. Required immunizations are found in section 100.1.

### Medications in School

Whenever possible, medications should be given at home. However, it is sometimes necessary to give medications at school. Please carefully read section 500.5 in the Sarasota County Student and Family Handbook for important information. Further information concerning screening services, health issues, and communicable diseases can be found in sections 500.6 through 500.13

### Animals on Campus

There are times throughout the 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, a student may not be able to come in contact with certain animals. It is necessary for the school to know this information for the health and safety of the students. This permission can be found on the Signature Form.

### 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 or videos could appear in magazines, newspapers, television, advertisements, or on the school website. It is necessary to have parental permission to publish photos or videos. This permission is found on the Signature Form.

### Accident and Illness Documentation

All reported accidents are recorded. If the accident is minor and requires simple first aid, the parent will not be called but will receive notification of the injury when the student goes home. If more than basic first aid is required, the parents will be called immediately. SAA requires that all accident and illness forms be signed by the parent. Two copies will be sent home in the student's communication binder. The two copies must be signed and the white one returned the next day. The yellow copy is for the parent's records.

### Meals and Snacks

#### Lunches

A weekly lunch menu is posted in every classroom, in the front office, and on the SAA website. A menu will also be sent home at the beginning of each week in the communication binder. Lunch tickets may be purchased daily. Parents may also set up and maintain their child's lunch account on line at [www.mylunchmoney.com](http://www.mylunchmoney.com). Students may also bring a packed lunch. The lunch must be ready-to-eat and brought in a lunch box or bag labeled with the student's name and not requiring refrigeration or heating. Use of microwave ovens is not permitted for safety reasons. Energy boosters and "Monster" drinks are not permitted at school.

### Snacks

Students are provided with a designated snack time when they may eat snacks brought from home or purchased from the snack machines. While SAA is not a peanut-free school, every effort will be made to accommodate all foods allergies on an individual basis. If snacks and/or drinks are brought from home, energy booster drinks, “monster” drinks, and coffee are not permitted. If purchased from the snack machines, students will need proper change.

### Communication Binder and Agenda Book

All students will be required to purchase a 3” three-ring binder with a pocket in the inside cover. Also, six dividers must be in the binder. The front of the binder will contain any information that is to be read and/or returned to the teacher. Forms to be returned will be yellow. The student’s agenda book will be next and will contain homework assignments. Then there will be sections for LA, Math, Science, Social Studies, and Spanish.

### School Materials

Books are very expensive and they need to be protected. It is the responsibility of the student to cover books at home during the first week of school. If books are not covered by the second week of school, students will be required to cover them at school. Covers that are self-adhesive destroy the cover of the book and may not be used. The condition of the book will be noted on the inside front cover at the time of issue. The student will be responsible for returning the book at the end of the year with no more than normal wear and tear. Lost and/or badly damaged books will be assessed at replacement cost.

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

### Lockers

Lockers are provided for 4<sup>th</sup> through 8<sup>th</sup> grade students. Lockers are a privilege and therefore should be treated accordingly. Students are expected to keep lockers neat and clean. No part of the locker may be defaced with writing, stickers, etc.

Locks are not required but are strongly recommended. Sarasota Academy of the Arts cannot be responsible for the contents of unlocked lockers. If locks are used, they must be purchased through SAA for security purposes. Locks will be available for purchase on the first day of school and throughout the school year.

Backpacks and book bags must be able to fit in the student’s locker. It is a safety hazard for students to leave these bags lying on the ground by the lockers or on the floor in classrooms.

### Assignments: Homework/Tests/Classwork

Homework is an independent activity to be accomplished outside of the school day and without teacher assistance to reinforce concepts learned in class. Some homework may require some assistance by parents. Parents can access student assignments/homework at the website [www.engage.com](http://www.engage.com) for grades 1 through 8. Work missed due to absences, although accomplished outside of the school day, is not included in the school’s definition of homework.

Teachers will assign homework based on the maturity and ability levels of the students. The following chart suggests the average amount of time students should spend on homework nightly. These schedules should not be considered strict minimums or maximums, since individual assignments may vary. Teachers and parents may use these schedules as guides to monitor student time devoted to homework.

- Grades K and 1 – 30 minutes
- Grades 2 and 3 – 45 minutes
- Grades 4 and 5 – 1 hour
- Grades 6, 7 and 8 – 1 ½ hours

In grades one through eight the amount of homework will vary by subject. Students will also have assignments such as research papers, projects, or oral reports that may have deadlines weeks after being assigned. Students may require help organizing assignments and planning work times to make sure homework is turned in on time.

Homework is a valuable aid in helping students make the most of their school experiences. Homework strengthens academic skills and reinforces concepts learned in class and helps students learn responsibility and develop positive study habits. Parents can monitor students' work by checking assignments and teachers' websites.

Students are responsible for noting and understanding the homework assignment, completing it, and returning it to school on the required day. Students should be aware that teachers will use homework assignments to help determine their grades. In 1<sup>st</sup> through 8<sup>th</sup> grades, late homework will not be accepted for daily assignments. Long-term projects will be accepted at any time but late assignments will cause students to lose points on their employability skills. The amount of points lost will correspond to the number of days the project is late.

Teachers are responsible for assigning homework to students and for providing the explanation and direction required to ensure that students can accomplish the work with reasonable success. Teachers are also responsible for checking students' homework and notifying parents if students are not turning in homework assignments.

Teachers will set specific homework guidelines for each class depending on the students' needs and abilities. The guidelines may differ from class to class and from student to student. Teachers may assign advanced homework assignments for certain students as an opportunity for enrichment.

Parents are responsible for setting a specific time and place for students to do homework and for checking to make sure students complete homework assignments. Parents should check the agenda book or teacher websites daily. Parents should help with directions and check the work, but students should do the work themselves. If at any time a parent has a concern about the school's homework policy, his/her child's difficulties completing homework assignments, or the need for enrichment activities, the parent should contact the teacher.

Assessments and tests will be administered on a regular basis as necessary in each subject area. To avoid having too many tests on any given day, the following testing schedule will be used:

- Monday – none
- Tuesday – Science
- Wednesday – Math
- Thursday – Social Studies/Spanish
- Friday – Spelling/Vocabulary/Reading/Language Arts

## Grades

Grades should never be a surprise to any student or parent. Students and parents in the first through eighth grades will be able to access academic grades through an internet program. Each student and parent will have an individual password so privacy is protected. No student will receive a grade of “C” or below on his/her report card unless the parent is notified either through a progress report, internet, or by phone.

- A mid-quarter progress report will be issued for all students.
- A standard, computer-generated report card is issued to every student each quarter. Report cards will be sent home on a designated day about ten days after the end of each grading period. The grade for each academic area is determined by homework, classwork, quizzes, test scores, and other projects assigned by the teacher. The specific weight attached to each of these categories is determined by the teacher. Enrichment courses will use participation and effort grades as well as any written classwork that may be assigned. Honor roll will be determined by the following GPAs.
- Principal’s Honor Roll – 3.8
- Honor Roll – 3.5
- In accordance with Sarasota County Schools Student Progression Plans: “Any parent or guardian, after consulting with the teacher, may request that the principal review any grade given a student at the end of a reporting period. However, such grade may not be changed or altered unless there is an apparent error in the grade calculation. If further appeal is requested, a review panel, as described in the SCTA/School Board of Sarasota County Instructional Bargaining Unit Agreement, will be charged to investigate and render a binding judgment.”

## Make-up Work

Students who are absent are required to make up work. Students will have as many days as they are absent to make up work. This gives the student ample time to make up assignments. Extended illness would, of course, receive special consideration. It is imperative that students be in school every day if possible. Please help ensure that every student attends school every day unless too sick to come to school. It is difficult to make up work when students miss explanations in the classroom. If it is necessary for a family vacation to be planned during the school year, please notify the teachers prior to leaving. Although this is discouraged, there are times that it unavoidable. Teachers will try to give assignments prior to the absence.

## 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 and/or other students in this type of environment. SAA believes that students should grow in an atmosphere of genuine concern for each other. Students are expected to show respect for themselves, their fellow students, their teachers, and the staff. SAA has adopted a strict anti-bullying policy. If a teacher, parent, or student become aware of a bullying situation, it is imperative that the administration is notified immediately. Close communication is encouraged and expected. Teachers will define their individual classroom rules and procedures on the first day of school and will send this information home to parents. The entire staff of SAA constantly strives to create a classroom atmosphere that is conducive to education.

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

1. Corporal punishment or any type of physical punishment
2. Degrading or embarrassing punishment
3. Repetitive written punishments
4. Withholding snacks or lunch

Sarasota Academy of the Arts follows the Sarasota County Student and Family Handbook Code of Student Conduct. This information can be found in Section 3: Behavior. Please familiarize yourself with these guidelines.

### 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 who 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, the following steps should be utilized:

1. Make an appointment via email or telephone with the administration to set a conference with the parties involved.
2. The administration will schedule the conference within 48 hours.
3. The administration will make a decision resolving the issue. If a suitable resolution cannot be reached, the parent can appeal to the governing board through a formal letter of complaint.

At no time may a parent address a student or another parent about a conflict on school grounds without an administrative staff member present.

### Class Demeanor/Dress Code

Students are expected to act and 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 clothing items:

Baggy pants without a belt  
Midriff tops, halter-tops, tube tops, cropped tops, etc.  
Shirts with spaghetti straps or low-cut "collars". Visible cleavage is not appropriate for school.  
Overalls with short tops underneath (Overalls may be worn as long as a long top is worn under them.)  
"Doggie" collars, spiked jewelry, and chains  
Visible body piercings other than earrings (no more than two per ear)  
Visible tattoos  
"Unnatural" hair color (green, purple, orange, etc. except on Halloween or St. Patrick's Day)  
Short shorts or very short skirts (Shorts should have at least a 3 inch inseam.)  
Low-rise or hip-hugger pants without a top that covers the midriff  
Clothes with holes or tears

“Flip-flops”

Sandals during PE and music – tennis shoes or tied shoes must be worn during PE and Music

Shirts with inappropriate slogans or advertisements

Hats/headcovers inside the classroom (These should be left in the lockers except during PE/recess)

Students should always be dressed appropriately for school activities:

Girls should wear shorts, bicycle pants or such under dresses or skirts.

Please label items such as jackets, coats, sweaters, etc.

The homeroom teacher is responsible for checking to make sure that students adhere to the dress code. Parents will be called to bring appropriate clothes when the dress code is not followed. If the parent is unable to bring appropriate clothing, the students will be given an oversized T-shirt to wear for the remainder of the day.

Students are encouraged to apply sun screen daily.

### Emergency Drills

Ten monthly fire drills, one tornado drill, and one lockdown drill are required by law and are an important safety precaution. 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. The teacher in each classroom will give the students instructions. Emergency exit routes are posted near the doors of each classroom.

In the event of a critical incident, the school will go to a lock-down. It is extremely important that students remain calm and quiet. At such times, cell phones may not be used. This could compromise the safety of the students and staff.

### 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 staff 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 daily planning time that can be used for parent conferences. If a conference is necessary, please tell the teacher, leave the teacher a note, send an email, or inform the administration. All of the teachers' email addresses are on the Sarasota Academy of the Arts website.

Portable electronic devices are not permitted in the classroom. If the student does bring these for use after school, SAA cannot be responsible for them if they are lost. Cell phones, laptops, e-readers, etc. may not be used in the classrooms for personal communication without the specific permission of the teacher. Otherwise, they will be confiscated and placed in the office where a parent may pick the device up after school. Electronic devices may be used for instructional purposes only under the supervision of the classroom teacher.

### Visual and Performing Arts

Sarasota Academy of the Arts is a visual and performing arts academy. SAA provides experiences in this area that are unique in an academic school setting. We feel strongly that these experiences benefit our students in many ways. Self-esteem, confidence, and poise are improved through performance. These attributes can positively affect all other aspects of the child's overall performance in all subjects. We feel strongly that the core academic subjects do not suffer but are enhanced through the arts. We expect all students at SAA to be actively involved in this program and to take full advantage of opportunities that are rarely offered for students at this age. All performances will be required unless prior approval for the absence is obtained.

### Character Education

Sarasota Academy of the Arts has a character education curriculum. The goal of SAA is to provide the students with information that will help them develop the tools and the desire to become caring and compassionate individuals.

Character education is incorporated throughout the school day in many forms. SAA strongly believes that providing this type of education to students is as important as any other subject area. A character education program has the ability to create a ripple effect of a community of caring.

### Newsletters

Newsletters are emailed to parents at least once a month. Please be sure the school has accurate email addresses. If the parent does not use email or would prefer a hard copy, copies will be available in the office. Notifications in the form of newsletters and informational notes will be placed in the communication binder. The purpose of these letters and notes is to keep parents constantly informed of activities. Please read these the same day they are emailed and return any forms by the designated day. We want parents well-informed of all the exciting things going on at SAA!

### Parking & Entrance

Please remember that cars cannot turn left on to Fruitville Road from either Tree Road or the parking lot. There is the opportunity for a U-turn at Simmons Road. Please be sure all traffic ENTERS from Tree Road. PLEASE DO NOT ENTER THROUGH THE EXIT ON FRUITVILLE ROAD!

### Student of the Month/Pat on the Back

Sarasota Academy of the Arts is proud to offer a very special kind of Student of the Month award. This program is a way to recognize the unique qualities of each student at SAA. Each month different students are recognized in particular areas. The areas recognized are academics, sports, citizenship/kindness, performing arts, art, creativity, and science/technology. Students receive their "Pat on the Back" (a handprint in paint on a special T-shirt) from guests who exemplify the characteristics needed to be successful in the area that is being recognized. All students will receive a "Pat on the Back" at some time during the year. SAA welcomes suggestions for guest speakers for these ceremonies.

### A Recipe for Success

Sarasota Academy of the Arts believes that self-esteem is the first step toward success in all fields of endeavor. The staff believes that when students see themselves as being successful, they will strive for success each day. The staff members at Sarasota Academy of the Arts pledge to make every opportunity

possible for students to be successful each day and to develop positive behaviors that are good for themselves and others. We further pledge to help each student find something to be proud of every day.

### In Conclusion

Please always remember that our reason for being here is to nurture and educate our students. We want you to be able to feel completely confident that all of our students are receiving excellent care, educational training, creative arts experiences, and emotional support. We want our students to be happy, healthy, safe, comfortable, and to learn in a positive atmosphere. We will do everything we can to see that this takes place, but we need your help. Please understand that we cannot solve a problem if we are unaware of it. You must tell us immediately if there is a problem with your child so that together we can plan a course of action.

It is imperative that students, parents, and staff support the mission of SAA. Working together we can be sure all students achieve their maximum potential in a pleasant, happy, warm, and creative environment. Remember, we are a TEAM! Together Everyone Achieves More!

SARASOTA ACADEMY OF THE ARTS  
2013-2014  
SIGNATURE FORM

Please check (✓) the items that you give permission for.

\_\_\_\_\_ I have received and read the Sarasota County Student and Family Handbook.

\_\_\_\_\_ I have received and read the Sarasota Academy of the Arts Parent/Student Handbook. I agree to abide by the expectations set forth in the handbook.

\_\_\_\_\_ I give permission for my child to be photographed for television, magazines, newspaper, advertisements, publicity, and the SAA website.

I give permission for my child to touch and hold the following animals: (a ✓ indicates permission. A blank space indicates no permission.)

- \_\_\_\_\_ Reptiles
- \_\_\_\_\_ Guinea Pigs
- \_\_\_\_\_ Dogs
- \_\_\_\_\_ Cats

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

\_\_\_\_\_  
Parent Name (please print)

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

\_\_\_\_\_  
Parent Name (please print)

\_\_\_\_\_  
Student Signature (1<sup>st</sup> – 8<sup>th</sup> grade only)

\_\_\_\_\_  
Student's Name (please print)/and Grade

\_\_\_\_\_  
Date of Signatures

## **SAA Staff Handbook**

### Mission Statement

The mission of Sarasota Academy of the Arts (SAA) is to provide a motivating, challenging, and creative learning climate with a safe, caring, family atmosphere. SAA will provide students interested in visual and performing arts with rigorous academic skills in line with the Next Generation Sunshine State Standards (NGSSS) – Common Core Standards (CCS) and a strong infusion of the arts. SAA believes that the opportunity to experience the arts on a continual basis promotes and enhances academic success. The goal of SAA is to prepare students to become well-rounded, confident, academically prepared adults who are able to reach their full potential as caring and responsible citizens.

### A. Staff Policies and Responsibilities

#### 1. Equal Opportunity

The policy of Sarasota Academy of the Arts (SAA) is to treat fairly all employees and applicants for employment. Employment with SAA will be determined on the basis of merit, competence, and qualifications, not by race, color, religion, sex, age, national origin, disability, or veteran status. The administration of all other personnel matters such as employee communications, compensation, benefits, education, and social/recreation programs will be free from any discriminatory practices. Please report any evidence of violation of this practice immediately to the administration of SAA who will be responsible for investigating and documenting the violation.

#### 2. Ethics in Education Policy

Sarasota Academy of the Arts complies with the Ethics in Education Act, effective July 1, 2008, through the formulation and annual updating of the Ethics in Education Policy governing SAA and its staff.

##### a. Employment Screening

All current and prospective personnel will be subject to the screening process as set forth by the Florida Department of Education.

- 1) Employment history checks will be conducted for all new personnel prior to offering a final contract of employment. Three verbal references will be made immediately available and three written letters of reference must be available to be placed in the personnel file.
- 2) Level 2 criminal history reports will be screened for all new instructional personnel or administrators by the Human Resources Office of Sarasota County Public Schools.
- 3) All personnel will be screened for offenses listed in Section 435.04, Florida Statutes. Any employee convicted of an offense listed in Section 1012.315 will be disqualified from employment at SAA.

##### b. Employee Standards of Ethical Conduct

SAA complies with the Florida Department of Education regulations regarding ethical conduct for all employees.

- 1) All staff members will comply with the Florida Department of Education Ethics in Education Act. A Professional Code of Ethics governs all certified teachers in the state of Florida. There is a copy of the Code of Ethics in your SAA Staff Handbook. Please be sure to carefully read and review the contents of this

document. Violations can result in disciplinary action and/or termination of your position.

- 2) SAA staff members must be aware of the occasions and obligations to report alleged employee or administrator misconduct that affects the health, safety, or welfare of a student. Staff members, who report misconduct are protected from liability according to ss. 39.203 and 768.095, F.S. *The Principles of Professional Conduct of the Education Profession (State Board of Education Rule 6B-1.006(5)) requires a staff member to self-report to the administration within 48 hours of any arrests or charges that involve the abuse of a child or the sale and/or possession of a controlled substance. In addition, a staff member must also report any conviction for any criminal offense other than a minor traffic violation (i.e. speeding ticket or parking violation).*
- 3) There will be no confidentiality agreements between the administration and instructional personnel or school administrators regarding misconduct that affects the health, safety, or welfare of a student.
- 4) All SAA staff members have a duty to report actual or suspected cases of child abuse, abandonment, or neglect. A brochure relating to this is posted in the office. This information is also available at [www.sarasota.k12.fl.us](http://www.sarasota.k12.fl.us). Staff members should be aware of the conditions for reporting.
- 5) Procedures for reporting suspected misconduct by instructional personnel or administrators are posted in the office. All personnel are responsible for making themselves aware of these procedures.
- 6) Instructional personnel and administrators holding a Florida Teaching Certificate fall under the regulations set forth by the Office of Professional Practices.

c. Employees will acknowledge receipt of the policy on an annual basis. The policy will be amended as necessary and added to the Staff Handbook. New employees will receive training on the policy upon employment.

### 3. Sexual Harassment

All students, faculty, staff, volunteers and parents of Sarasota Academy of the Arts are to be treated with dignity and respect. Sexual harassment will not be tolerated. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and any other inappropriate verbal, written or physical conduct of a sexual nature.

Sexual harassment as defined above, may include, but is not limited to the following:

- \*Verbal or written harassment or abuse
- \*Pressure for sexual favors
- \*Repeated remarks with sexual innuendo accompanied by implied or explicit threats to a person.
- \*Initiation activities, hazing, wedgies, or the use of sexually explicit language.

Any teacher, student, or staff member who alleges sexual harassment by another should bring this matter to the attention of the administration. The allegation will be investigated and documented. This action may include, but is not limited to, student suspension or expulsion, or staff termination.

### 4. Drug and Alcohol Policy

Sarasota Academy of the Arts is a drug-free workplace. The policy is thoroughly covered in the Drug-free Workplace Program and is clearly defined in the Controlled Substances Act (21 U.S.C. 812) and as further defined by regulations at 21 CFR 1200.1.11 through 1300.15 or Florida Statutes, Chapter 893. The main points of the policy are summarized as follows:

The use of illegal drugs will not be tolerated. SAA reserves the right to request that an employee submits to a drug test at any time for any reason at a testing location designated by SAA. Refusal to submit to an immediate drug test or a positive test for an illegal substance is grounds for immediate termination.

Consumption of alcohol between the beginning and end of the workday is prohibited. At no time may any employee be under the influence of alcohol while at SAA and if abuse is suspected, SAA reserves the right to request an employee submits to a blood alcohol test at a testing location designated by SAA. Refusal to submit to an immediate blood alcohol test or a positive test for alcohol is grounds for immediate termination.

Working at SAA under the influence of any substance that impairs the staff member's ability to safely supervise students will not be tolerated. This includes, but is not limited to, prescription medication that impairs a staff member mentally or physically.

#### 5. Weapons Policy

At no time may any SAA staff member have anything on property or at any school activity in his/her possession that could be considered a weapon or a facsimile of a weapon. This includes any type of knife. Any weapon confiscated will be immediately turned over to the administration who will immediately contact authorized law enforcement.

#### 6. Child Abuse Reporting

Pursuant to Florida Statutes, any person, including, but not limited to, school teachers, school officials, and school employees, who knows, or has reasonable cause to suspect, that a child is abused, abandoned, or neglected by a parent, legal custodian, caregiver, or other person responsible for the child's welfare shall immediately report such knowledge or suspicion to the Florida Department of Children and Families' Central Abuse Hotline at 1-800-96-ABUSE. The Central Abuse Hotline will accept any reports involving perpetrators who reside outside the state of Florida as long as the victim is residing in the county in Florida where the report is being made. All reports made to the Central Abuse Hotline are classified as confidential and are exempt from the Florida Public Records laws as authorized by State statutes.

A person who is required by Florida Statutes to report known or suspected child abuse or neglect and who knowingly and willfully fails to do so, or who knowingly and willfully prevents another person from doing so, is subject to criminal prosecution.

#### 7. Faculty Reporting Times

All full-time SAA staff will have an 8-hour duty day. Starting and ending times may vary. It is extremely important that teachers be in their assigned locations ready to assume their duties at their designated times. Promptness is necessary to have a stress-free environment. Arrival times are scheduled to ensure appropriate student-teacher ratios. All staff members are required to sign in and out on the staff attendance sheet in the office on a daily basis. Please sign in and out at the actual arrival and departure times. Also sign out and in when leaving and returning during the day, unless it is during the duty-free lunch break. This can be noted of this in the side column. Put overtime hours on the written sign-in sheet only if requested by the administration to work overtime. On the right margin, put a "+" and how much overtime is worked. Denote if the time is to be paid for working or if the hours are to be applied to personal leave. ("P" = paid; "L" = leave)

## 8. Faculty Leave

Absence for illness or personal reasons necessitates that notification be given as early as possible, but no later than one hour prior to time of scheduled arrival and in no case later than 7:00 AM. A card will be given to each staff member at the beginning of every school year with the phone numbers to call to report an absence. Please be sure to keep phone numbers easily accessible. Each salaried faculty member working the entire academic year is given seven days for paid leave. As much advance notice as possible for personal days would be appreciated. Substitute plans, roll book, schedules, etc. must be available for the substitute teacher. Failure to notify on time and/or provide the above will result in an unpaid day of leave.

Paid leave at seven days per school year is cumulative. Absences beyond the allotted leave will result in a salary reduction at the rate of 1/196<sup>th</sup> of the annual salary. In as much as there really is no substitute for the regular teacher and in order to encourage attendance of employees, a \$30.00 per day rebate is given after a period of four years of employment for those accumulated sick/personal leave days up to a maximum of 30 days. This will be paid upon resignation from Sarasota Academy of the Arts.

An unpaid leave of absence can be granted by the administration for family leave or extended illness. The teacher is guaranteed a position on the staff on return from the leave if a position exists for which the teacher is qualified, but hours, job description, and salary could vary.

Staff members are compensated for a designated 30-minute break. During that time, staff members may leave campus. All other non-teaching time periods are designated as planning for which staff members are paid. During these times, staff members are expected to be on campus and utilizing the time for the benefit of their students (planning, learning support, grading, preparing bulletin boards, etc.)

Every effort should be made to schedule personal appointments outside of contracted hours. In the event that this cannot be done, please try to schedule such appointments during planning hours as opposed to instructional times. In the event that this is necessary, missed planning hours may be made up at school at a designated time mutually agreed upon by the staff member and the administration.

Staff members who are absent from work without giving notice to the administration will be considered to have abandoned their position. If this occurs the staff member will be five days to contact the administration with the reason for the absence. If this does not occur, the staff member will be terminated.

## 9. Telephone Use

Phone calls of a non-emergency nature should be made and received during non-instructional times. Also, please limit incoming calls and inform family members who may need to reach you during the day the times of your break and/or planning times. Long distance phone calls may not be placed from any SAA phone without prior permission.

Cell phones may not be used in the classroom or playground at any time, other than for emergency use to contact the office. Cell phone use disrupts the learning environment and hinders supervision. This includes texting.

## 10. Faculty Salaries and Contracts

Salaries are paid on the fifteenth and thirtieth day of every month or the Monday closest to the above dates. The compensation amount will be divided into 24 equal payments beginning on September 1<sup>st</sup> and ending August 15<sup>th</sup>. Contracts for returning teachers will be issued no later than August 15<sup>th</sup> of each year.

## 11. Benefits

Full-time employees are eligible to participate in the health insurance plan. A portion equaling about 50% is paid by SAA. Spouse and dependents may be added at the employee's expense. Voluntary dental insurance is available. The CFO can furnish details.

## 12. Required Information

All staff are required to have the following information on file:

- a. A physical form from a licensed physician
  - b. A personal information card with emergency information
  - c. A W-4 form stating Social Security Number, exemptions, and address
  - d. College transcripts
  - e. Florida State Teaching Certificate
  - f. Three written references
  - g. Fingerprint/Abuse Registry background check letter
  - h. Right To Know training letter
  - i. CPR and First Aid certification (required of all SAA staff members and paid for by SAA)

All staff members will be required to have the above information in their files before the first paycheck of each new school year can be issued. The exception to this would be the CPR and First Aid certification for new hires. An opportunity will be afforded during every school year for staff members to become certified. Certification will be required at that time.

## 13. Professional Development

All teachers will participate annually in professional development. Teachers who hold a Florida teaching certificate must show annual progress toward recertification as outlined by the Florida Department of Education. Other staff members (aides) will be required to implement an individual professional development plan. Further information regarding this can be found in an addendum to the handbook.

## 14. Dress Code

All personnel will be appropriately dressed at all times. Blue jeans, shorts, midriff, halter or tube tops, or T-shirts during regular school hours are not considered appropriate instructional attire. Tattoos will be totally covered at all times. Visual body piercings are limited to ears only with no more than two rings in each ear. Rings and earrings will be such that they are not distracting or unsafe.

Exceptions:

- a. Teachers may wear jeans with SAA T-shirt on "T-shirt Day."
  - c. Art and PE teachers may dress appropriately for their classes.
  - d. "Skorts" may be worn at any time.
  - e. Hats and caps may only be worn outside while supervising outdoor events.

## 15. Parking

All personnel will have assigned parking places. Please adhere to this to avoid unnecessary parking problems.

## 16. Smoking Policy

Smoking is prohibited inside all buildings and on school grounds.

## 17. Teacher Mailboxes

Each staff member has a mailbox in the office. Please check boxes daily for messages or information.

## 18. Faculty Meetings

There will be two evening meetings per year. One is held at the beginning of each semester. All staff members are required to attend these meetings. There will also be meetings as necessary during the school day. During an accreditation year, additional evening functions and meetings will be held as necessary. Attendance is required of all staff members.

## 19. Faculty Attendance at School Functions

Attendance at school functions is an important part of faculty, student, and family relationships. Attendance at functions or participation in events is required by all contractual employees. SAA is a performing arts school with performances throughout the year. Teachers will serve as chaperones for these events.

#### 20. Policy Regarding Religion and Politics

We believe it is the prerogative of the parent to teach religious thoughts, feelings, and attitudes and political beliefs to their children. Teachers may not enter into a discussion or remark on political or religious beliefs during class time except when necessary to teach a historical or cultural fact. If a student asks a non-historical question that belongs in the realm of religion or politics the teacher must tell the student to discuss this with his/her parents or family members.

We do feel it is the role of SAA to teach and reinforce the code of behavior basic to our American culture: honesty, integrity, truthfulness, etc. These are to be upheld and practiced by all staff members. Teachers may not discriminate against a student due to religion, race, creed, national origin, or political affiliation.

#### 21. Opening Exercises

Opening exercises will be held every morning at 8:00 AM in Bld. III for all K-8 students. Morning announcements will be made and Character Development Activities will be performed. This will also be an opportunity to sing "Happy Birthday" to students and staff and recognize any other events worthy of celebration.

#### 22. Professional Decorum

- a. Gum is not appropriate for staff use. Also, please remember that coffee or any hot drink must be kept in a closed travel mug.
- b. Humor in the classroom is appropriate. Sarcasm is not and can unknowingly be very hurtful. Please be aware of the difference between the two.
- c. Effective voice modulation is essential in the classroom. Please be aware of the vocal volume, pitch, and tone and be sure it is appropriate for the classroom.
- d. Stress unfortunately is a part of life. Everyone experiences it. Personal problems, however, cannot be brought into the classroom. Please do not let those problems affect students, parents, or staff.
- e. Please prevent the transmission of inaccurate information. This can be detrimental to all parties concerned. Instead, seek out accurate information from administration.
- f. At SAA, we always strive to provide a warm, family atmosphere. We want staff to be friendly to students and parents at all times. However, it is not appropriate to be "friends" with students. Use good judgment and common sense.
- g. In this day and age of social networking, students and parents may have access to digital information about staff members. Care must be taken to input information on such sites that are appropriate for students and parents to view.

#### 23. Staff Responsibilities

- a. Safety must always be a primary concern.
- b. Lines of communication between the faculty and the administration must remain open at all times.
- c. All personnel will be in agreement with the philosophy and policies of SAA and be willing at all times to support that philosophy and those policies with students, parents, other faculty members, and the community. The staff has the power to create a positive image for SAA in the community. Please use that power constructively.

- d. All staff will be professional in their associations with parents, other faculty members, and the administration. It is essential that any and all information about a student be kept confidential. At no time may a teacher discuss a student or a parent with another parent or in the presence of students or parents. Only teachers are permitted to discuss a student's progress or behavior with a parent and these discussions must take place outside of the classroom. Aides are at no time permitted to discuss or comment on academics or behavior.
- e. Please be aware that other cultures consider certain words or gestures inappropriate.
- f. Mutual respect will be shown among staff members, students, and parents. Staff members will conduct themselves in such a way as to earn the respect of their students by creating an environment for learning through order, organization, and mutual respect. The key to overall appropriate school behavior lies in consistent and considerate action by all staff.
- g. Teachers will constantly encourage positive attitudes in students regarding their conduct throughout the school and their feelings toward each other. Student citizenship is maintained by encouraging the practice of self-discipline.
- h. Staff members must immediately stop any type of bullying behavior. Bullying may include any derogatory remarks, emotional or physical harm, or intimidation. Such behavior must be reported immediately to administration.
- i. Please remember that in order for a child to learn respect for others, they must be treated with respect.
- j. The administration tries very hard to be supportive of the staff at all times. However, please understand that if a staff member does something that is clearly against SAA philosophy, it may not always be possible to support those actions.
- k. Maximum success is achieved when all staff members work together in a positive fashion. Administration, teachers, aides, office personnel, and custodial staff are all essential positions. Every staff member is equally important and entitled to be treated in a respectful and courteous manner. SAA is a TEAM! Together Everyone Achieves More!
- l. Responsibilities of the first period teacher:
  - 1) Textbooks must be covered. Please check that all textbooks have been covered with a durable non-adhesive cover by the second week of school.
  - 2) Assign lockers during the first period of the first day of school. Have monthly locker checks that include general cleaning of the lockers, inside and out.
  - 3) Check students for appropriate dress.
  - 4) Review emergency drill procedures for fire, tornado, and lock-down on the first day of school and review monthly.
  - 5) Daily collect any signed forms from the Communication Binder and send to the office with attendance and lunch counts.

## B. Instructional Policies

### 1. Planning Time

Teachers will be assigned planning time daily in addition to a half-hour duty-free lunch. This time is allocated for class preparation and should be used primarily for that purpose. It is sometimes necessary

to use planning time for substitute coverage. No more than 30 minutes daily planning time will be taken from any basic skills teacher for this purpose. On special event days, exceptions may be made. Planning time will also be used for parent-teacher conferences and learning support. An average of thirty minutes planning time daily will be used for this purpose.

## 2. Daily Lesson Plans

All teachers are required to make daily lesson plans that reference the NGSSS-CCS objectives being taught. SAA provides a template that teachers will use. On the plan will be suggestions for modifications/accommodations for ESE, ELL, EP, RtI and RtI-B. Plans must show where these are being included in the daily lesson.

Completed lesson plans will be submitted electronically to the administration by Friday for the following week. A general outline of classwork and homework will also be displayed on Engrade by 8:00 AM Monday for the week. Both the lesson plans and website should be updated as necessary. The plans will be reviewed by the administration and used as a reference during administrative walk-throughs. They will also be used as a basis for formulating professional development.

Substitute lesson plans and class roster will be available for two days in case of an emergency. These will be readily accessible in the classroom. Teachers who have planned absences should leave modified plans suitable for a substitute to use but of such material as to maintain the flow of the lesson.

Failure to have daily lesson plans and/or substitute plans will initially result in a verbal warning, followed by a letter of reprimand if the problem continues. Subsequently, there could be a loss of pay. Failure to have substitute plans will negate the use of a sick/personal day to cover the absence. A loss of pay at the rate of 1/196<sup>th</sup> per day will result.

## 3. Record Keeping

### a. Absence Report

All teachers are required to keep accurate absence records. Absence information will be taken from the attendance sheets for the school master records. Please be sure to highlight all students in attendance and date the attendance sheets.

Absences must be sent to the office by 8:30 AM daily where they will be included in a daily attendance report that will be distributed to all teachers.

### b. Leaving School Early

Students must be signed out from the office before they are allowed to leave campus.

### c. Lunch Counts

Teachers will be responsible for having lunch counts ready by 8:30 AM daily. Teachers will be required to indicate daily on the lunch count form the students who are purchasing lunch.

### d. Referral Forms

Teachers are required to send a referral or incident form to the office when disciplinary action is necessary. Please be sure the student is escorted to the office by a staff member. The form will be sent back to the teacher with the action to be taken. If an administrator is unavailable, the student will return to class with a note stating the time the student should return.

### e. Accident or Illness Forms

Teachers are required to send this form to the office when a student is injured or sick. Fill the form out completely. It should not be used to diagnose or discipline. Send the student to the office with a staff member.

If an injury is suspect or if a student says something out of the ordinary regarding illness or an injury, document the information on an incident form to be filed in the office. Be sure forms are filled out precisely, accurately, and completely and that first and last names are clearly written.

#### f. Field Trip Forms

The Field Trip Approval Form will be submitted and approved three weeks prior to the field trip. The administration will approve field trips before permission slips go home. Field trip permission forms will be sent home with a copy given to the office no less than two weeks prior to the field trip.

Permission slips will be sent home for every field trip. Field trip information and permission slips will be available on the internet at the school's website. Blank Field Trip Permission slips are available in the office. Because all permission slips are kept on file for one year, it is the responsibility of the teacher to turn the forms in to the office at the conclusion of the field trip.

#### C. Grading System

##### 1. Grading of Student Performance K-5

a. The teacher shall be the authority in assigning each student a grade. The quarter grade in each course is determined by homework, class work, quiz and test scores, portfolios, projects, etc. assigned by the teacher. The specific weight attached to the categories is determined by the teacher and approved by the administration at the start of the school year. All grades will be continuously available to students and parents on Engrade for grades 1-5, the online grading system provided by SAA. Teachers are responsible for posting grades as they are earned so that the information is always current. This will be monitored by the administration.

b. The grades reflecting achievement for academic subjects in grades 1-5 with numerical equivalents will be:

A = 90 – 100% Outstanding Progress

B = 80 – 89% Above Average Progress

C = 70 – 79% Average Progress

D = 60 – 69% Lowest Acceptable Progress

F = 0 – 59% Failure

I = Incomplete

c. The grades reflecting achievement for art, music, physical education and, in grades one and two, for science and social studies shall be:

O = Outstanding achievement

S = Satisfactory achievement

U = Unsatisfactory achievement

d. The grades reflecting achievement for work habits in grades 1 – 5 shall be:

P = Pass

F = Fail

e. A “---“ is to be used in the grading section for students in Resource/ESE Programs who are missing instruction in that subject.

f. Evaluation of achievement will include progress toward mastery of Next Generation Sunshine State Standards objectives.

g. The academic grade represents the progress made on a student's instructional level; it does not reflect achievement on grade level. The instructional level of the student shall be indicated by the designation on, above or below, which shall be placed immediately before the academic letter grade in reading and mathematics. These designations will be reflected in grades 2 –5 quarterly and beginning with the second quarter for grade one. The designation shall indicate the student is working on mastery of Next Generation Sunshine State Standards objectives predominately at that level.

h. Student effort shall be indicated by the following codes:

E = Excellent-Shows outstanding participation. Strives beyond class assignment and homework. Is highly motivated and well organized.

G = Good-Participates much of the time. Completes class assignments and homework. Is motivated and organized.

S = Satisfactory-Usually participates. Completes class assignments and homework. Is attentive.

N = Needs Improvement-Rarely participates. Frequently does not complete assignments. Is inattentive and poorly organized.

U = Unsatisfactory-Does not participate. Does not complete assignments. Lacks motivation and organization.

i. Kindergarten grading shall be a checklist of specific competencies marked to indicate progress.

### 2. Report Cards K-5

a. Teacher comments on the report card shall be indicated through a coding system. The designation of the language arts component shall be:

1. Reading
2. Written Communication (content usage, punctuation and capitalization)
3. Spelling
4. Handwriting (S or U)

b. The report shall contain a narrative explanation of the grading system.

c. Report cards shall be issued quarterly. Additionally, mid-grading period notices shall be issued for students who are in danger of failing a subject.

d. Parent-teacher conferences shall be scheduled as requested by parents and/or teachers.

e. For each grading period at the elementary school level, teachers shall rate the development of work habits. Those work habits include:

1. Attendance
2. Coming to school on time
3. Bringing required work tools, such as paper, pen/pencil, textbooks, notebooks, etc.
4. Maintenance of an assigned notebook or similar system
5. Completion of homework
6. Appropriate dress for class
7. Attitude of cooperation with teacher and fellow students
8. Time in class is devoted to the appropriate task

f. The grading system for the development of work habits will be either a pass/fail or a checklist indicating mastery appropriate for the grade level. Students who receive a failing grade, or do not master the work habits, or have excessive absences may be considered for retention. Remember that elementary students (grades 1-5) will receive achievement grades for all academic subjects as well as an effort grade.

### 3. Report Cards 6-8

a. The teacher shall be the authority in assigning each student a grade. The quarter grade in each course is determined by homework, class work, quiz and test scores, portfolios, projects, etc. assigned by the teacher. The specific weight attached to the categories is determined by the teacher and approved by the administration at the start of the school year. All grades will be continuously available to students and parents on Engrade, the online grading system provided by SAA. Teachers are responsible for posting grades as they are earned so that the information is always current. This will be monitored by the administration.

b. Evaluation of achievement will indicate progress toward the mastery of Next Generation Sunshine State Standards. Grades will reflect the academic progress of the student and not be used as a punitive

measure. Required projects not turned in on the due date should be graded for content with the work habits and effort grade lowered. This, of course, assumes the teacher has posted the assignment and due dates in the agenda book and prominently on the teacher's website calendar. Remember, it is important that the grade mainly reflect the academic work not the work habits or behavior/effort. These are assigned separately from academic achievement grades. The grades reflecting achievement in academic courses in grades 6-8 with numerical equivalents shall be:

- A 90-100% 4.0 GPA Outstanding Progress
- B 80-89% 3.0 GPA Above average progress
- C 70-79% 2.0 GPA Average progress
- D 60-69% 1.0 GPA Lowest acceptable progress
- F 0-59% 0.0 GPA Failure
- I 0% 0.0 GPA Incomplete
- N No Grade

c. The student's final grade in a course will be determined by quarterly academic grades and other relevant performance criteria (e.g., exams, projects and other demonstrations of mastery of Next Generation Sunshine State Standards). Teachers have the responsibility to determine final grades using quarter grades and other evaluations as appropriate. (The final grade does not always reflect a simple average of quarter grades).

d. Student Work Habits and Effort will be indicated by the following codes:

- E = Excellent
- G = Good
- S = Satisfactory
- N = Needs Improvement
- U = Unsatisfactory
- = Not evaluated

e. These factors will be considered when evaluating student work habits and effort:

- Attends class regularly
- Arrives to class on time
- Comes prepared with required work tools
- Completes assigned homework
- Maintains an assigned notebook or other organization system
- Is dressed appropriately
- Participates in class work and discussions
- Is motivated and organized
- Shows an attitude of cooperation with teacher and fellow students
- Is respectful of others' class participation and opportunities to learn

f. Teacher comments on the report card shall be indicated through a coding system, and the report card shall contain a narrative explanation of the grading system.

g. Advisory and Character Education programs are not evaluated using the district report card grading and work habits coding system.

h. Report cards shall be issued four times during the school year. In addition, schools are required to issue mid-quarter progress reports to all students.

i. Any time during a grading period that a student is in danger of failing, the teacher must make a documented contact with the parent by speaking with them on the phone, meeting in a conference, or sending written notification [FAC 6A-6.0908].

- j. Parent-teacher conferences shall be scheduled as requested by parents and/or teachers.
- k. Honor Roll will be determined by the following for 1<sup>st</sup> – 3<sup>rd</sup> grades:

Super Star Student – 3.8 – 4.0 grade point average

- l. Honor Roll will be determined by the following for 4<sup>th</sup> – 8<sup>th</sup> grades:

Principal’s Honor Roll (Superior) – 3.8 – 4.0 grade point average

Honor Roll – 3.4 to less than 3.8 grade point average.

#### 4. Documenting Grades

Reading grades include skill tests, comprehension grades, oral reading grades, book reports, quizzes, the theme tests, and learning activity packets. English grades include tests, quizzes, daily work. Science and Social Studies grades include tests, quizzes, activities and/or projects, and research papers where appropriate. Handwriting grades include weekly samples of student work.

The administration will periodically ask to see the teacher’s gradebook. Gradebooks, whether on paper or stored on disk, will be turned in at the end of the year as a record of student achievement. Gradebooks will be kept current and grades will be available to parents up on request. Provision is made for each teacher to have access to Engrade, an electronic gradebook with parent access through the Internet. All teachers in first through eighth grades will submit grades so that they can become part of a computer-generated report card.

#### 5. Interim (Progress) Reports

If a student has an academic average of “C” or below at any time during the report period, the teacher will contact the parent via telephone or email immediately informing them and, if necessary, requesting a parent-teacher conference. No child may receive a “C”, “N”, or below on a quarterly report card unless a parent has been notified. Verification of the contact will be documented and kept on file. Parents should be required to check Engrade regularly. The interim report card grade is given in the 5<sup>th</sup> week of the grading period. A low grade should be justified by data showing best practices (RtI/MTSS) and differentiated instruction have been employed.

#### 6. Tests and Assessments

Teachers in the academic areas will be required to administer tests at various times of the year. SAA will adhere to the Sarasota district assessment schedule for district tests (FLCKR, FAIR, FCAT, Writing Prompts). These are mandated tests but not the only assessments to be given. It is important that teachers continually monitor progress so that they know if a student is making adequate progress toward the NGSSS-CCS objectives. Review times for FCAT will be established annually based on the testing calendar.

Formative assessments may be informal or formal, authentic tests, portfolio work, or publisher-made tests (reading theme tests, math chapter tests). They should be given often enough that progress can be measured. All students must have adequate time to prepare for any formal tests or quizzes. A time table for tests will be established annually so that students are not “overloaded” in preparing for the tests. Teachers may administer a test during learning support if special accommodations are needed for a student. Students may not be sent to the office to take a test. Monitor behavior in the classroom during a test and implement portions of RtI-B as necessary.

#### 7. Instruction Methods

All teachers will individualize instruction as necessary to ensure that each student’s needs are met. Every student is a unique individual with different needs. Some students have an IEP, 504 Plan, ELL Plan or EP Plan. Teachers will receive a list of these students during preplanning week. It is the philosophy of SAA that every student deserves a unique education – one size does not fit all. This includes differentiation, collaborative learning (with its many forms), learning styles, multiple intelligences, role play, updated-Blooms taxonomy, etc. Professional development will be provided in these areas.

## 8. Homework

Homework is purposeful and designed to further a student's understanding and proficiency in a particular topic or subject. It is an opportunity to complete independent assignments that have been made and discussed thoroughly in class. Teachers should assign homework in a consistent manner when needed. Homework should never be given as "busy work" or as punishment, and never before the skill has been thoroughly taught.

Homework is a learning experience designed to help students develop effective study habits. The length of time that students need to complete an assignment will vary with the individual and even from day to day. It is imperative that teachers work together to assure that no student is "overloaded" on any one evening. Homework assignments, quizzes, tests and projects will be posted on each teacher's website and updated daily. In addition, each student will write the daily assignments in his/her planner which will be checked and initialed daily. Homework assignments of all subjects are geared so that the majority of students can complete them in the following times:

K - 1st grade	30 minutes
2nd - 3rd grades	45 minutes
4th - 5th grades	60 minutes
6th - 8th grades	90 minutes

Please feel free to individualize homework assignments to meet the students' needs.

## 9. Absentee Assignments

Students are expected to keep up with classwork and homework. Parents can arrange to pick up a student's work through the office personnel or from the teacher. This is necessary when the student will miss one or more days of school. Students who are absent will be given sufficient time to turn in make-up work. (The exception is made for the long-term assignment. Students will know the due date and are expected to submit the work on the first day back to school.)

Parents who prearrange for assignments prior to a planned extended absence will be given the assignments in a timely fashion or have access electronically during the absence. It is an area of grave concern for parents when they do not receive assignments in a timely fashion.

## 10. Curriculum

Teachers are expected to use the curriculum for each subject at the grade level. Teachers will frequently check the curriculum to be sure that all objectives are being met. Teachers will also be aware of what is tested by the achievement tests (but not teach to the tests) so that students will be adequately prepared. Teachers will contribute to a curriculum map.

## 11. Schedule

Each teacher will be given a daily schedule that should be carefully followed. Please be sure to note homeroom and locker coverage and learning support times.

## D. Supervision Requirements

All staff at all times will be acutely aware that they are responsible for the well-being of every child at SAA. The following guidelines for supervision will be adhered to.

### 1. Playground

When supervising activities on the playground, staff will spread out so that no two staff members are in the same location. Playground supervision is neither the time for parent conferences nor discussions with other staff members. Careful supervision at all times is imperative.

### 2. Classroom

Never, under any circumstances, may a class be left unattended, even for a few seconds. Another staff member is usually available to cover a class in the event that it is necessary for a staff member to leave

the classroom. Careful supervision in the classroom is essential. The class must be under control at all times for students to have a safe environment.

### 3. Lockers

It is imperative that lockers are supervised between each class. Teacher assignments will be made by administration at the beginning of the year. Students may never be unattended at the lockers. Students may never be left alone or unsupervised anywhere for any reason.

### 4. Unsafe Conditions

Be aware of potentially unsafe or uncomfortable conditions. Check your area daily for safety hazards. Report any needed repairs immediately in writing to the administration via email.

### 5. Medicines

Medications for all students are administered in the office. It is imperative that medication is given at the proper time and in the correct dosage. The office manager will keep all records in the office. All medications will be approved by the student's physician before being administered. Nothing may be applied to cuts or abrasions except soap and water.

### 6. Lunch Duty and Snacks

Lunch time should be a pleasant, relaxing and enjoyable time for the students. It is important that staff carefully check to be sure each student receives an adequate lunch each day. It is also imperative that staff members are aware of food allergies and be certain that students allergic to certain foods do not come in contact with that food at a

### 7. Dismissal of Students

Under no circumstances may a student leave school before the end of the school day without signing out in the office.

Classes may never be dismissed early. We do not have a bell system so it is important to have an accurate means of knowing the correct time. Supervision between classes is imperative.

## E. Discipline Guidelines

Sarasota Academy of the Arts follows the Sarasota County Schools Student and Family Handbook for Behavior. Please carefully read section 3, 300.1 through 300.24 which cover the Code of Student Conduct.

Additionally SAA will follow RTI-B guidelines. A yearly in-service will be provided to explain this program in depth to all staff members:

1. Each teacher will set up a behavior or classroom management system that is positive and consistent. The teacher will explain his/her system in writing and will submit it to the administration on Friday of the first week of school.
2. Contact with parents via notes, telephone, email, or in person will be logged. Formally arranged academic or behavior conferences will be reported anecdotally in writing summarizing the need for the conference and the outcome. The conference reports will be submitted to the assistant principal.
3. Any discipline problem must be discussed with an administrator before holding a conference with the parent.
4. All teachers are responsible for general discipline and all have the authority to correct a situation whenever it occurs in and around the school.
5. The policy at SAA is to treat all students fairly regardless of differences in race, size, physical appearance, etc. Therefore, if you notice any racial incident or bullying remark, no matter how slight, please immediately handle it, and report it to administration immediately.
6. Discipline problems will be handled by the teacher whenever possible. Consequences will take place in the class in which the problem has occurred, not during special activities or enrichment classes unless

the infraction occurred in that particular enrichment class. Minor discipline problems will be handled through the teacher's behavior management system.

7. A teacher may not use or threaten to use any of the following forms of discipline.

The administration will not support such action and failure to comply could result in termination of employment.

- a. corporal punishment or any type of physical punishment
- b. degrading or embarrassing punishment
- c. repetitive written punishments
- d. withholding snacks or lunch

8. Immediate referrals may be given for serious offenses. It will be up to the discretion of the administration to determine what type of consequence will be given.

#### F. Teacher Observations

A member of the leadership team will observe each teacher as necessary. Evaluations will be placed in the teacher's personnel file. They will also be used to formulate professional development. Reading walk-throughs will occur at random times.

#### G. Housekeeping

1. It is expected that each teacher and staff member will consistently keep all areas neat, clean, orderly, and attractive.
2. Each teacher is responsible for his/her own bulletin board. Holiday boards may be put up no longer than a month prior to the holiday. Boards must be cheerful, attractive, and changed monthly.
3. The staff lounge is everyone's responsibility. Please clean as necessary.
4. In every classroom and outside it is imperative that students pick up and dispose of trash after every class period. Jackets can be hung on chair backs but not placed on the floor. Bookbags/backpacks may not obstruct walkways.
5. When leaving a room, make sure it looks attractive.
6. All educational materials will be organized and easily accessible at all times.
7. Cleaning supplies and plastic bags will always be kept out of reach of students.
8. Purses must be safely secured and not be accessible to students.
9. Please remember that it is every staff member's responsibility to keep the school clean, neat, attractive, sanitary, and hazard-free. Please do not leave a classroom at the end of the day until chairs are stacked, debris is off the floor, and wall unit air conditioners are turned off.

#### H. Closing Remarks

The staff at SAA is at all times setting an example for the students model their behavior and actions from what they see around them. It is essential that all staff members give them appropriate models to follow.

This is a school where learning takes place every second of every day. An atmosphere of professionalism must prevail throughout the staff from the moment of arrival until the moment of departure. All staff members must be cooperative with each other and work together to meet the goals found in the SAA Mission Statement. SAA will constantly strive to be sure that all students receive the best possible education in an atmosphere where they can comfortably and happily grow academically, socially, physically, and emotionally. As an SAA staff member it is imperative that you take pride in the school, constantly strive to improve it, and be "public relations ambassadors" at all times.

## 25 GOLDEN RULES of SAA

1. Lead as you would like to follow.
2. Be the best that you can be
3. Show that you care.
4. Set your standards high – both for your students and yourself.
5. Always be responsible, dedicated, and enthusiastic!
6. Realize that everyone is special in his or her own way.
7. See things not just as they are, but how they can be.
8. Don't be afraid to say "I'm sorry," either to staff or students. It is not a sign of weakness but one of strength. Everyone makes mistakes.
9. Act, don't react.
10. Be as "fair" as you can be.
11. Treat parents and students as your "customers." If you keep the frame of mind that you have something to sell and your livelihood depends on it, you may find that the climate you create in the classroom is a much more productive one. Be sure to greet each student and parent with a smile and a greeting!!!
12. Only make promises you know you can keep.
13. Give everyone the benefit of the doubt. Look for the "good" in students, parents, and staff first. Don't jump to conclusions. Get all the facts before you act.
14. Don't expect to be perfect. None of us are. Don't expect your students to be either.
15. Be honest. It always pays to tell the truth!
16. Always be polite. Rudeness really is never necessary. You can say what needs to be said less abruptly if you always try to hear yourself as others will hear you.
17. Be aware of the message your face is sending to students, parents, and staff. We can't carry around a mirror so we need to see what others see. Make as many "faces" as you think you make on a daily basis. Then look at them in the mirror. Which ones would you like to see looking back at you? Your face really tells it all.
18. Take care of your needs (running off papers, getting snacks, etc.) during your planning time.
19. Don't be late to a class. It causes a domino effect. If you have to be late, give a brief explanation to the teacher you are relieving.
20. Learn to differentiate between what is a true crisis and what is not. Learn to put things in proper perspective.
21. Please use "common sense" at all times and in everything you do and say!
22. Please try to stay as healthy as possible.
23. Don't get tired.
24. Remember the Golden Rule! Smile! It gives your mouth something to do!

Sample Teacher Lesson Plan with Accommodations (origin unknown):  
 (A lesson plan template similar to this will be constructed so that teachers have a ready list of possible accommodations.)

<b>Teacher:</b>		<b>Subject:</b>		<b>Grade/Class:</b>	
sec	<b>Mon 8/20</b>	<b>Tuesday 8/21</b>	<b>Wednesday 8/22</b>	<b>Thursday 8/23</b>	<b>Friday 8/24</b>
<b>Unit</b>					
<b>Lesson</b>					
<b>Objective</b>					
<b>Essential Question</b>					
<b>Warm-Up</b>					
<b>Agenda</b>					
<b>Vocabulary</b>					
<b>Homework</b>					
<b>Standards</b>					
<b>Teacher:</b>		<b>Subject:</b>		<b>Grade/Class:</b>	
<b>Week Of:</b>					
<b>Menu of Strategies - Please BOLD any strategies you will be using.</b>					
<u>Opening Strategies</u>	<u>Lesson Strategies</u>	<u>Closing Strategies</u>	<u>ESOL Modifications</u>		
Vocabulary Preview	<b>Graphic Organizer</b>	Ticket Out	Vary complexity of assignment		
<b>Essential Question</b>	<b>Anticipation</b>	<b>Essential Question</b>	One-on-one instruction		
Journal	Venn Diagram	Question Review	Modify nature of assignment		
Other:	KWL	3-2-1	Sub diagram for paragraph		
	Concept Map	Parking Lot	Home language for instruction		
	RAFT	<b>Other:</b>	Explain key concepts		
	<b>Two Column Notes</b>		Repeat/Rephrase/Slow Down		
	QAR		Vocabulary with context clues		
	Think-Pair-Share		Reading with a specific purpose		
	Summary Sentence		Use simple direct language		
	VIS		Provide language practice		
	Frayer Model		Drills		
	<b>Concept Definition</b>		Other:		
	<b>Mapping</b>				
	Story Frame				
	DRTA				
	SQR				
	<b>Graphics</b>		<u>ESE Modifications</u>		
	Evaluation		Preferential seating		
	Other:		Close proximity when giving directions/lessons		
			Lessons broken into smaller segments		
			Additional time for tasks		
			Oral presentation of directions		
			Repeat, clarify, and summarize directions		
			Verbal encouragement		
			<b>*Must see IEP for individual standard requirements.</b>		



*A Multi-Tiered  
System of Supports*

**Implementing a Multi-Tiered  
System of Support for Behavior:  
*Recommended Practices for  
School and District Leaders***



**Implementing a Multi-Tiered System of Support  
for Behavior:  
A Practical Guide**

**October, 2011**

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Gerard Robinson,  
Commissioner of  
Education



## Table of Contents

<b>A. Background</b> .....	<b>1</b>
A-1. What is Response to Instruction/Intervention? .....	1
A-2. What does a three-tiered model for instruction involve? .....	1
<b>B. Components of RtIB</b> .....	<b>4</b>
B-1. What are the core components that should be evidenced across all three tiers for successful implementation of RtIB?.....	4
B-2. Are there additional components that need to be included at Tiers 1, 2, and 3?.....	7
B-3. What are the additional components to be included at Tier 1: Universal?.....	7
B-4. What are the additional components to be included at Tier 2: Supplemental? .....	9
B-5. What are the additional components to be included at Tier 3: Individual/Intensive?.....	12
<b>C. Implementation Guidelines for RtIB</b> .....	<b>16</b>
C-1. Are there evidence-based practices at each tier of an RtIB framework? .....	16
C-2. Which students should receive RtIB supports and interventions? .....	16
C-3. How can you identify students who need Tier 2 supports?.....	16
C-4. With limited resources, how do you prioritize the students who may need or benefit most from Tier 2 supports? .....	17
C-5. Are there circumstances when a student may be triaged directly into Tier 3 to receive immediate intensive and individualized interventions?.....	17
C-6. How long should interventions be implemented in RtIB? .....	18
<b>D. Data Collection and Documentation</b> .....	<b>18</b>
D-1. What types of data are necessary to make decisions at each of the tiers?.....	18
D-2. Are there data systems that can assist with collecting and analyzing those types of data?.....	18
D-3. What are the criteria for determining sufficient RtIB for a student?.....	19
D-4. How are student outcome data compared to typical peers or other standards of expected performance? .....	19
D-5. What should be evaluated at each tier when implementing RtIB?.....	20
<b>E. Functional Behavioral Assessment and Behavioral Intervention Plans</b> .....	<b>20</b>
E-1. What is functional behavioral assessment?.....	20
E-2. What is a behavior intervention plan?.....	20
E-3. What is the role of the FBA and BIP when implementing RtIB? .....	20
<b>F. District and School Level RtIB</b> .....	<b>21</b>
F-1. RtIB requires new skill sets and supports from the district and school level. How do districts and schools redistribute professional development resources to build capacity to implement RtIB? .....	21

F-2.	RtIB may require some major changes in values and philosophies in addition to practices. What strategies have been effective at changing values and philosophies of educational personnel?.....	21
F-3.	What is the function of coaching within an effective RtIB framework?.....	21
F-4.	RtIB requires changes in the type and format of training provided to schools and to the district personnel supporting schools in using a successful behavior support system across the tiers. What strategies have been effective at providing effective training of educational personnel?.....	22
F-5.	How does RtIB fit with other district and school level RtI activities?.....	22
F-6.	How does RtIB correspond to other training and technical assistance provided by FDOE/BEES on the broader topic of Response to Instruction/Intervention? .....	23
F-7.	How will districts access training and technical assistance to support RtIB activities?.....	23
<b>Appendix A – Resources.....</b>		<b>24</b>
<b>Appendix B – References and Suggested Reading.....</b>		<b>26</b>

**A. Background**

**A-1. What is Response to Instruction/Intervention?**

Recent updates to state and federal education laws are changing the way schools are expected to support the social/emotional development of all students. Traditional approaches to assisting struggling students included parent conferences, observations, a minimum number of interventions in general education, a review of educational and social records, and a psychological evaluation. With the passage of the Elementary and Secondary Education Act in 2001 (ESEA – also known as the No Child Left Behind Act) and the revision of the Individuals with Disabilities Education Act (IDEA) schools are required to use proactive approaches that match the interventions and supports students receive with their level of need. Response to Instruction/Intervention (RtI) provides a framework for implementing a multi-tiered service system that matches supports and interventions to student need.

Response to Instruction/Intervention is defined as “the practice of providing high-quality instruction and interventions that are matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying student response data to important educational decisions” ( National Association of State Directors of Special Education, 2006, p. 3). Based on a problem-solving model, RtI considers social and environmental factors as they might apply to an individual student and provides interventions and supports as soon as a student demonstrates a need. RtI has emerged as the way to think about both early intervention assistance and resource allocation, including accessing resources through the IDEA.

In addition to addressing learning challenges, RtI strategies can be applied to improve students’ social behavior. The core principles of RtI remain the same regardless of the problem-solving target. RtI includes three main components:

- Continual application of a structured problem-solving process
- An integrated data system to use in a problem-solving process
- A multi-tiered model of support delivery that enables the efficient use of school resources

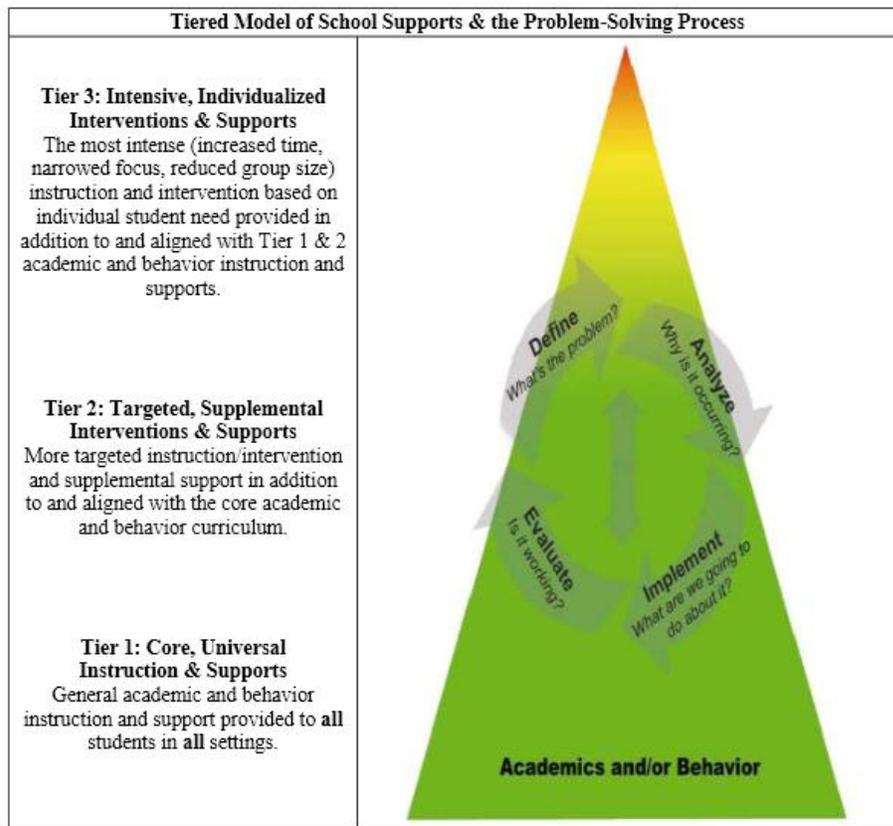
**A-2. What is a Multi-Tiered System of Supports (MTSS)?**

Since the dissemination of TAP 12740 – *The Response to Intervention (RtI) Model* (2006) available at <http://www.fldoe.org/ese/pdf/y2006-8.pdf>, it’s been recognized that many barriers may exist for schools and districts with implementing RtI as a framework for both school improvement and service delivery for students. For example, many initiatives impact schools and districts and also compete for limited resources needed to implement the requirements of those initiatives with fidelity. A particular alignment and integration worth noting in the present paper is the need for integrating academic and behavior supports and services into a fluid and seamless system of multi-tiered service delivery for students.

As the State of Florida continues its efforts to support implementation of RtI across the state, an integrated model of RtI is needed that in turn also provides a foundation for aligning and integrating multiple initiatives that have common implementation needs or programmatic features (e.g., data-based problem-solving). A Multi-tiered System of Support (MTSS), in Florida, represents the integration of RtI for academics and RtI for behavior into a unified model of service delivery that recognizes the reciprocal influence academic performance and social/emotional/behavior performance has on each other (Algozzine, Wang & Violette., 2011). MTSS will serve as the terminology for describing the integration of RtI for academics and behavior as the state continues to improve upon and support statewide implementation of RtI and utilize the RtI framework for aligning and integrating policies and practices. As such, district and school leaders are strongly encouraged to consider ways and appropriate means for aligning their multi-tiered academic and behavior supports (e.g., one school-based problem-solving team that plans for, monitors, and evaluations implementation of multi-tiered services to address both academic and behavior needs among students, instead of having two separate teams).

**A-3 What does a three-tiered model for instruction involve?**

A three-tiered model for instruction and intervention is based on the principle that academic and behavioral supports are first provided at a core or universal level to effectively address the needs of **all** students in a school (referred to as Tier 1). However, not all students will respond to the same curricula and teaching strategies. As a result, **some** students with identified needs receive supplemental or targeted instruction and intervention at Tier 2. Finally, at Tier 3, a **few** students with the most severe needs receive intensive and individualized behavioral and/or academic support.



This three-tiered support system allows educators to identify the needs of all students, match the level of support to the severity of the academic and behavior problems, and then assess the students' response to instruction/intervention. Response to Instruction/Intervention for Behavior (RtIB) is a problem-solving framework for all students that aims to teach and reinforce appropriate behavior and prevent inappropriate behavior.

Implementation of this three-tiered system requires school and district personnel to understand the core components of an RtIB framework and the training and systems issues that may impact its success within a district and/or on a school campus. The Florida Department of Education's Bureau of Exceptional Education and Student Services (FDOE/BEESS) responded to the implementation issues and formed a RtIB statewide workgroup consisting of personnel serving early childhood through high school, including program coordinators, school psychologists, behavior analysts, professional developers, and university researchers.

The mission of the RtIB workgroup included the following:

- Identifying critical components of behavioral support for students at each tier in an RtIB framework
- Identifying systems changes needed to support a three-tiered RtIB system
- Developing guidelines and curricula to assist with training school personnel on necessary skills to implement behavioral support across a three-tiered model

The results outlined in this guide promote the adoption and implementation of an RtIB framework at the district and school levels. This guide is not intended to provide extensive background information on the philosophy and/or implementation of RtI. Its content assumes the reader has basic knowledge and refers regularly to TAP 12740 – *The Response to Intervention (RtI) Model* (2006) available at <http://www.fldoe.org/ese/pdf/y2006-8.pdf>.

## **B. Components of RtIB**

### **B-1. What are the primary components that should be evidenced across all three tiers for successful implementation of RtIB?**

**Recognition that behavioral skills are learned and must be taught** – A primary concept underlying multi-tiered behavioral supports is that behavior occurrence is related to events or situations in the environment that trigger specific behaviors and is maintained by the responses and outcomes that follow the behavior. Thus, behavior is “learned” and can be changed through the following ways:

- Modifying the environmental conditions so that problem behavior is less relevant and occurs less frequently
- Teaching appropriate skills to replace the problem behavior so that the new skill is more efficient than the problem behavior in getting a desired outcome.
- Reinforcing the new appropriate skill so that it will be repeated
- Changing the responses of others to problem behavior events so that the problem behavior will no longer be effective for the student to get the desired outcomes.

This represents a shift in philosophy from “fixing the student” to redesigning the environment and implementing teaching strategies and interventions to promote student success.

**School-based problem-solving teams with well-defined roles** – To ensure and sustain widespread integration of behavioral and academic supports within the RtI framework, as well as fidelity of implementation, schools should establish problem-solving teams that coordinate all activities. The school-based problem solving team includes members who are key stakeholders and who are committed to a collaborative problem-solving process. Responsibilities of each member should be defined clearly so that the team will function efficiently and effectively in developing a goal-focused action plan for systemic-level implementation of multi-tiered behavioral supports. It is vital that the administrator be actively engaged because the individual in this role must have knowledge of resources, policies, and procedures and have the ability to make important decisions.

**School-based** problem-solving teams involve individuals who work toward common goals by meeting consistently to prevent challenges, manage student supports, and implement the systemic changes needed to support student learning. Team members use processes that actively seek input from key stakeholders, encourage active problem-solving, and place high importance on staff and parent involvement.

Examples of collaborative teaming include the following:  
using surveys to get input from all stakeholders in an efficient method  
engaging in brainstorming activities to get ideas for solutions from multiple people  
having nominal group processes to prioritize goals and action steps to be taken in  
implementing multi-tiered, integrated behavioral and academic supports.

**Consistent application of a four-step problem-solving process** – The problem-solving process can help teams use data at each tier to determine problems to be addressed and to establish consistent procedures to analyze and develop solutions. The steps of the problem-solving process include the following:

- Problem Identification—using data to identify and define problem behaviors
- Problem Analysis—using data to hypothesize why the problem behavior identified is occurring
- Intervention Design—developing and implementing evidence-based behavioral supports and interventions that match the hypothesis
- Response to Instruction/Intervention—using data to determine the effectiveness of the supports and to decide next steps

Although the data collected at each tier may be different, data should drive the team's decisions. School-based problem-solving teams should have access to multi-tiered data sources that, at a minimum, provide the following:

- Data collected about the problem and/or replacement behaviors (all tiers)
- Number of students receiving Tier 2 and Tier 3 interventions
- Type of Tier 2 and Tier 3 interventions students are receiving
- Fidelity of interventions being implemented
- Effectiveness of interventions

Data-based decision rules should be developed so that school-based problem-solving teams have a systematic process that is consistently followed in determining actions to be taken on a case-by-case basis. Decision rules should take into account the following conditions:

- Positive response from student
  - Continue the intervention for specified time period
  - Systematically fade the intervention
- Questionable response from student
  - Increase intensity of intervention—frequency/time/focus
  - Monitor more frequently (at least weekly)
- Poor student response

- Reconvene the school-based problem solving team
- Significantly modify current or develop new intervention

**Use of evidence-based programs and practice** – The ESEA requires educators to use “scientifically-based research” to guide their selection of interventions to be implemented. Although there are numerous behavioral and academic intervention resources, programs, and strategies available that purport to resolve behavioral and academic issues, many are not supported by sound research designs and may not result in improved outcomes. Often it is difficult to differentiate interventions supported by research from those that are not. There are several resources that can assist educators in determining the strength of evidence for interventions, including FDOE-developed guides (see Appendix A).

**Evaluation includes effectiveness of interventions and fidelity of implementation** – To determine whether behavioral and/or academic interventions are having the desired outcomes and to make valid decisions, a minimum of two types of evaluation data should be collected. First, at all three tiers, data should be available that will show the impact of the intervention(s) on decreasing behavior and/or academic problems and increasing appropriate or expected behaviors and/or academic performance. Second, there should be ongoing data that provide information on the fidelity of intervention implementation. Prior to evaluating intervention effectiveness, there is a process for measuring whether the strategies were implemented with fidelity—that is, delivered as designed and intended (Gresham, MacMillan, Beebe-Frankenberger, & Bocian, 2000). For example, if interventions are not implemented as intended and behaviors are not changing in the desired direction, the school-based problem-solving team may decide to provide additional resources so that the intervention will be implemented accurately. When interventions are implemented with fidelity and behaviors do not improve sufficiently, the team should consider revisiting the problem-solving process and modifying the intervention(s).

**Effective coaching and team facilitation** – The professional development literature consistently states that coaching activities must be provided if skill acquisition and implementation are expected. To ensure a collaborative problem-solving process at all tiers, the school-based problem solving team must be experienced and effective at coaching and problem-solving facilitation. Successful coaching and problem-solving facilitation involves providing leadership without taking control, building capacity of the team to engage in problem-solving processes, and addressing team dynamics, such as conflict resolution and decision making.

Coaching activities are most effective when using a direct consultation method that focuses on content-specific skills (e.g., application of behavioral principles, direct collaborative consultation, problem-solving). Some examples of coaching strategies include promoting active learning by using probes to assess understanding, modeling actions/activities, role-playing, providing scripts and detailed action plans of implementation, observing implementation and providing feedback, and providing scaffolded support that builds on current knowledge with the goal of increasing skill capacity.

**Professional development is aligned with expected responsibilities of trainees** – The method and depth of training activities should match the level of implementation

required. Professional development should include effective practices that promote understanding and implementation in applied settings. Interactive training methods that encourage acquisition of skills that transfer into daily use may include role play and modeling, experiential activities in a wide variety of settings, coaching and performance feedback, link of practices to student outcomes, and ongoing support.

**Established written practices, policies, and implementation plans** – Having written policies and procedures that describe activities to be conducted at each tier enhances the likelihood of consistent implementation across the district. The policies and procedures should reflect practices that are evidence-based and feasible for personnel to implement in typical school settings and should be included as part of the district improvement and assistance plan (DIAP).

**B-2. Are there additional components that need to be included at Tiers 1, 2, and 3?**

Although an effective multi-tiered support system for behavior includes the foundational core components described in B-1, how each core component is represented or applied may differ at each tier. There are essential and unique components specific to each tier; some components that are shared look different at each tier. For example, having a systematic data evaluation procedure is vital for successful implementation of a multi-tiered continuum of behavior supports. Within each tier, however, the types of data collected for decision making will be quantitatively and qualitatively different. The next three questions provide additional descriptions of the core components applicable to each of the three tiers.

**B-3. What are the additional components to be included at Tier 1: Universal?**

**District and school missions are clear and purposeful and leadership is committed** – A clear, established mission aligned with district action plans promotes cultures that ensure wide-scale adoption, fidelity, and sustainability of efforts while making sure modifications made are based on data and matched to local context. Leadership at the district and school levels is dedicated to implementation and provides the authority to change practices and procedures to create a climate to support effective behavioral and academic practices.

**A school-based problem-solving team coordinates the implementation of evidence-based behavioral practices** – The school-based problem-solving team includes key stakeholders and implementers who work collaboratively to build and maintain buy-in for executing action plans. Team membership should be diverse and committed to supporting school efforts. Selection of members should include consideration of representatives who are effective and respected peer leaders. The team should include the following positions or roles:

- An administrator who is knowledgeable, actively participates in team meetings, and provides access to school resources
- General and exceptional student education professionals
- Professional support roles (e.g., school psychologist, behavior analyst, behavior specialist, school social worker, guidance counselor, nurse, etc.)
- Representative from special instruction (e.g., art, music, physical education, media)

- Other staff (e.g., paraprofessional, lunch worker, bus driver, custodian, resource officer)

High-functioning teams actively share responsibilities and work load, effectively address conflicts, stay focused and engaged on goals and tasks, and continue to seek avenues that increase their professional growth and development.

**An established process for consensus building** – Change and sustainability efforts require building and maintaining staff buy-in for the purposes and activities of Tier 1 implementation. Consensus building involves processes for eliciting input and validation for establishing and prioritizing goals and activities. A general rule of thumb is to strive for the large majority of staff (e.g., 80 percent) to agree on the features of the action plan. If assessment strategies show that the staff is not on board, the school-based problem-solving team engages in a problem-solving process to adapt the action plan and make it more agreeable.

**A data-based decision-making/monitoring system through the four-step problem-solving process is used continuously** – Various levels of data are collected, including student outcomes, fidelity of implementation of the Tier 1 components, and implementation of the problem-solving process. Data are in a format that is efficiently collected and retrieved. Data systems include methods of screening students who may need Tier 2 supports and who may be at risk for emotional/behavioral and developmental needs.

**Procedures are established for teaching expected behaviors** – Directly teaching students the expected behaviors that are associated with academic and social success is a key defining characteristic of behavioral support. For Tier 1, three to five universal behavior expectations are selected, defined, and directly taught to all students on the campus so that everyone, including staff and faculty, is using similar language and processes. A systematic and direct instructional procedure that is clearly written and applicable to all staff, students, and settings increases the likelihood that expected behaviors will be consistently and continuously taught. Instructional plans include the following features:

- Methods for communicating and teaching positively stated expectations, rules, and procedures
- Use of evidence-based interventions
- Tools such as detailed lesson plans and teacher scripts for teaching and practicing behaviors
- Delivery of effective consequences for both appropriate and inappropriate behaviors

**Sufficient resources are allocated to maximize accurate and sustained implementation** – District and school-based leaders ensure the existence of adequate resources for implementation and cost-effectiveness of the intervention(s). Achieving systems level implementation requires resource distribution to establish capacity of district- and school-based problem-solving teams to organize, coordinate, and sustain efforts. District and school-based action plans should address “adequate resources” needed to support the following:

- Sufficient personnel for coordination and implementation
- Time for teams to meet and plan (minimum once a month)
- Professional development to increase knowledge
- Facilitation and coaching responsibilities
- Continuous meaningful evaluation
- Materials and resources for implementation activities

**Districts and schools have an established coaching/facilitation model** – Accurate and sustained implementation of Tier 1 requires systematic coaching models that facilitate and monitor activities. Staff who are responsible for one school or staff based at a central location with responsibility for several schools may fill coaching functions. Coaching responsibilities include the following:

- Monitoring status of action plan steps
- Giving prompts to engage in actions when applicable
- Providing encouragement of efforts
- Assisting in management of data
- Supporting implementation fidelity
- Delivering professional development matched to needs

**Monitoring and evaluation efforts are ongoing, linked to professional development needs, and disseminated to stakeholders** – To support effective implementation of a Tier 1 behavioral and academic system, data collected must be reliable, valid, and timely. Data procedures to assess student progress and intervention integrity are integrated into regular routines to support an efficient decision-making process. School-based problem-solving teams regularly review school-wide data to determine necessary modifications and subsequent revision of action plans. Results are shared with faculty and other stakeholders on a consistent basis and input is sought to address adaptations and adoption of potential interventions and practices.

The school-based problem-solving team should assess the outcomes of Tier 1 interventions for all students along several dimensions, including the number and percent of students who show sufficient response to intervention(s), and whether core instruction is effective at addressing unique needs (e.g., over-representation, low socioeconomic status, specific behavior problems).

#### **B-4. What are the additional components to be included at Tier 2: Supplemental?**

**Tier 1 process is implemented with fidelity** – To reduce the number of students requiring Tier 2 supports, an effective and efficient Tier 1 system should be established and fully operational for all students in the school. If core behavioral instruction and supports are not effective for approximately 80 percent of the student population, the school-based problem-solving team should revisit Tier 1 implementation. Tier 2 does not replace Tier 1; rather it is additional or supplemental support. A student receiving Tier 2 supports will also be receiving ongoing Tier 1 supports.

**Multiple methods are used to identify students for Tier 2 supports** – Students should be identified through various methods, such as office discipline referrals, screenings, teacher nominations, parent and support service recommendations, formative

assessments, etc. No single method is likely to identify all the students who may need Tier 2 supports. It is not necessary to exhaust all possible identification methods, but it is recommended that schools select and use multiple screening methods to identify the students in need of additional support. The screening methods selected should be efficient in terms of cost and time requirements from school personnel.

Students are compared to peers (e.g., age, gender, ethnicity, socioeconomic status) to determine whether emotional/behavioral and/or academic problems exist. One of the foundational principles of an RTI model is that when large numbers of students are exhibiting similar challenges, the school-based problem-solving team should focus problem-solving on Tier 1 as a priority before identifying students whose needs may warrant immediate supplemental or intensive services which require more complex and expensive supports. Therefore, it is important for school-based problem-solving teams to consider whether a student's behavior or performance is different than peers in the same environment. If many students in the classroom are identified or direct observation of the classroom indicates that critical curricular, behavior management, and instructional components are missing from or ineffectively implemented in the classroom, then modification of classroom supports should be addressed prior to planning for and providing supplemental supports.

**A consistent progress-monitoring system is used across Tier 2 supports and interventions** – Districts and schools should develop or select simple progress-monitoring methods and tools that produce meaningful and reliable data for a wide variety of interventions and settings. Progress-monitoring methods selected should be used to compare the effectiveness of Tier 2 interventions, be easy for school personnel to use, and be capable of aggregating and disaggregating data across the district. For example, the Florida Positive Behavior Support: Response to Intervention for Behavior (FLPBS: RtIB) Project has developed a statewide behavioral database ([www.flrtib.org/](http://www.flrtib.org/)) that gathers office discipline referral and progress monitoring data across all three tiers of a multi-tiered system of support. The school-based problem-solving team will need to assess the outcomes of Tier 2 interventions along several dimensions, including the number and percent of students who show sufficient response to intervention, the resources necessary for implementation, and whether an intervention is effective at addressing unique needs (e.g., over-representation, low socioeconomic status, specific behavior problems).

Specifically, a data system for decision making at Tier 2 should:

- Gather multiple sources of data (discipline referrals, teacher nominations, rating scales, screeners, etc.) from multiple observers across settings to identify students needing additional Tier 2 supports
- Provide decision rules (clear parameters to guide decisions made based on review of data to determine next steps) for which students access the interventions/supports
- Monitor the impact of the Tier 2 interventions (progress monitoring of students)
- Provide decision rules to monitor, modify, or discontinue student involvement in the Tier 2 interventions/supports
- Assess the fidelity and effectiveness of the Tier 2 process and interventions/supports (i.e., an effective Tier 2 system in a school would be reflected in the vast majority of

students that receive Tier 2 supports benefiting sufficiently as to not require more intensive services and to demonstrate progress towards Tier 1 goals/expectations).

Selection of Tier 2 behavioral interventions is based on the following:

- *Continuously available*  
Tier 2 supports should be available in the school such that students can be added to the intervention at any time. Some interventions are organized so that students can begin receiving supports quickly. Other interventions, such as group counseling or other group approaches, may have a set cycle of starting a group as well as a preparation period prior to initiating the intervention.
- *Quickly and easily accessible*  
Optimally, supports are accessible within 2–3 days when data reveal a need. However, some intervention approaches require more formal interviewing, selection of additional participants, etc., and may not be possible this quickly. However, the initial steps to provide a student with a Tier 2 intervention should begin within 72 hours of identifying a need.
- *Minimal time commitment required from classroom teachers*  
Some Tier 2 interventions may require classroom teachers to modify traditional methods or implement new teaching practices (e.g., increase positive feedback, monitor student progress, and evaluate behavioral and academic progress). Ideally, Tier 2 interventions will fit within existing classroom routines, require minimal changes to methods and strategies, and require only a few more minutes of teacher time each day.
- *Required skill sets classroom teachers need can be easily learned*  
The skill sets classroom teachers need are consistent with quality instruction or can be easily learned. Strategies that require intensive training and skill development not typically present in the repertoire of classroom teachers may be beyond the scope of Tier 2 interventions and may be considered as intensive and individualized Tier 3 interventions.
- *Aligned with school-wide expectations*  
Tier 2 interventions should be consistent with the Tier 1 approaches the school developed. School-wide expectations should be taught and applied consistently across all three tiers for greater consistency in implementation.
- *All staff/faculty are aware of the intervention(s) and their roles in the process*  
All staff should understand the rationale and be able to describe the Tier 2 interventions used in their school. Staff with responsibility for implementation should have the training, skills, and administrative support to implement with fidelity.
- *Consistently implemented with most students, but with some flexibility*  
Tier 2 interventions may be implemented similarly for 90 percent or more of the students receiving the intervention. Minor modifications may be made to increase the effectiveness of the intervention. However, significant modifications of Tier 2

interventions for a student may be more characteristic of Tier 3 support systems.

- *Program selected is matched to the function of the student's behavior*  
Although it is not recommended that a comprehensive functional behavioral assessment (FBA) be completed for each student identified for Tier 2 supports (it may be too time consuming and unnecessary), it is helpful to consider the function of the problem behaviors if data are easily accessible (i.e., discipline referral data reveal some information on function) or easy to gather (i.e., brief teacher rating or interview). Many Tier 2 interventions are intended to support students with a wide array of problem behaviors and may be effective regardless of the function of the student's behavior. However, as the data reveal that a student is responding poorly or questionably to the intervention, the function of the behavior may need to be assessed with more comprehensive methods and implementation fidelity should be verified.

**B-5. What are the additional components to be included at Tier 3: Individual/Intensive?**

**Infrastructure is in place for foundational support for Tier 3 intervention**—Implementing core components of Tier 3 in complex school environments with limited resources can be a challenge and often requires a shift in philosophies, policies, and procedures along with commitment from everyone involved. To build a sustainable, effective, efficient, and feasible Tier 3 system, it is important for schools/districts to evaluate their existing infrastructure. Schools/districts have a higher likelihood of successful Tier 3 supports when the following foundations are in place:

- *Tiers 1 and 2 are implemented with fidelity and are effective for the majority of students to demonstrate progress towards Tier 1 and Tier 2 goals.*  
The intensity of Tier 3 supports necessitates a significant investment of time and resources from school staff. If Tiers 1 and 2 are not in place or not implemented with fidelity, the number of students requiring intensive behavioral supports may be too large for schools/districts to address adequately. Embedding Tier 3 goals and strategies within district and school action plans related to RtI as well as school improvement plans can serve to enhance initial implementation and internalize sustainability efforts. Decisions about Tier 3 processes and strategies should be made with buy-in from key stakeholders and developed in response to identified problems and analyses.
- *A coordinated plan for wrap-around service delivery for students with high intensity problem behaviors and complex needs is implemented.*  
At times, Tier 3 supports for students must expand beyond the scope of services the school provides to adequately address behaviors. Students may have mental health needs, or families may need more access to available community supports. Having a coordinated, integrated Tier 3 plan for service delivery involving community resources and agencies, such as mental health, public health, transportation, childcare, social services, recreation, and other community services, will provide a wider array of supports to best meet student and family needs.
- *A system for conducting quality reviews of Tier 3 processes and procedures is established.*

Systematic evaluation is essential for determining the effectiveness of a school's/district's Tier 3 processes, products, and strategies and leads to data-based decision making. After Tier 3 processes are initiated, the school/district must ensure that implementation is (a) consistent across multiple settings and people and (b) delivered with fidelity. The FLPBS: RtIB project has several tools to assist districts in conducting both formative and summative evaluation of their Tier 3 efforts. The *Benchmarks for Advanced Tiers (BAT)* is a self-assessment instrument that provides data on school inclusion of core components of Tiers 2 and 3 as well as their quality (Anderson, et al., 2009). The *Tier 3: FBA and BIP Technical Adequacy Evaluation and Scoring Guide* allows districts and schools to assess the technical adequacy of their completed forms (e.g., FBA, behavioral intervention plan [BIP]) used in their Tier 3 process. Finally, the *Tier 3 District Interview* gives districts a formative evaluation tool to determine Tier 3 process needing improvement. These tools can be accessed from the FLPBS: RtIB website at): <http://flpbs.fmhi.usf.edu/index.asp>.

**Collaborative consultation facilitation is used in guiding development of function-based behavioral intervention plans** – An effective Tier 3 process is managed by school-based problem-solving teams that are multi-disciplinary and include key personnel who can facilitate a specific student's team in building an individualized, function-based BIP and supports. Appropriate and diverse roles on the school-based problem-solving team include administrators, psychologists, behavior analysts, behavior specialists, guidance counselors, social workers, and teachers.

Successful school-based problem-solving teams at Tier 3 include, at a minimum, personnel who represent three levels of knowledge:

- First, each student-specific team includes people who have direct knowledge of the student's behavior. This would typically be the student's teachers and caregivers but may also include other school personnel, family members, and even community members.
- Second, at least one person should have in-depth knowledge of and experience in applying behavioral principles, including functional behavior assessments and function-based BIPs. Depending on training and experience, a school psychologist, behavior analyst or specialist, exceptional student education (ESE) specialist, guidance counselor, social worker, or other school-based behavioral consultant could fill this role.
- Finally, one team member should have knowledge of the school and classroom contexts and can provide resources and make procedural decisions. Typically this is an administrator.

Once a team is established, it is important for the consultation/facilitation process to be a collaborative rather than an expert model. Collaborative consultation is a nonhierarchical approach in which a partnership is formed between the consultant and teacher to work together systematically to solve problems. Tier 3 interventions often require a change of behavior by school personnel who may need to change features of the environment or context-triggering behaviors, teach new skills, and deliver reinforcement differently. To overcome resistance in implementing specific interventions, a collaborative consultation model is adopted that recognizes the teacher as the "local expert" about the individual

student and takes into consideration the teacher's input, classroom context, and skill capabilities when developing supports.

**Functional behavior processes based on behavioral science principles serve as the foundation for individualized interventions** – Conducting a technically adequate FBA process requires knowledge of applied behavioral analysis principles. The following should be included in all functional behavioral assessments and function-based support plans:

- *Operational definitions of the problem behavior*  
Specific target behaviors are defined clearly and objectively to allow reliable and accurate measurement. The definition explicitly describes the observable behavior characteristics. Enough detail about the behavior is provided so that anyone observing the student would recognize its occurrence.
- *Direct observation of the student*  
A direct observation of the student is essential in determining the environmental context and situations within which the behavior occurs as well as the consequent events immediately following the problem behavior.
- *Multiple sources of data*  
Technically adequate FBAs collect input from multiple sources and may include structured student interviews regarding the events triggering his or her behavior and possible behavioral functions. By combining data from multiple sources, teams are likely to develop more accurate hypotheses.
- *Hypothesis based on FBA data that identifies antecedents, including setting events, behavior, and function(s) the behavior may serve*  
A hypothesis statement that summarizes the functional behavior assessment data is developed prior to developing a BIP. The hypothesis describes the conditions under which the behavior is least likely to occur and most likely to occur, includes the antecedents or contextual events predicting the occurrence of the behavior, the definition of the behavior, and the function or purpose that it serves. Antecedents include both immediate environmental triggers (e.g., demand to do a non-preferred task) and setting events or triggers that are removed in time from behavior occurrence but act as a trigger. There are two basic functions all behaviors serve. Students are either (a) trying to **get** attention, sensory input, activities, or tangibles or (b) they are trying to **get away from** attention, sensory input, activities, or tangibles.
- *Replacement behaviors*  
The BIP should clearly identify desirable/replacement behaviors that achieve the same function as the problem behavior. These behaviors will be taught and reinforced as part of the BIP.
- *Behavior support plans include strategies that are linked to the hypothesis statement(s) and are multi-component*  
Effective BIPs are comprehensive with development of strategies linked to each element of the hypothesis statement (e.g., antecedents, behavior, function). Antecedent strategies modify the environmental context to make problem behavior

irrelevant. Replacement behavior interventions provide a lesson plan for teaching a new, appropriate skill that the student will perform to more efficiently obtain the same outcomes as did the problem behavior. Reinforcement strategies follow the performance of the replacement skill so that it will be repeated. Concurrently, there should be interventions that change the way others respond to problem behavior so that it no longer is effective in getting the desired outcomes (i.e., escape or obtain).

**Progress monitoring and data-based decision making are used throughout the Tier 3 process** – All decisions made related to Tier 3 behavioral and academic interventions must be based on meaningful and reliable data. For behavioral interventions, two types of data to be collected at Tier 3 include measurement of student change and measurement of fidelity of BIP implementation.

Similar to the issues described for Tier 2, the school-based problem-solving team will need to assess the outcomes of Tier 3 interventions along multiple dimensions, including the number and percent of students who show sufficient response to intervention, the resources necessary for implementation, whether an intervention is more effective at addressing unique needs, and effectiveness at identifying students needing additional or different Tier 3 or wrap-around supports.

Specifically, a data system for decision making at Tier 3 should:

- Gather multiple sources of data from across settings
- Provide decision rules for which students access the interventions/supports
- Monitor the impact of the Tier 3 interventions (progress monitoring of students)
- Provide decision rules to monitor, modify, or discontinue student involvement in the Tier 3 interventions/supports, and when to consider additional or different Tier 3 or wrap-around supports
- Assess the quality and fidelity of the Tier 3 problem-solving processes plus related interventions/supports

The second type of Tier 3 data evaluates intervention fidelity. To begin, it is essential that the teacher (and/or relevant interventionist) be trained to implement the BIP correctly. Fidelity measures assess proficiency at applying the intervention during and following teacher training. These measures can include direct observations conducted by another educational professional, self-assessments completed by the teacher, or a combination. Feedback, consultative support, and coaching provided to the teacher will help sustain correct intervention implementation and also make available opportunities to brainstorm and troubleshoot problems. If the teacher is unable to implement the plan as intended, the school-based problem-solving team may consider alternative strategies linked to the hypothesis that may be more feasible.

Measurement of student change should be in a format that is meaningful and teacher-friendly. The measurement method allows the teacher and team to monitor the student's progress and provides the necessary data, in combination with the fidelity measures, to make decisions about intervention effectiveness. Having a format that is visual and self-graphing makes it easier to inspect the trend of the behavior change. Districts may want to consider methods that allow for comparison of the progress made by all students receiving Tier 3 supports. Although direct systematic observation is acknowledged to be

the gold standard for evaluating student behavioral change at Tier 3, it may not be feasible to adequately train teachers to collect data in this format. Districts can consider using methods such as direct behavior ratings (DBRs) that teachers and others can easily be trained to use and can provide consistent metrics for comparisons (see the special issue of *Assessment for Effective Intervention, Volume 34*, [Christ, Riley-Tillman, and Chafouleas, 2009] for examples – Appendix B).

### **C. Implementation Guidelines for RtIB**

#### **C-1. Are there evidence-based practices at each tier of an RtIB framework?**

Researchers and federal agencies identify many practices as having substantial support to be considered “evidence-based.” Although it is beyond the scope of this TAP to evaluate each strategy, there are examples provided in the resource section (Appendix A). However, school and district personnel should be diligent about reviewing “programs” to determine whether their components are consistent with the core components of RtIB that are described earlier in this TAP.

#### **C-2. Which students should receive RtIB supports and interventions?**

Response to intervention for behavior is for ALL students. Although many students requiring Tier 3 supports may be receiving concurrent special education services, a multi-tiered continuum of behavioral support services is also available for students in general education. Data-based decision-making rules will guide district- and school-based problem-solving teams in determining the appropriate level of specialized support students need throughout the continuum. Tiers along the continuum are not considered static places; rather, the level of supports provided is fluid contingent upon each student’s need. Students needing advanced tiered support (i.e., Tier 2 and/or Tier 3) concurrently continue to access lower tiered supports. As advanced tiered supports show effectiveness in addressing problem behavior, the student can begin to move down the continuum, receiving lower tiered supports while the more intensive supports are faded and/or removed. Teams continue to monitor student data to determine whether the behavior improvement is sustained or if more intensive supports need to be reestablished

For information on the use of Tier 3 for determining eligibility for special education services, refer to pages 9–10 in TAP 12740 – *The Response to Intervention (RtI) Model* (2006).

#### **C-3. How can you identify students who need Tier 2 supports?**

As described in B-4, students should be identified through multiple methods as no single method is likely to identify all students who would benefit from Tier 2 supports. An effective “screening” process should provide the following information:

- Students who exhibit externalizing behaviors
- Students who exhibit internalizing behaviors
- Students who present many classroom challenges
- Students experiencing in-class consequences but do not get a discipline referral
- Students in ESE settings who may still need additional behavioral supports
- Recommendations from faculty, parents or supportive professional

Screening may also use rating scales or other tools to identify students with behavior patterns that are different from their peers or students with excessive internalizing and externalizing behaviors as described below:

Internalizing behaviors are behavior problems that the student directs inwardly toward him or herself. Internalizing behaviors are often based on social deficits and avoidance (Walker & Severson, 1991). Examples of internalizing behaviors include, but are not limited to, (a) exhibiting shy, timid, or nonassertive behavior; (b) avoiding or withdrawing from social situations (e.g., not talking with peers; not participating in activities or games); and (c) non-responsiveness to social overtures from others.

Externalizing behaviors are behavior problems that are observable and overt, often directed toward people and/or objects in the social environment (Walker & Severson, 1991). Behavior problems in the externalizing dimension are exhibited at high rates and/or intensity and are considered inappropriate in school settings. Examples of externalizing behaviors include, but are not limited to, (a) aggression toward people; (b) destruction of property; (c) theft (d) disruptions (e.g., tantrums, out of seat, disturbing others) and (e) serious violation of rules (e.g., overt noncompliance, not following rules).

**C-4. With limited resources, how do you prioritize the students who may need or benefit most from Tier 2 supports?**

Initially, schools may not have sufficient interventions, personnel, or other resources to simultaneously address the needs of every student identified through the use of a school-wide screening process. School-based problem-solving teams should develop a process for prioritizing students according to their level of need. Data to inform this process may include the number of teachers recommending each student, number of discipline referrals, number of minor classroom incidents, academic level, number of absences, etc. Students with behavior concerns who are also below grade level academically should receive interventions to address both areas of need.

**C-5. Are there circumstances when a student may be triaged directly into Tier 3 to receive immediate intensive and individualized interventions?**

Tier 3 interventions are designed to address the needs of students who are experiencing significant problems and/or are unresponsive to Tier 1 and Tier 2 supports. As described in B-5, it is usually critical to confirm that Tier 1 and Tier 2 interventions are implemented with fidelity. However, there may be instances when a student is experiencing very severe or significant academic, behavioral, or social-emotional problems and may need Tier 3 interventions without having experienced a Tier 2 level intervention yet or the Tier 2 intervention was not implemented for very long.

Guidelines for deciding what level of support students need will vary from school to school, but students in need of Tier 3 supports should be able to access these services in one of two ways. First, students receiving Tier 1 or Tier 2 supports who are not making adequate progress and/or are unresponsive to the continuum of supports available at Tier 1 or Tier 2 may need Tier 3 supports. Second, there should be a mechanism through which students who are experiencing very severe or significant academic, behavioral, or

social-emotional problems can access Tier 3 supports sooner. For some students, the second option is necessary to provide needed supports in a timely fashion rather than delaying access to these supports by requiring that students access Tier 1 and Tier 2 interventions. Thus, in contrast to a fixed multi-gating system wherein students would only be able to receive more intensive services (i.e., Tier 3) following some time period of less intensive (i.e., Tier 1 or 2) supports, the RtI approach should allow some flexibility to serve students based on their level of need in a timely and efficient manner (Ervin, n.d.).

**C-6. How long should interventions be implemented in RtIB?**

Interventions should be implemented for a reasonable period of time and with a level of intensity that matches the student’s needs. The school-based problem-solving team determines a reasonable period of time on a case-by-case basis, depending on the nature of the problem(s), the nature and intensity of interventions, the frequency of progress monitoring, and the ability to evaluate trends. Interventions should be continued as long as the student exhibits a positive response. The interventions should be modified as appropriate when a student’s progress is less than expected.

**D. Data Collection and Documentation**

**D-1. What types of data are necessary to make decisions at each of the tiers?**

Although data-based decision making is central to the RtIB framework, the types of data necessary to make decisions may vary according to the tiers and outcomes desired. The following table lists some of the student and school-based outcomes that may be assessed at each tier in RtIB.

<b>Tier 1 Universal</b>	<b>Tier 2 Supplemental</b>	<b>Tier 3 Individual/Intensive</b>
<ul style="list-style-type: none"> <li>• Discipline referrals</li> <li>• Out-of-school and in-school suspensions</li> <li>• Requests for assistance</li> <li>• Faculty, student, family surveys</li> <li>• Direct observations</li> <li>• School climate surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Discipline referrals</li> <li>• Out-of-school and in-school suspensions</li> <li>• Requests for assistance</li> <li>• Direct observations</li> <li>• Daily progress reports</li> <li>• Teacher nomination process</li> <li>• Standardized screening tools</li> </ul>	<ul style="list-style-type: none"> <li>• Discipline referrals</li> <li>• Out-of-school and in-school suspensions</li> <li>• Faculty, student, family surveys</li> <li>• Direct behavior observation forms</li> <li>• Behavior rating scales</li> <li>• FBA forms and processes</li> <li>• Individualized measures of student outcomes</li> </ul>

**D-2. Are there data systems that can assist with collecting and analyzing those types of data?**

Many districts have been able to modify their current data systems to collect the necessary data for Tier 1 of RtIB. There are also commercial data systems available across all three tiers. In addition, as mentioned earlier, the FLPBS: RtIB Project has developed a statewide behavioral database ([www.flrtib.org/](http://www.flrtib.org/)) that gathers office discipline

referral and progress monitoring data across all three tiers of a multi-tiered system of support. The database provides schoolwide information on office discipline referrals and administrative responses at Tier 1. The database provides a progress-monitoring system available for a wide range of Tier 2 interventions. Tier 3 progress monitoring will include several methods of data collection, including a teacher rating scale for academic, prosocial, and problem behaviors.

**D-3. What are the criteria for determining sufficient RtIB for a student?**

A basic indicator of a successful behavioral intervention is a reduction in the problem behavior and/or an increase in desired replacement behaviors. Three more rigorous criteria for evaluating a successful behavioral intervention are addressed in these questions that must be answered by data collected through repeated monitoring of progress:

- Compared to the goal projected at the time of intervention planning, is the student's progress toward the goal what the team expected?
- Given the current rate of progress, will a sufficient level be attained within a reasonable period of time?
- As a result of receiving the intervention, is the student catching up to peers or another identified standard of expected performance?

When the above questions can be answered "yes," these are indicators of successful RtIB. When answering these questions, the student's team must consider the intensity of the problem, magnitude of the performance discrepancy, reliability of the relevant behavior measures, evidence of fidelity of the BIP and the overall problem-solving process (see C-5 below), modification and/or intensification of intervention procedures, and allocation of resources.

**D-4. How are student outcome data compared to typical peers or other standards of expected performance?**

Appropriate standards of comparison should be based on the most reliable, valid, recent, and relevant measures of the target behavior that can be obtained. Direct measures should be considered first, if available, but other measures may be used as supplemental data. The following could be used to develop behavioral standards:

- Directly observed measures of student behavior and peer behavior (e.g., sample intervals of work completion with no events of the problem behavior)
- School, district, state, or national norms or benchmarks
- Indirect measures of student behavior and peer behavior (e.g., average daily rates of discipline referrals, suspensions, or other disciplinary actions)
- Teacher expectations based on review of existing data or structured interviews
- Accepted standards from qualified professionals

School-based problem-solving teams may need to coordinate professional development and access to resources to select relevant measures for behavior comparison and to develop school and local behavioral norms.

**D-5. What should be evaluated at each tier when implementing RtIB?**

At least two critical variables should be evaluated at each tier in RtIB: outcomes and fidelity. Student, staff, and family outcomes were addressed in C-1. Fidelity of implementation is also critical in that decisions about why a student did not respond to an intervention can only be useful if the intervention was implemented as often and as accurately as necessary. There are several evaluations of fidelity (Benchmarks of Quality, Benchmarks for Advanced Tiers, etc.) that measure fidelity of behavioral supports across all three tiers (see Appendix A). Most Tier 1 and 2 interventions that are “published” (i.e., Behavior Education Program, Check In/Check Out, Steps to Respect) also provide measurement tools to assess fidelity (see Appendix B). There are also fidelity measures to assess Tier 3 interventions that may be accessed by contacting the FLPBS: RtIB project.

**E. Functional Behavioral Assessment and Behavioral Intervention Plans**

**E-1. What is functional behavioral assessment?**

Functional behavioral assessment is a process that helps understand the relation between problem behavior and environmental context and contingent consequences leading to an effective and empirically validated behavior intervention plan (Scott & Kamps, 2007).

**E-2. What is a behavior intervention plan?**

A behavior intervention plan is the process by which the FBA information is incorporated into a concrete plan of action for addressing a student's behavior. By understanding the purpose the behavior serves for the student as well as the environmental events that trigger the occurrence of the behavior, one is able to develop an informed hypothesis that drives a function-based intervention plan. An effective BIP includes intervention strategies that prevent problem behavior; teach new, appropriate replacement skills; and respond to the new behavior with a functionally equivalent reinforcement. Therefore, similar behaviors should not routinely be treated with identical interventions, as the functions of the behaviors may be very different.

**E-3. What is the role of the FBA and BIP when implementing RtIB?**

As part of the problem-solving framework described in this TAP, FBAs and BIPs can play a major role in explaining and redirecting the academic and social behaviors of all students and in preventing the escalation of problem behaviors. Students with problem behaviors who show inadequate response to Tier 1 or 2 supports, or those who need immediate intensive interventions, typically warrant an FBA.

The FBA and BIP may need to specifically address any relationship between the student's academic performance and the targeted problem behaviors. The BIP should include evidence-based interventions to prevent problem behaviors via environmental changes, teach and reinforce replacement behaviors, and carefully manage the consequences that may be maintaining the problem behaviors. The BIP should include reasonable, measurable goals to assess rate of progress. There should be documentation of the student's response to implemented interventions plus documentation that the BIP was consistently implemented as designed. Additional information on FBAs and BIPs is

available in TAP FY 1999-3 – *Functional Behavioral Assessment and Behavioral Intervention Plans* (1999) available at <http://www.fldoe.org/ese/pdf/tap99-3.pdf>.

**F. District and School Level RtIB**

**F-1. RtIB requires new skill sets and supports from the district and school level. How do districts and schools redistribute professional development resources to build capacity to implement RtIB?**

The RtIB framework implemented across the tiers requires new skill sets from existing staff. It is recommended that large group training be minimized in favor of targeted trainings for specific roles within an RtI framework. For instance, teachers, student services staff, administrators, and RtI coaches may play very different roles in an RtIB model. Specific training that is targeted at facilitating school-based problem-solving teams, data analysis, intervention development, intervention implementation, and, of course, problem solving will be invaluable in increasing the capacity of school and district personnel.

**F-2. RtIB may require some major changes in values and philosophies in addition to practices. What strategies have been effective at changing values and philosophies of educational personnel?**

Districts and schools are encouraged to identify philosophies/beliefs that may not support an RtI approach and address them directly. For instance, RtI is about prevention and is not consistent with the traditional ESE “test and place” approach to students with problem behavior. Training and in-service at the school and district level should address practice and values changes. Leadership of the RtIB process at the district and school level will be necessary to address divergent views and encourage discussion. Consensus building at the district and school level will encourage discussion and set the stage for effective problem solving. Finally, districts are encouraged to develop and promote “model” schools that implement a multi-tiered RtIB process with fidelity. The student, staff, and family outcomes of such schools can prove invaluable in promoting values and practice changes in other district schools. Instruments that may serve school districts in developing strategies and/or topics to target for consensus building are listed and described in Appendix A.

**F-3. What is the function of coaching within an effective RtIB framework?**

As described earlier in B-3, coaching is critical to sustain accurate implementation of RtIB. Faculty and staff providing coaching are responsible for:

- Creating a positive, supportive environment for the team to function
- Creating and ensuring structure in the school and team system
- Gaining team consensus for decision-making
- Ensuring development and implementation of an RtIB action plan
- Guiding the problem-solving process
- Providing tools for training, evaluation, and monitoring

**F-4. RtIB requires changes in the type and format of training provided to schools and to the district personnel supporting schools in using a successful behavior support system across the tiers. What strategies have been used to provide effective training of educational personnel?**

Districts need to invest in ongoing training opportunities from awareness building to intensive skill building to continue to increase personnel skills in RtIB strategies. Training curricula across the tiers vary. At Tier 1, training content should include the following:

- Team training of specific primary components of Tier 1
- Practicing data-based problem-solving
- Assessing “readiness” for implementation
- Progress monitoring and modifying interventions school-wide
- Measuring outcomes and fidelity of Tier 1 implementation

At Tier 2, training content should build on Tier 1 content but expand to include the following:

- Identification of students
- Advanced progress monitoring
- Identification of interventions that match the functions of behavior and the individual needs of students
- Specific training on identified interventions
- Measuring outcomes and fidelity of Tier 2 implementation

At Tier 3, training content and intensity are contingent upon the unique roles of personnel in the implementation of individualized interventions. Tier 3 training models should build on Tier 2 content but expand to include, at a minimum:

- Principles of theory underlying intervention (e.g., applied behavior analysis principles for function-based BIPs)
- Completion of functional behavior assessments (FBAs) and behavior intervention plans (BIPS)
- Monitoring and evaluating intervention plans and modifying or extending the plan based on data
- Coaching skills to support implementation
- Methods of measuring fidelity at two levels:
  - Tier 3 process and activities are implemented as intended by the Tier 3 team
  - The intervention plan the team developed is implemented with the student as intended

Ongoing training opportunities for participants (possibly in the form of technical assistance from experienced trainers) at the school/district level will assess/evaluate the capacity for and commitment to the above features.

**F-5. How does RtIB fit with other district and school level RtI activities?**

The RtI framework includes the problem-solving process applied to address BOTH academic and behavioral needs of students. It is not recommended that districts and schools develop separate and parallel behavioral and academic systems. Districts and schools, respectively, are encouraged to consider ONE RtI team that addresses multiple issues. Subcommittees and work groups may concentrate on one area (behavior, math, reading, data collection, coaching, etc.), but addressing systems issues and coordinating activities will ideally be a “core” school-based problem-solving team function.

**F-6. How does RtIB correspond to other training and technical assistance FDOE/BEESS provides on the broader topic of Response to Instruction/Intervention?**

Since the publication of *The Response to Intervention (RtI) Model* TAP in 2006, some language changes are noted throughout Florida and across the nation, but the basic principles of Response to Instruction/Intervention remain unchanged. Refer to this publication and to the Problem Solving – Response to Instruction/Intervention (PS-RtI) website (<http://www.florida-rti.org/>) for current information and resources relating to RtI. On the website is a new resource called Guiding Tools for Instructional Problem-Solving (GTIPS) (<http://www.florida-rti.org/docs/GTIPS.pdf>) to assist districts as they implement and support data-based decision making using a systematic problem-solving process at all levels of operation.

**F-7. How will districts access training and technical assistance to support RtIB activities?**

Districts will need ongoing access to information about training support, coaching support, evidence-based programs, assessment/progress-monitoring tools, etc., that support effective and efficient RtIB activities. An array of BEESS-funded projects can provide training and coaching support, including Florida Diagnostic and Learning Resources System (FDLRS), Florida Inclusion Network (FIN), PS-RtI, and FLPBS: RtIB. There are multiple federal and state websites that provide reliable information on evidence-based training models and interventions (see Appendix A).

## Appendix A – Resources

### BEESS-funded projects

- Florida Positive Behavior Support: Response to Intervention for Behavior Project (FLPBS: RtIB): <http://flpbs.fmhi.usf.edu/index.asp>
- Benchmarks of Quality (BOQ) and Benchmarks of Advanced Tiers (BAT): <http://flpbs.fmhi.usf.edu/ProceduresTools.asp>
- RtIB Database: [www.flrtib.org/](http://www.flrtib.org/)
- Problem-Solving – Response to Instruction/Intervention Project (PS-RtI) <http://www.florida-rti.org/>
- Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET) <http://www.fldoe.org/ese/sedhome.asp>
- Florida Inclusion Network (FIN) <http://www.floridainclusionnetwork.com>
- Student Support Services Project <http://sss.usf.edu/>
- Florida Diagnostic and Learning Resources System (FDLRS) <http://www.fdlrs.org>

### BEESS Technical Assistance Papers

- Guiding Tools for Instructional Problem-Solving (GTIPS) - [http://www.florida-rti.org/\\_docs/GTIPS.pdf](http://www.florida-rti.org/_docs/GTIPS.pdf)
- RtI TAP (2006) – <http://www.fldoe.org/ese/pdf/y2006-8.pdf>
- FBA/BIP TAP (1999) – <http://www.fldoe.org/ese/pdf/tap99-3.pdf>

### Links to related resources

- Beliefs/Philosophies/Consensus Building <http://floridarti.usf.edu/resources/tools/assessments/index.html>
- Evidence-based practices for RtIB  
<http://www.pbis.org>  
<http://ies.ed.gov/ncee/wwc/>  
<http://www.nrepp.samhsa.gov/>  
<http://interventioncentral.mysdhc.org>  
<http://iris.peabody.vanderbilt.edu/>

- Determining the strength of evidence for interventions  
<http://www.ed.gov/rschstat/research/pubs/rigorousetid/rigorousetid.pdf>  
[http://ies.ed.gov/ncee/wwc/pdf/practiceguides/behavior\\_pg\\_092308.pdf](http://ies.ed.gov/ncee/wwc/pdf/practiceguides/behavior_pg_092308.pdf)
- Data-based decision making  
<http://aea11.k12.ia.us/spedresources/ModuleFour.pdf>
- Social/emotional standards  
[http://www.isbe.state.il.us/ils/social\\_emotional/standards.htm](http://www.isbe.state.il.us/ils/social_emotional/standards.htm)
- What Works Clearinghouse (WWC)  
<http://www.w-w-c.org>

## Appendix B – References and Suggested Reading

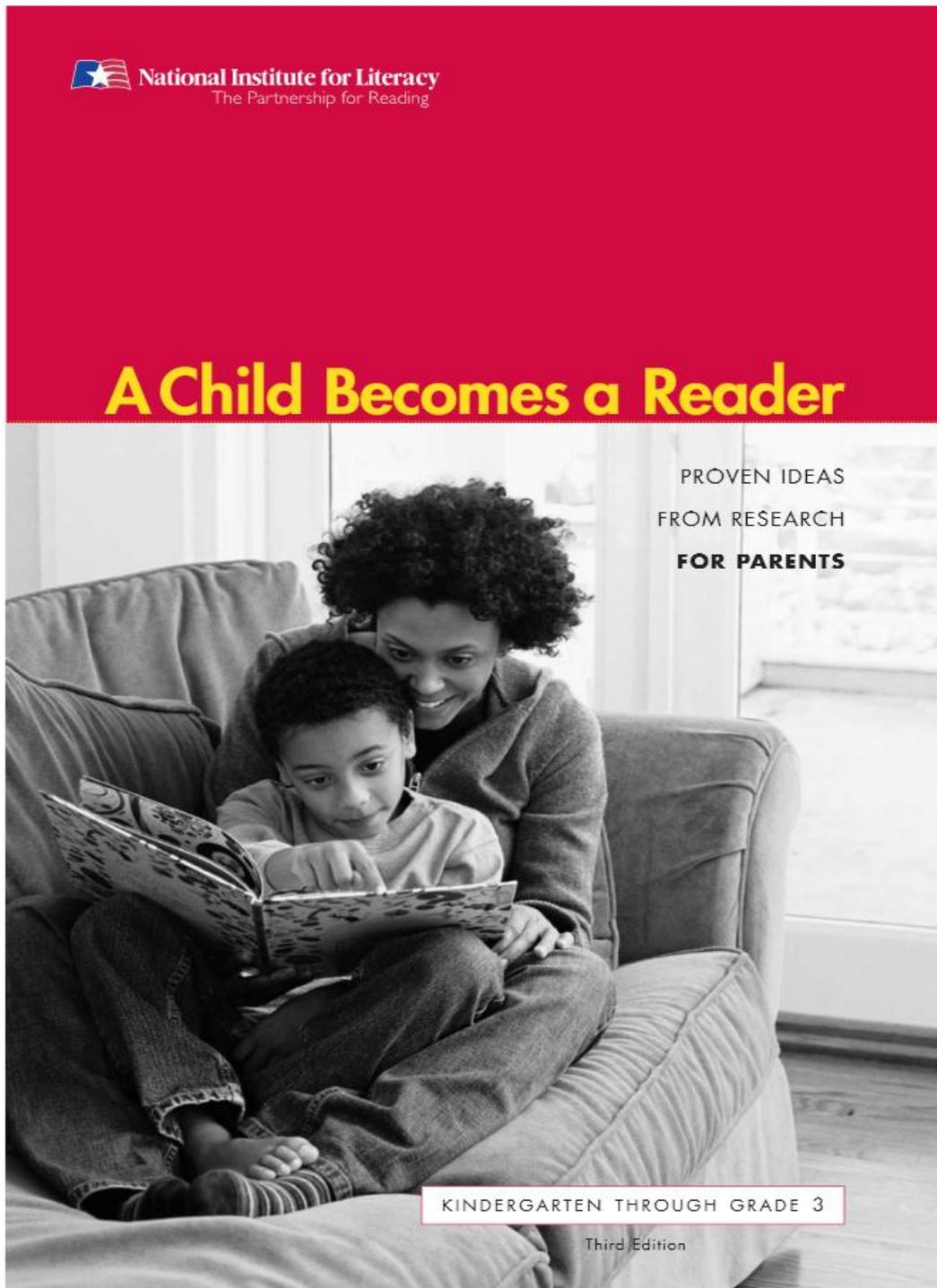
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KINDERGARTEN THROUGH GRADE 3

# A Child Becomes a Reader

PROVEN IDEAS FROM RESEARCH FOR PARENTS

*Produced by RMC Research Corporation, Portsmouth, New Hampshire*

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***A Child Becomes a Reader***

Proven Ideas From Research for Parents  
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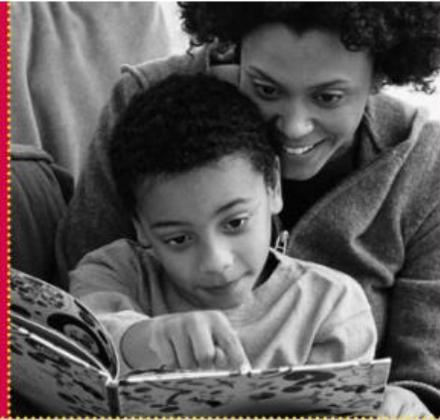
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**2006**

# Contents



<b>1</b>	<b>Introduction</b>
<b>3</b>	<b>The Building Blocks of Reading and Writing</b>
<b>9</b>	<b>Kindergarten</b>
9	<i>What to do at home</i>
12	<i>What to look for in kindergarten classrooms</i>
15	<i>What children should be able to do by the end of kindergarten</i>
<b>19</b>	<b>First Grade</b>
19	<i>What to do at home</i>
20	<i>What to look for in first grade classrooms</i>
24	<i>What children should be able to do by the end of first grade</i>
<b>27</b>	<b>Second and Third Grades</b>
27	<i>What to do at home</i>
28	<i>What to look for in second and third grade classrooms</i>
31	<i>What children should be able to do by the end of second grade</i>
34	<i>What children should be able to do by the end of third grade</i>
<b>36</b>	<b>Some Helpful Terms to Know</b>
<b>38</b>	<b>Bibliography</b>
<b>38</b>	<b>Resources for Parents and Caregivers</b>

## INTRODUCTION

The road to becoming a reader begins the day a child is born and continues through the end of third grade. At that point, a child must read with ease and understanding to take advantage of the learning opportunities in fourth grade and beyond—in school and in life.

Learning to read and write starts at home, long before children go to school. Very early, children begin to learn about the sounds of spoken language when they hear their family members talking, laughing, and singing, and when they respond to all of the sounds that fill their world. They begin to understand written language when they hear adults read stories to them and see adults reading newspapers, magazines, and books for themselves.

**Mothers, fathers, grandparents, and caregivers, this booklet is for you.** Your role in setting your child on the road to becoming a successful reader and writer does not end when she\* begins kindergarten.

### This booklet contains:

- A short summary of what scientific research says about how children learn to read and write
- Things you can do with your child at three different grade levels—kindergarten, first grade, and second and third grades—to help him become a reader, as well as what to look for in quality reading instruction at each grade level
- A list of helpful terms. Throughout the booklet, these terms appear in **bold type**
- Ideas for books to read and organizations to contact if you would like more help or information

Try a few activities from this booklet with your child. You don't need special training or expensive materials. Just include the activities in the things you already do together every day. Make these activities part of the warm, loving relationship you are continuing to build with your child.

\* To make this booklet easier to read, we sometimes refer to a child as "he" or "she." However, all of the information about how children learn to read applies to both boys and girls.

## The Building Blocks of Reading and Writing



From several decades of research, we have learned a lot about how children learn to read and write. This research tells us that to become more skilled and confident readers over time, children need lots of opportunities to:

- Build **spoken language** by talking and listening
- Learn about print and books
- Learn about the sounds of spoken language (this is called **phonological awareness**)
- Learn about the letters of the alphabet
- Be read to and read on their own
- Learn and use letter-sound relationships (this is called **phonics**) and be able to recognize words when they see them
- Spell and write
- Develop their ability to read quickly and naturally (this is called **fluency**)
- Learn new words and build their knowledge of what words mean (this is called **vocabulary**)
- Build their knowledge of the world
- Build their ability to understand what they read (this is called **comprehension**)

### Talking and listening

Remember the old saying “children should be seen and not heard”? Research tells us that for children to become readers, they should listen and talk a lot.

By the time children are one year old, they already know a lot about spoken language—talking and listening. They recognize some speech sounds. They know which sounds make the words that are important to them. They begin to imitate those sounds. Children learn all of this by listening to family members talk. Even “baby talk,” which exaggerates the sounds and rhythms of words, makes a contribution to children’s ability to understand language. Children who do not hear a lot of talk and who are not encouraged to talk themselves often have problems learning to read.

*The main source of information in this booklet is the report of the National Reading Panel, Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction. This report, along with the other reports and books listed at the back of this booklet, offers more research-based information about how children learn to read and write.*

3

## Print and books

Even though books don't come with operating instructions, we use them in certain ways. We hold them right-side up. We turn the pages one at a time. We read lines of words starting at the left and moving to the right. Knowing about print and books and how they are used is called **print awareness**.

Print awareness is an important part of knowing how to read and write. Children who know about print understand that the words they see in print and the words they speak and hear are related. They will use and see print a lot, even when they're young—on signs and billboards, in alphabet books and storybooks, and in labels, magazines, and newspapers. They see family members use print, and they learn that print is all around them and that it is used for different purposes.

## Sounds in spoken language

Some words rhyme. Sentences are made up of separate words. Words have parts called **syllables**. The words *bag*, *ball*, and *bug* all begin with the same sound. When a child begins to notice and understand these things, he is developing phonological awareness—the ability to hear and work with the sounds of spoken language.

When a child also begins to understand that spoken words are made up of separate, small sounds, he is developing **phonemic awareness**. These individual sounds in spoken language are called **phonemes**. For example, the word *big* has three phonemes, /b/, /i/, and /g/.\*

Children who have phonemic awareness can take spoken words apart sound by sound (the name for this is **segmentation**) and put together sounds to make words (the name for this is **blending**). Research shows that how easily children learn to read can depend on how much phonological and phonemic awareness they have.

## The ABCs

Singing the alphabet song is more than just a fun activity. Children who go to kindergarten already knowing the shapes and names of the letters of the alphabet, and how to write them, have a much easier time learning to read. Knowing the names and shapes of letters is sometimes called **alphabetic knowledge**.

## Reading aloud

Reading aloud to children has been called the single most important activity for building the knowledge required for success in reading. Reading aloud, with children participating actively, helps children learn new words, learn more about the world, learn about written language, and see the connection between words that are spoken and words that are written.

\* A letter between slash marks, /b/, shows the phoneme, or sound, that the letter represents, and not the name of the letter. For example, the letter b represents the sound /b/.

## Phonics and word-study skills

Phonics instruction helps beginning readers see the relationships between the sounds of spoken language and the letters of written language. Understanding these relationships gives children a tool that they can use to recognize familiar words quickly and to figure out words they haven't seen before.

Word-study instruction is the step that follows phonics instruction. It helps older children learn to apply their phonics knowledge and knowledge of word parts (such as **prefixes**, **suffixes**, and **root words**) as they read and write words. Rapid **word recognition** means that children spend less time struggling over words and have more time getting meaning from what they read, which, of course, is the real purpose for reading.

## Spelling and writing

Children learn more about how print works when they spell and write on their own. When they begin to write, children draw and scribble. Later, they use what they are learning about sounds and letters when they try to write words. This often is called **invented**, or **developmental, spelling**. Because invented spelling encourages children to think about the sounds in words and how the sounds are related to letters, it can help preschool and kindergarten children develop both as readers and writers. However, after kindergarten, children need well-organized, systematic lessons in spelling to help them become good spellers.

## Fluency

Fluency is the word for being able to read quickly and accurately. Fluent readers recognize words automatically. They are able to group words quickly to help them get the meaning of what they read. When fluent readers read aloud, they read smoothly and with expression. Their reading sounds natural, like speech. Readers who have not yet developed fluency read slowly, word by word. Sometimes, their oral reading is choppy and plodding. They may make a lot of mistakes.

Most beginning readers do not read fluently. However, by the end of first grade, children should be reading their grade level books fluently.

## Vocabulary and knowledge of the world

Vocabulary is the name for words we must know in order to listen, speak, read, and write effectively. Time and again researchers have found strong connections between the size of children's vocabularies, how well they comprehend what they read, and how well they do in school.

Children who are poor readers often do not have the vocabulary knowledge they need to get meaning from what they read. Because reading is difficult for them, they cannot and do

not read very much. As a result, they may not see new words in print often enough to learn them. Good readers read more, become better readers, and learn more words; poor readers read less, become poorer readers, and learn fewer words.

Children learn vocabulary in two ways: *indirectly*, by hearing and seeing words as they listen, talk, and read; and *directly* by parents and teachers teaching them the meanings of certain words.

Vocabulary and knowledge of the world are, of course, very closely tied together. Children who know something about the world are much better able to understand what they read about in school.

### **Comprehension**

Comprehension means getting meaning from what we read. It is the heart of reading. Research shows that knowledge of letter-sound relationships and comprehension go hand-in-hand. If children can sound out the words but don't understand what they are reading, they're not really reading.

Children can build their comprehension by learning to use mental plans, or strategies, to get meaning as they read. These strategies include using what they already know to make sense of what they read, making predictions, paying attention to the way a reading selection is organized, creating mental pictures, asking questions, and summarizing.

# Kindergarten



## WHAT TO DO AT HOME

### Talk often with your child to build listening and talking skills

1. **Talk with your child often...as you eat together, shop for groceries, walk to school, wait for a bus.** As she gets ready for school, ask about the stories and poems she is reading and what projects she has in science or art time. Ask about friends and classmates (encourage her to use their names) and to describe the games they like to play together. Ask questions that will encourage her to talk, and not just give “yes” or “no” answers.
2. **Have your child use his imagination to make up and tell you stories. Ask questions that will encourage him to expand the stories.**

#### PARENT TALK

*“Why didn’t the dog just run away?”*  
*“Where did the boy live?”*  
*“What kind of eyes did the monster have?”*

3. **Have a conversation about recent family photographs.** Ask your child to describe each picture: who is in it, what’s happening, and where the picture was taken.
4. **Listen to your child’s questions patiently and answer them just as patiently.** If you don’t know the answer to a question, work together to find one (look things up in a book or on the computer, for example).
5. **Talk about books that you’ve read together.** Ask your child about favorite parts and characters and answer his questions about events or characters.
6. **Pay attention to how much TV your child is watching.** Set aside “no TV” time each day and use that time to talk together.

7. **Tell stories about your childhood.** Make a story out of something that happened, such as a special birthday or a visit to a zoo or city.

### Show your child how books and print work

1. **As you read with your child, have him point out such things as front and back covers and the title.** Have him point out the names of authors and illustrators and tell what those people do. Have him show you where you should start reading on a page.
2. **Help your child make connections between print and pictures as you read.** Have him find details in the pictures, then help her find and point to the words that name those details.

### Focus your child's attention on the sounds of spoken language

1. **Sing or say nursery rhymes and songs.**
2. **Play word games.**

#### PARENT TALK

*"How many words can you say that rhyme with **fox**? With **bill**?"*

3. **Read a story or poem and ask your child to listen for words that begin with the same sound.** Have her say the words. Then have her say another word that begins with that sound.
4. **As you read, stop and say a simple word.** Have your child say the sounds in the word, write the letters for the sounds, and then read what she wrote.

#### PARENT TALK

*"'The dog is big.' **Big**. Can you say the sounds in **big**? Now can you write the letters for the sounds? Good. Now read the word to me."*

### Have your child identify and name the letters of the alphabet

1. **Point out letters and have your child name them.**
2. **Make an alphabet book with your child.** Have her draw pictures or cut pictures from magazines or use old photos. Paste each picture into the book. With your child, write the first letter of the word that stands for the object or person in the picture (for example, B for **bird**, M for **milk**, and so on).

### **Support what your child is learning in school about the relationship between letters and sounds**

1. **Point out labels, boxes, newspapers, magazines, and signs that display words with letter-sound relationships that your child is learning in kindergarten.**
2. **Listen to your child read words and books from school.** Be patient and listen as your child practices. Let your child know you are proud of what he is learning.

### **Encourage your child to spell and write**

1. **When your child is writing, encourage her to spell words by using what she knows about sounds and letters.**
2. **Encourage your child to write notes, e-mails, and letters to family members and friends.** You may have your child tell you the message for you to write and include with her original work.
3. **Have your child create his own picture book made with his own drawings or with pictures that he cuts from magazines.** Help him to label the pictures. Include pictures that illustrate the new words he is learning.

### **Help your child build vocabulary, knowledge of the world, and comprehension**

1. **As you read aloud, pause from time to time to ask him about the meaning of the book.** Help him make connections between his life and what's happening in the book. Explain new ideas and words to him. Encourage your child to ask questions about the book. Ask him to retell the story, or to tell in his own words what the book was about.

#### **PARENT TALK**

*"What was your favorite part of the story? Why did you like it?"*  
*"What new things did you learn from this book?"*  
*"Why do you think Sam got lost? Sam said he wanted to explore the forest.*  
*Explore means he wanted to find out what was in the forest."*

2. **Use and repeat important words such as names of buildings, parks, zoos, cities, and other places that you visit.**
3. **Help your child develop an interest in the world.** Read to her from your magazines and newspapers, as well as from informational (nonfiction) children's books. Help her to explore ideas and interests by using appropriate web sites.

## WHAT TO LOOK FOR IN KINDERGARTEN CLASSROOMS

In effective kindergarten classrooms, you will see literacy instruction that focuses on:

### Developing talking and listening abilities

**The teacher** shows children appropriate ways to talk and listen, ask and answer questions, and give and follow directions.

**The children** talk with teachers and classmates about what they have read and heard. They retell stories that they have heard read aloud. They make up and tell their own stories. They may pretend to be characters in play centers.

*"Let's play restaurant!"*  
*"I like this book. It's about snakes!"*  
*"I'll be the princess, and you be the prince."*

### Teaching about books and print

**The teacher** shows children how books should be handled, how they are read from front to back, from the top to the bottom of a page, and from left to right on a page. He talks about the various kinds of print in the classroom, including their meaning and purpose.

**The children** enjoy books and reading. They see lots of print around them being used in many ways. They are curious about the print and eager to learn what it means.

*"What does this word say?"*  
*"You're supposed to write your name on your folder."*  
*"See that list over there? I know those color names!"*

### Teaching about the alphabet

**The teacher** helps children learn the names and shapes of all the letters of the alphabet and encourages the children to play with letters and to write using letters.

**The children** listen to the teacher read them an alphabet book, then sing the alphabet song. Some children play with plastic letters, while others say the letters as they write their own names.

*"That's **M! M** is the first letter in my name."*  
*"I'm going to find all the **e**'s on this page."*  
*"This is my favorite ABC book."*

## Teaching the sounds of spoken language

**The teacher** provides explicit instruction in phonological awareness and phonemic awareness. The teacher has children put together sounds (blending) to make words and break words into separate sounds (segmentation). As the children write, he promotes phonemic awareness by encouraging them to use what they know about the sounds that make up words.

**The children** have fun with the sounds of words. Early in the year, they tell which words in a story rhyme; they may make up their own nonsense rhymes. A little later in the year, they listen for the beginning sounds of the words in a poem. They also may clap out the number of syllables in their names and in words. Late in the year, they put together and take apart the separate sounds in words. They begin to relate sounds to letters and to write the letters for the sounds that they hear.

## Teaching phonics

**The teacher** uses **explicit instruction** to teach children a set of the most useful letter-sound relationships.

**The children** read easy books that contain words with the letter-sound relationships they are learning. They are also writing the relationships they know in words, sentences, messages, and their own stories.

### PHONEMIC AWARENESS

#### **What blending and segmentation look like**

**Phoneme blending:** Teachers say a word **phoneme** by **phoneme**, then have the children repeat the sequence of **phonemes** and combine the **phonemes** to say the word.

Teacher: /s/ /u/ /n/

Children: /s/ /u/ /n/; sun.

**Phoneme segmentation:** Teachers say a word, then have the children break it into its separate **phonemes**, saying each one as they tap out or count it.

Teacher: Slim

Children: /s/ /l/ /i/ /m/.

Teacher: How many sounds are in *slim*?

Children: Four sounds.

### Developing spelling and writing

**The teacher** has children practice their new writing skills in groups with other children and at learning centers. She makes spelling development a part of writing activities.

**The children** depending on the time of the year, scribble, draw, label pictures, and use their growing knowledge of sounds and letters to write messages. They are becoming aware of correct spellings for some words, especially their names.

### Building vocabulary and knowledge of the world

**The teacher** talks with the children about important new words and ideas as she reads aloud. She helps them connect the new words to their own knowledge and experiences. She discusses words that are most important for understanding the reading selection. She emphasizes words that the children are likely to see and use often and teaches children the meaning of new words over an extended period of time. She thinks about the content of the books that she reads to the children and chooses books that build on and expand children's knowledge.

**The children** learn lots of new words and like to share their new words with their families. They see the teacher's enthusiasm for words and enjoy playing with words and language. They use words that are important to their schoolwork, such as the names for colors, shapes, and numbers. They explore new ideas and learn new words.

*"This is the picture I drew today. It's an octopus.  
I'll show you—it has eight legs!"  
"We learned about circles today. This plate is a circle."*

### Building comprehension

**The teacher** reads aloud to children often and discusses books before, during, and after reading. She reads many different kinds of books, including "make-believe" (fiction), "real" (nonfiction), and poetry. She shows children how good readers get meaning from what they read.

**The children** listen to and understand what is read to them. They answer the teacher's questions. They make connections between what they already know and what they are reading about. They talk about what they learned from nonfiction books they have read, and they retell or act out important events in stories. They identify the characters, settings, and events in stories.

*"I learned that you can't see across the ocean!"  
"I have a cat that looks just like the cat in that story!"  
"I want to be the Little Red Hen!"*

## **WHAT CHILDREN SHOULD BE ABLE TO DO BY THE END OF KINDERGARTEN**

The following is a list of some accomplishments that you can expect of your child by the end of kindergarten. This list is based on research in the fields of reading, early childhood education, and child development. Remember, though, that children don't develop and learn at the same pace and in the same way. Your child may be more advanced or need more help than others in her age group. You are, of course, the best judge of your child's abilities and needs. You should take the accomplishments as guidelines and not as hard-and-fast rules. If you have concerns about your child's reading development, talk to his teacher.

### **Books and print**

#### **By the end of kindergarten, a child:**

- Knows the parts of a book and how books are held and read
- Identifies a book's title and understands what authors and illustrators do
- Follows print from left to right and from top to bottom of a page when stories are read aloud
- Understands the relationship between print and pictures
- Understands that the message of most books is in the print and not the pictures

### **The alphabet**

#### **By the end of kindergarten, a child:**

- Recognizes the shapes and names of all the letters in the alphabet (both uppercase and lowercase letters)
- Writes many uppercase and lowercase letters on his own

### **Sounds in spoken language**

#### **By the end of kindergarten, a child:**

- Understands that spoken words are made up of separate sounds
- Recognizes and makes rhymes
- Identifies words that have the same beginning sound
- Puts together, or blends, spoken sounds into simple words

## Phonics and word recognition

### By the end of kindergarten, a child:

- Knows a number of letter-sound relationships
- Understands that the order of letters in a written word represents the order of sounds in a spoken word
- Recognizes some common words on sight, such as *a, the, I, said, you, is, are*

## Reading

### By the end of kindergarten, a child:

- Listens carefully to books read aloud
- Asks and answers questions about stories
- Uses what he already knows to help him understand a story
- Predicts what will happen in a story based on pictures or information in the story
- Retells and/or acts out stories
- Knows the difference between “made-up” (fiction) and “real” (nonfiction) books and the difference between stories and poems

## Spelling and writing

### By the end of kindergarten, a child:

- Uses phonemic awareness and letter knowledge to spell and write words
- Begins to spell some words correctly
- Writes his own first and last name and the first names of some friends, classmates, or family members
- Writes some letters and words as they are said to her

## Vocabulary and knowledge of the world

### By the end of kindergarten, a child:

- Plays with and is curious about words and language
- Uses new words in her own speech
- Knows and uses words that are important to school work, such as the names for colors, shapes, and numbers
- Knows and uses words that are important to daily life, such as street names and addresses and names for community workers

*The main source for this list of accomplishments is Preventing Reading Difficulties in Young Children. For more information about this book, see Bibliography in the back of this booklet.*

## First Grade



### WHAT TO DO AT HOME

#### The top three

- Talk often with your child to build listening and talking skills.
- Read to and with your child—often. Talk to him about the words and ideas in books.
- Ask your child's teacher how you can help your child practice at home what he is learning at school.

#### Support what your child is learning in school about relationships between letters and sounds

1. **Listen to your child read books from school.** Be patient as your child practices. Let him know you are proud of his reading.
2. **Say the sounds of letters and ask your child to write the letter or letters that represent the sound.**
3. **Ask your child to point out the letter-sound relationships he is learning in all of the things you are reading together—books, calendars, labels, magazines, and newspapers.**
4. **Play word games.** On cards, write words that contain the letter-sound relationships he is learning at school. Take turns choosing a card and **blending** the sounds to make the word. Then use the word in a sentence.

*If your child needs help with developing **phonemic awareness** or identifying and naming letters of the alphabet, read the suggestions in the kindergarten section of this booklet. Remember that these two skills are very important in helping children learn to read and write.*

### Encourage your child to spell and write

1. **Say a word your child knows and have him repeat the word.** Then help him write the word the way he hears it.
2. **Write a word on paper and cut the letters apart (or use plastic or foam letters).** Mix the letters and have your child spell a word by putting the letters in order.
3. **As you are reading with your child, point out words that have similar spellings, such as *hop* and *pop*.** Ask him to write similar words, for example, *top*, *mop*, and *cop*.
4. **Encourage your child to write often—for example, letters and thank-you notes, simple stories, and grocery lists.**

### Help your child build vocabulary, knowledge of the world, and comprehension

1. **When you read together, stop now and then to talk about the meaning of the book.** Help her make connections between what's happening in the book and her own life and experiences, or to other books you've read together. Ask her questions so that she talks about the information in a nonfiction book, or about the characters or events of a fiction book. Encourage your child to ask questions. Ask her to explain what the book was about, in her own words.
2. **Before you come to the end of a story, ask your child to predict what might happen next or how the story will end.**
3. **Talk about new words and ideas that your child has read or heard.** Ask her to make up sentences with the new words or use the words in other situations. Help her to find out more about new ideas by using appropriate web sites.
4. **Read magazines and newspapers together.** Get him interested in what's happening in other parts of the world.

### WHAT TO LOOK FOR IN FIRST GRADE CLASSROOMS

In effective first grade classrooms, you will see literacy instruction that focuses on:

#### Developing talking and listening abilities

**The teacher** helps children use language that is appropriate for different audiences and purposes.

**The children** use speaking and listening for many purposes, including getting and giving information, giving opinions, and talking with teachers and classmates. They talk about what has been read to them or what they have read. They retell stories that they have heard read aloud. They make up and tell stories based on their own experiences. They use the more formal language expected at school, such as complete sentences.

### Teaching about books and print

**The teacher** reads aloud to the children often, sharing many different types of books and other print materials. She shows her enthusiasm for reading and her eagerness for the children to learn to read. As she reads, she shows the parts of print such as the beginnings and endings of sentences, new paragraphs, and different punctuation marks.

**The children** are excited about being read to and about learning to read. They recognize the titles of books and ask the teacher to read their favorites. They spend part of the day looking at books or **pretend reading** books of their choice.

### Teaching about the alphabet

**The teacher** makes sure that children can recognize and name all of the letters of the alphabet, both uppercase and lowercase.

**The children** can quickly name the letters of the alphabet in order and recognize all letters. They use their knowledge of letters when they write.

### Teaching phonemic awareness

**The teacher** provides explicit instruction in phonemic awareness. She shows the children

#### PHONEMIC AWARENESS

##### **Awareness activities that you may see in first grade classrooms**

**Phoneme deletion:** Children recognize the word that remains when you take away a phoneme.

Teacher: What is *space* without the /s/?

Children: *space* without the /s/ is *pace*.

**Phoneme addition:** Children make a new word by adding a phoneme to a word.

Teacher: What word do you have if you add /p/ to the beginning of *lace*?

Children: *Place*.

**Phoneme substitution:** Children substitute one phoneme for another to make a new word.

Teacher: The word is *rag*. Change /g/ to /n/. What's the new word?

Children: *Ran*.

how to do phonemic awareness activities and helps them with feedback. The activities are short and fun. (See the next page for examples of each activity.)

**The children** practice a lot with phonemes. For example, they clap out the sounds they hear in words (**segmentation**), put sounds together to make words (**blending**), add or drop sounds from words (**phoneme addition** and **deletion**), and replace sounds in words (**phoneme substitution**).

### Teaching phonics and word recognition

**The teacher** explicitly teaches the children letter-sound relationships in a clear and useful sequence. The teacher also teaches children **irregular words** they will see and read often, but that do not follow the letter-sound relationships they are learning. These are often called **sight words**—words such as *said, is, was, are*.

#### PHONEMIC INSTRUCTION

Although there are several different approaches to teaching phonics, here are some activities that you are likely to see in first grade classrooms.

- Children sort out objects and pictures by the beginning sounds they have studied such as /b/, /c/, and /t/. They put the objects in baskets labeled with the beginning letter. "I have a *turtle*. It goes in the T basket." "This *cup* goes in the C basket."
- The teacher teaches the *-ing* spelling pattern and sounds, pointing out *-ing* words in books. The children look for examples of *-ing* words in books in the classroom library. "I found *singing!*" "This book has *wing!*" They copy the words on index cards and add them to the **word wall** under the heading "*-ing* words."
- The teacher helps children use plastic letters to spell out words containing sounds they have studied. She starts with two letter words and moves on to longer words. "Find two letters and make the word *in*. Now add one letter to make the word *pin*. Now add a letter to make the word *spin*. Using those same letters, change the word to *pins*."
- The teacher reads a poem written on chart paper to the class, pointing to each word as he reads. When he's done, he invites children to circle the words beginning with the /p/ sound, saying the word as they circle it.

**The children** learn to blend sounds to read words—first one-syllable words and, later, words with more than one syllable. They read easy books that include the letter-sound relationships they are learning as well as sight words that they have been taught. They recognize and figure out the meaning of compound words (words made of two words put together, such as background). They practice writing the letter-sound relationships in words, sentences, messages, and their own stories.

### **Developing spelling and writing**

**The teacher** provides opportunities for children to practice writing skills independently in both whole group and learning center settings. She makes spelling a part of writing activities. She helps children begin to think through their writing efforts—planning, writing drafts, and revising.

**The children** use writing more and more as a way to communicate ideas. They begin to organize their writing by planning, writing a draft copy, and editing it. They continue to use some invented spelling, but are learning the correct spellings of most of the words that they write.

### **Building vocabulary and knowledge of the world**

**The teacher** talks with the children about important new vocabulary words and helps them relate the new words to their own knowledge and experience. He makes a point of using new words in classroom discussions. He urges the children to use these words when they talk and write.

**The children** talk about the meanings of words and use new words when they talk and write. They begin to recognize words that are alike (synonyms) and words that are opposite (antonyms). They also begin to recognize the roles of different words in sentences—words that name (nouns) and words that show action (verbs). They understand that the language they use in school is more formal than the language they use at home and with friends.

### **Building comprehension**

**The teacher** reads aloud to children often and discusses books with them before, during, and after reading. The teacher listens to children read aloud, corrects their errors, and asks them questions about what they are reading. He shows children how to use mental plans, or strategies, to get meaning from what they read.

**The children** read aloud with accuracy and show that they understand what they're reading. They read books (fiction, nonfiction, and poetry) that are appropriate for the time in the school year. They make connections between what they already know and what they are reading. They pay attention to their reading and recognize when something doesn't make sense. They summarize and discuss what they read with classmates and their teacher. They choose to read on their own and enjoy reading.

## **WHAT CHILDREN SHOULD BE ABLE TO DO BY THE END OF FIRST GRADE**

The following is a list of some accomplishments you can expect of your child by the end of first grade. This list is based on research in the fields of reading, early childhood education, and child development. Remember, though, that children don't develop and learn at the same pace and in the same way. Your child may be more advanced or need more help than others in her age group. You are, of course, the best judge of your child's abilities and needs. You should take the accomplishments as guidelines and not as hard-and-fast rules. If you have concerns or questions about your child's reading development, talk to his teacher.

### **Books and print**

#### **By the end of first grade, a child:**

- Knows the difference between letters and words
- Knows that there are spaces between words in print
- Knows that print represents spoken language and contains meaning
- Knows some of the parts of print, such as the beginnings and endings of sentences, where paragraphs begin and end, and different punctuation marks
- Begins to understand why people read—to learn and enjoy

### **The alphabet**

#### **By the end of first grade, a child:**

- Can recognize and name all of the letters of the alphabet

### **Sounds in spoken language**

#### **By the end of first grade, a child:**

- Can count the number of syllables in a word
- Can put together and break apart the sounds of most one-syllable words

### **Phonics and word recognition**

#### **By the end of first grade, a child:**

- Can show how spoken words are represented by written letters that are arranged in a specific order
- Can read one-syllable words using what he knows about phonics
- Uses phonics to sound out words he doesn't know
- Can recognize some irregularly spelled words, such as *have*, *said*, *you*, and *are*

## Reading

### By the end of first grade, a child:

- Reads aloud first grade books and understands what they mean
- Can tell when he is having problems understanding what he is reading
- Reads and understands simple written instructions
- Predicts what will happen next in a story
- Discusses what she already knows about topics of books she is reading
- Can ask questions (how, why, what if?) about books she is reading
- Can describe, in his own words, what he has learned from a book he is reading
- Can give a reason for why he is reading a book (to be entertained, to follow directions, to learn about a nonfiction topic, for example)

## Spelling and writing

### By the end of first grade, a child:

- Uses invented (or developmental) spelling to try to spell words on his own
- Understands that there is a correct way to spell words
- Uses simple punctuation marks and capital letters
- Writes for different purposes—stories, explanations, letters, lists
- Writes things for others to read (by thinking of ideas, writing draft copies, and revising drafts)

## Vocabulary and knowledge of the world

### By the end of first grade, a child:

- Uses language with more control (such as speaking in complete sentences)
- Understands that the language used in school is more formal than the language used at home and with friends
- Talks about the meaning of words and uses new words when he speaks and writes
- Begins to see that some words mean the same thing (synonyms) and some words have opposite meanings (antonyms)
- Begins to recognize that words play different roles in sentences (for example, some words—nouns—name things and some words—verbs—show action)

*The main source for the list of accomplishments is Preventing Reading Difficulties in Young Children. For more information about this book, see Bibliography in the back of this booklet.*

## Second and Third Grades



### WHAT TO DO AT HOME

#### The top three

- Talk often with your child to build listening and speaking skills.
- Read to and with your child—often. Talk to her about the words and ideas in books. Encourage your child to read on her own.
- Ask your child's teacher how you can help your child practice at home what she is learning at school.

#### Use reading opportunities to help your child develop fluency

1. **Listen to your child read books that he has brought home from school.** Be patient as your child practices reading. Let him know that you are proud of his reading.
2. **If your child is not a very fluent reader (that is, she reads slowly and makes lots of mistakes), ask her to reread a paragraph or page a few times.**

#### Find opportunities for your child to spell and write

1. **Encourage your child to write often—for example, letters and thank-you notes to relatives and friends, simple stories, e-mails, and items for the grocery list.**
2. **Help your child learn the correct spellings of words.**

#### Find opportunities to help your child develop vocabulary, knowledge of the world, and comprehension

1. **Talk about new words that your child has read or heard.** Ask her to make up sentences with the new words or use the words in other situations.
2. **Help your child use the dictionary or thesaurus to check on the meanings of new words she reads or hears.**
3. **Help your child become aware of prefixes, suffixes, and root words.** Point them out in books you are reading together or in print materials around the house. Ask her to think of other words related to the words you are discussing.

#### PARENT TALK

*"Can you think of any other words that have the word move in them?"  
(Some possible answers are moveable, movement, moving, and moved.)  
"Here's the word disappear. What other words do you know that start with dis-?" (Some possible answers are disappoint, disagree, and disbelieve.)*

4. **Show your child how to use context—the sentences, words, and pictures around an unfamiliar word—to figure out the word's meaning.**

#### PARENT TALK

*Read a line from a book, such as this line from Eric Carle's Pancakes, Pancakes! "Take a sickle and cut as much wheat as the donkey can carry." Then ask a question, such as "Look at the picture of Jack cutting the wheat. What is he using? That's right, it's a sickle. A sickle is a tool for cutting wheat and other kinds of grain."*

5. **As you read a book with your child, stop now and then to talk to her about the meaning of the book.** Help her relate the experiences or events in the book to experiences or events in her life or to other books you have read together. Ask her questions that encourage her to talk about the information in a nonfiction book, or about the characters or events of a fiction book. Encourage your child to ask questions. Ask her to tell in her own words what the book was about.

### WHAT TO LOOK FOR IN SECOND AND THIRD GRADE CLASSROOMS

In effective second and third grade classrooms, you will see literacy instruction that focuses on:

#### Promoting reading accuracy

**The teacher** helps children continue to use their knowledge of phonics to sound out and pronounce new words. The teacher helps children recognize simple, common spelling patterns in words. She also helps children learn the spellings and meanings of word parts such as prefixes, suffixes, and root words.

**The children** become more able to read words accurately by using their knowledge of phonics. They use the other words in a sentence (the context) to figure out the pronunciations and meanings of new words.

## Building fluency

**The teacher** reads aloud to children, modeling fluent reading. She makes sure that children are working on developing fluency and monitors their progress. By listening to children read aloud, or by sometimes timing children's reading rates, the teacher ensures that children are becoming fluent readers.

**The children** are becoming more fluent readers by reading, reading, reading. They are improving their oral reading fluency by rereading selections aloud.

### FLUENCY INSTRUCTION

***In second and third grade classrooms, effective instruction will include some of the following activities for building fluency.***

- Teachers listen to individual children read aloud and provide assistance and encouragement as they repeatedly read until they are fluent.
- Teachers read aloud and children read along as a group. The children repeat the reading until they are fluent.
- In a listening center, children read along in their books as they listen to a fluent reader read a book on an audiotape. The children read with the tape until they can read the book without support.
- Pairs of children read paragraphs from a book to each other, taking turns and assisting each other until they can read the paragraphs fluently.
- Teachers time children as they read aloud paragraphs or pages of a selection. They also note children's reading errors.

## Teaching spelling and writing

**The teacher** teaches some common spelling patterns. He encourages children to write in many different forms, such as letters, stories, poetry, reviews, directions, and reports. He helps children prepare for and plan their writing. He teaches them how to revise, edit, and refine what they have written and helps them write using a computer.

**The children** write often, and for different audiences and purposes. They correctly spell previously studied words. When they spell new words, they represent all of the sounds in the

words. In their writing, the children use figurative language, dialogue, and vivid descriptions. They read their writing to others and discuss one another's writing, offering helpful suggestions.

### **Developing vocabulary and knowledge of the world**

**The teacher** is excited about words and shows students that they have a personal interest in learning new and intriguing words. He tries to develop children's awareness of and interest in words, their meanings, and their power. As the teacher reads aloud to children, he discusses some of the important new words in the book. He relates new words to words the children already know and to their experiences. The teacher encourages children to read a lot, both in school and outside of school. He encourages them to explore topics that interest them and to use a variety of sources of information, including the Internet.

**The children** are interested in learning new words and are eager to share new vocabulary at school and at home. They are learning how to figure out the meanings of unknown words by using word parts such as prefixes, suffixes, and root words. They are able to use different

#### **VOCABULARY INSTRUCTION**

In second and third grade classrooms, effective instruction will include both specific word instruction and instruction in word learning strategies.

##### ***Specific word instruction***

- Teachers teach specific words from selections the students are about to read. These words are important for the students to know in order to understand what they will read.
- Teachers use the new words over an extended period of time.
- The children see, hear, and work with the words in many ways and in various contexts.

##### ***Word learning strategies***

- Teachers show children how to use the dictionary and thesaurus to learn about the meanings of words. Teachers show how some words have more than one definition, and they teach children how to find the right definition for their particular situation.
- Teachers teach children how to use word parts (prefixes, suffixes, and root words) to determine the meaning of unknown words.
- Teachers provide instruction in how to use the meanings of known words in a reading selection (context) to figure out the meaning of unknown words.

parts of speech correctly, including nouns, verbs, adjectives, and adverbs. They read a lot on their own, and explore topics independently, often using computers.

### **Increasing comprehension**

**The teacher** guides children's understanding of what they are reading by discussing selections with them before, during, and after reading. The teacher shows children how to use simple strategies to get meaning from what they read.

**The children** read many different kinds of books, both with the teacher's guidance and on their own. They offer answers to "how," "why," and "what-if" questions, and read to find the answers to their own questions. They compare and contrast characters and events across stories. They explain and describe new information in their own words. They also interpret information from diagrams, charts, and graphs.

In second and third grades, children improve their word-recognition and word-study skills and develop fluency—their ability to read quickly and accurately. These years also are the time to extend comprehension and vocabulary knowledge and to refine writing and spelling skills.

It is critical that children are up to "reading speed" by the end of third grade. Children who fail to make good progress in reading by the time they enter fourth grade are likely to have trouble in the upper grades and to drop out of school before graduating.

The following are lists of some accomplishments that you can expect of your child by the end of second and third grade. These lists are based on research in the fields of reading, early childhood education, and child development. Remember, though, that children don't develop and learn at the same pace and in the same way. Your child may be more advanced or need more help than others in her age group. You are, of course, the best judge of your child's abilities and needs. You should take the accomplishments as guidelines and not as hard-and-fast rules. If you have concerns or questions about your child's reading development, talk to his teacher.

## **WHAT CHILDREN SHOULD BE ABLE TO DO BY THE END OF SECOND GRADE**

### **Phonics and word recognition**

**By the end of second grade, a child:**

- Can read a large number of regularly spelled one- and two-syllable words
- Figures out how to read a large number of words with more than two syllables
- Uses knowledge of phonics to sound out unfamiliar words
- Accurately reads many sight words

## READING COMPREHENSION INSTRUCTION

Quality instruction includes teaching children strategies that they can use to get meaning from the materials they read. These comprehension strategies include being aware of how well they comprehend a selection, using graphic organizers, answering questions, asking questions, recognizing the way stories are organized, and summarizing.

To teach comprehension strategies, teachers first demonstrate the strategy, tell why it is important, and how, when, and where to use it. Then the children practice the strategy until they are able to use it on their own. Here are some examples of strategy instruction:

- To help children understand and remember what they read, a teacher presents a diagram called a “story map” that shows the structure, or organization, of simple stories. *(See the story map example on the next page.)* She and the children talk about the story they have just read—its setting (where it takes place), the characters, the problems the characters face, the different events in the story, the resolutions of the characters’ problems, and the theme or moral of the story. As they talk, the teacher fills in the story map. After several lessons with their teacher, the children are able to complete story maps on their own.
- To help children better understand and remember what they have read, a teacher teaches them how to ask themselves “main idea” questions about what they are reading. The class has just finished reading a selection about redwood trees in an informational book. The teacher gives the children several examples of main idea questions and contrasts them with detail questions. He points out that the main idea questions often start with “why” or “how.” Then, under his guidance, the children practice asking main idea questions about several more selections in the book.
- To help children understand, learn from, and remember the information in their social studies textbook, a teacher helps them learn how to write a summary. She demonstrates how to write a summary of one of the sections in the chapter they are reading. She shows them how to make use of the section headings and the topic sentences of each paragraph. She then shows the children how to eliminate details. Under her direction, the children work together to write summaries of several sections of a chapter in their social studies textbook. In subsequent lessons the children write summaries of the chapters in their science book. The teacher provides feedback so that children include the important parts of the chapters in their summaries.

**A STORY MAP FOR  
"THE THREE LITTLE PIGS"**

<b>Setting</b>	A make-believe time and place
<b>Characters</b>	Mother pig, three little pigs, big bad wolf
<b>Problem or Goal</b>	The three little pigs are ready to move out of their mother's house and live on their own.
<b>Event 1</b>	The first little pig builds a house of straw. The big bad wolf blows the house down.
<b>Event 2</b>	The second little pig builds a house of sticks. The big bad wolf blows the house down.
<b>Event 3</b>	The third little pig builds a house of bricks. The big bad wolf cannot blow the house down.
<b>Event 4</b>	The big bad wolf runs away or is killed (depending on version).
<b>Solution</b>	The three little pigs live happily ever after in the safe brick house.
<b>Theme or Moral</b>	Hard work pays off in the end.

**Reading**

**By the end of second grade, a child:**

- Reads and understands a variety of second grade level fiction and nonfiction books
- Knows how to read for specific purposes and to seek answers to specific questions
- Answers "how," "why," and "what-if" questions
- Interprets information from diagrams, charts, and graphs
- Recalls information, main ideas, and details after reading
- Compares and connects information read in different books and articles
- Takes part in creative responses to stories, such as dramatizations of stories and oral presentations

## Spelling and writing

### By the end of second grade, a child:

- Pays attention to how words are spelled
- Correctly spells words he has studied
- Spells a word the way it sounds if she doesn't know how to spell it
- Writes for many different purposes
- Writes different types of compositions (for example, stories, reports, and letters)
- Makes good judgments about what to include in her writing
- Takes part in writing conferences and then revises and edits what he has written
- Pays attention to the mechanics of writing (for example, spelling, capitalization, and punctuation) in the final versions of compositions

## Vocabulary and knowledge of the world

### By the end of second grade, a child:

- Wants to learn new words and share those words at school and home
- Uses clues from the context to figure out what words mean
- Uses knowledge of word parts such as prefixes, suffixes, and root words to figure out word meanings
- Increases vocabulary through the use of synonyms and antonyms
- Can use different parts of speech correctly, including nouns, verbs, adjectives, and adverbs
- Learns more new words through independent reading
- Explores and investigates topics of interest on her own

## WHAT CHILDREN SHOULD BE ABLE TO DO BY THE END OF THIRD GRADE

### Phonics and word recognition

#### By the end of third grade, a child:

- Uses phonics knowledge and word parts (prefixes, roots, suffixes) to figure out how to pronounce words she doesn't recognize

### Reading

#### By the end of third grade, a child:

- Reads with fluency
- Reads a variety of third grade level texts (for example, story books, informational books, magazine articles, computer screens) with fluency and comprehension
- Reads longer stories and chapter books independently
- Summarizes major points from both fiction and nonfiction books

- Identifies and then discusses specific words or phrases that interfere with comprehension
- Discusses the themes or messages of stories
- Asks “how,” “why,” and “what-if” questions
- Distinguishes cause from effect, fact from opinion, and main ideas from supporting details
- Uses information gathered and his own reasoning to evaluate the explanations and opinions he reads about
- Understands and reads graphics and charts
- Uses context clues to get meaning from what she reads

### **Spelling and writing**

#### **By the end of third grade, a child:**

- Correctly spells previously studied words
- Independently reviews her own written work for errors in spelling, capitalization, and punctuation
- Begins to use literary words and sentences in his writing, such as figurative language
- Combines information in compositions from a variety of sources, including books, articles, and computer information
- With assistance from teachers and classmates, edits and revises her compositions to make them easier to read and understand
- Discusses her own writing with other children and responds helpfully to the writing of other children

### **Vocabulary and knowledge of the world**

#### **By the end of third grade, a child:**

- Wants to learn and share new words at school and at home
- Uses clues from context to figure out word meanings
- Uses her knowledge of word parts such as prefixes, suffixes, and root words to figure out word meanings
- Increases his vocabulary through the use of synonyms and antonyms
- Is able to use different parts of speech correctly, including nouns, verbs, adjectives, and adverbs
- Develops her vocabulary and knowledge through independent reading
- Explores and investigates topics of interest on his own
- Uses a variety of sources to find information, including computers

*The main source for this list of accomplishments is Preventing Reading Difficulties in Young Children. For more information about this book, see Bibliography in the back of this booklet.*

### SOME HELPFUL TERMS TO KNOW

Teachers and day care providers might use these terms when talking to you about how your child is learning to read. Some of them are used in this booklet.

- **alphabetic knowledge**—Knowing the names and shapes of the letters of the alphabet.
- **alphabetic principle**—The understanding that written letters represent sounds. For example, the word *big* has three sounds and three letters.
- **big books**—Oversized books that allow for the sharing of print and illustrations with a group of children.
- **blending**—Putting together individual sounds to make spoken words.
- **comprehension**—The ability to understand and gain meaning from what has been read.
- **decodable books**—Books that are made up of words that contain only the letter-sound relationships that the children are learning, along with a few words that are taught as sight words.
- **decode**—The ability to recognize and read words by translating the letters into speech sounds to determine the word's pronunciation and meaning.
- **developmental spelling**—The use of letter-sound relationship information to attempt to write words.
- **emergent literacy**—The view that literacy learning begins at birth and is encouraged through participation with adults in meaningful reading and writing activities.
- **environmental print**—Print that is a part of everyday life, such as signs, billboards, labels, and business logos.
- **experimental writing**—Efforts by young children to experiment with writing by creating pretend and real letters and by organizing scribbles and marks on paper.
- **explicit instruction**—Direct, structured, systematic teaching of a task.
- **fluency**—The ability to read text accurately and quickly and with expression and comprehension.
- **graphic organizers**—Diagrams that visually represent the organization and relationships of ideas in a text.
- **invented spelling**—See developmental spelling.
- **irregular words**—Frequently used words that don't follow the letter-sound relationship rules that children are learning.
- **leveled books**—Books that have been assigned a particular level (usually a number or letter, such as Level 1 or Level B) intended to indicate how difficult the book is for children to read.
- **literacy**—Includes all the activities involved in speaking, listening, reading, writing, and appreciating both spoken and written language.

- **phonemes**—The smallest parts of spoken language that combine to form words. For example, the word *hit* is made up of three phonemes (/h/ /i/ /t/) and differs by one phoneme from the words *pit*, *hip*, and *hot*.
- **phonemic awareness**—The ability to hear and identify the individual sounds in spoken words.
- **phonics**—The relationship between the sounds of spoken words and the individual letters or groups of letters that represent those sounds in written words.
- **phonological awareness**—The understanding that spoken language is made up of individual and separate sounds. Phonological awareness activities can involve work with rhymes, words, sentences, syllables, and phonemes.
- **predictable books**—Books that have repeated words or sentences, rhymes, or other patterns.
- **prefix**—A word part such as *re-*, *un-*, or *pre-* that is added to the beginning of a root word to form a new word with a new meaning.
- **pretend reading**—Children’s attempts to “read” a book before they have learned to read. Usually children pretend read a familiar book that they have practically memorized.
- **print awareness**—Knowing about print and books and how they are used.
- **root word**—A word or word part to which a prefix or suffix is added.
- **segmentation**—Taking spoken words apart sound by sound.
- **sight words**—Words that a reader recognizes without having to sound them out. Some sight words are “irregular,” or have letter-sound relationships that are uncommon. Some examples of sight words are *you*, *are*, *have*, and *said*.
- **suffix**—A word part such as *-ness*, *-able*, or *-er* that is added to the end of a root word to form a new word with a new meaning.
- **syllable**—A word part that contains a vowel or, in spoken language, a vowel sound (*e-vent*, *news-pa-per*, *pret-ty*).
- **vocabulary**—The words we must know in order to communicate effectively. *Oral* vocabulary refers to words that we use in speaking or recognize in listening. *Reading* vocabulary refers to words we recognize or use in print.
- **word walls**—Word-study and vocabulary words that are posted on the classroom wall so all children can easily see them. Usually, word walls are arranged alphabetically, with words starting with a certain letter listed under that letter for easy location.
- **word recognition**—The ability to identify printed words and to translate them into their corresponding sounds quickly and accurately so as to figure out their meanings.

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## RESOURCES FOR PARENTS AND CAREGIVERS

The following web sites can provide you with useful information about learning to read.

**The Partnership for Reading.** [www.nifl.gov/partnershipforreading](http://www.nifl.gov/partnershipforreading)

**National Parent Information Network (NPIN).** [www.npin.org](http://www.npin.org)

**National Institute for Literacy (NIFL).** [www.nifl.gov](http://www.nifl.gov)

**No Child Left Behind web site** describes the current education law and how it affects K-3 schools, parents, and children. [www.ed.gov/nclb/landing.html](http://www.ed.gov/nclb/landing.html)

**Reading Rockets** offers activities and ideas for building your child's reading skills at home. [www.readingrockets.org/families](http://www.readingrockets.org/families)

**PBS Parents** can help parents learn how children become readers and writers by helping them develop by talking, reading, and writing together every day. [www.pbs.org/parents/readinglanguage](http://www.pbs.org/parents/readinglanguage)

**The White House Initiative on Educational Excellence for Hispanic Americans** offers resources on helping the language development of infants and young children. [www.yesican.gov/earlychildhood/index.html](http://www.yesican.gov/earlychildhood/index.html)

**The American Federation of Teachers web site** offers pages for parents on building strong partnerships with schools. [www.aft.org/parents/index.htm](http://www.aft.org/parents/index.htm)

**The National Education Association web site** contains information on parent involvement in literacy and other topics. [www.nea.org/parents/index.html](http://www.nea.org/parents/index.html)

**Parents as Teachers National Center** suggests ways for parents to interact with their children to develop early literacy. [www.parentsasteachers.org](http://www.parentsasteachers.org)

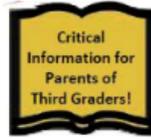
*Resource list provided by the Parent Information and Resource Centers, U.S. Department of Education.*

**If you have children between the  
ages of birth and age four, look for the booklet  
*A Child Becomes a Reader: Birth through Preschool.***

**[www.nifl.gov](http://www.nifl.gov)**

**To order copies of this booklet,  
contact the National Institute for Literacy at EdPubs,  
PO Box 1398, Jessup, MD 20794-1398.  
Call 800-228-8813 or e-mail [edpubs@inet.ed.gov](mailto:edpubs@inet.ed.gov).**

**This booklet can also be downloaded at  
The National Institute for Literacy web site, [www.nifl.gov](http://www.nifl.gov).**



## INTRODUCTION

This information is for parents of Florida's third-grade students. It is designed to help parents understand what Florida law says about reading requirements for third-grade students and promotion to fourth grade. It also describes what the school will do to help if your child is reading below grade level.

## STATUTORY REQUIREMENT FOR THIRD GRADE READING

Florida law [Section 1008.25(5)] says that third graders who score at Level 1 in reading on the FCAT must be retained (not promoted to fourth grade). However, children who demonstrate the required reading level through a state approved alternative standardized reading test or through a student portfolio can be granted a "good cause exemption" and be promoted to fourth grade.

If your child scores at Level 1, you will be notified by the school that your child will not be promoted to fourth grade until he or she achieves the required reading level. Students who are retained must be given intensive instruction in reading to help them catch up. You will be given information about the intensive instruction that will be provided to help your child make progress in reading.

*Note:* Some students with disabilities, some English language learners, and some students who have already been retained twice can receive a "good cause exemption" and be promoted, even though they are not reading at the required level. If your child is not eligible for the good cause exemption, you will be notified as to why your child is not eligible. Please refer to page 4 of this document for additional information.

## WHAT DOES THE LAW MEAN?

This law means, "We are not going to give up on struggling students; we are going to invest in them." The results should have a positive effect on our whole state. It will reduce the need for remedial education in middle and high school and may lower dropout rates and juvenile delinquency. It will also help Florida develop the highly skilled workforce needed for a strong economy.

## NEW RIGOROUS READING STANDARDS

This year we have new, more rigorous achievement levels for FCAT 2.0. Education Commissioner Gerard Robinson provided the following statement regarding the FCAT 2.0 achievement level cut scores recently adopted by the State Board of Education: "FCAT 2.0, based on the Next Generation Sunshine State Standards (NGSSS), is designed to test Florida's students on more rigorous material. The standards I am recommending today reflect this, raising the bar for Florida's children from 3rd through 10th grade and ensuring that our students are on the path to graduating college and career ready. For the first time in Florida's history, our graduation requirements are aligned with college readiness and our standards are consistent across grade levels. Parents, teachers, and administrators will now be able to identify those children who need additional help earlier so that they can graduate college ready."

## EXPECTATIONS FOR THIRD GRADERS

The specific skills that students need in reading are described in the Florida Next Generation Sunshine State Standards. Designed by teachers with input from stakeholders, the Standards describe what Florida students should know and be able to do at each grade level. They are in line with national education standards. By the end of third grade, students are expected to be able to read independently. This means that they can read and understand words, sentences, and paragraphs without help.

In order to meet the minimum reading requirements for the end of third grade, students are asked to demonstrate at least a limited ability to determine the meaning of words using appropriate strategies, apply reading comprehension and literary analysis skills, and locate, interpret, and organize information for a variety of purposes from grade-appropriate texts encompassing a range of complexity.

#### EARLY READING SKILLS

Reading is the core of the school day for young students. Walk into a kindergarten, first-, second-, or third-grade classroom, and you will find children learning to read. They may be talking about the sounds letters make, listening to the teacher read a story, reading aloud together, working on a computer reading program, or talking and writing about what they have read. Students are engaged in these activities because reading and comprehension are the foundations for all academic learning. Students need strong reading skills in order to learn in all other school subjects, such as science, history, writing, and even math.

Schools regularly assess the reading proficiency of all students in kindergarten through grade three. This allows schools to identify students who are struggling with reading. If your child is reading below grade level, the school will let you know exactly what type of reading difficulty your child is having. The school will then develop a plan to provide special instruction in reading, such as individual help from teachers, aides, volunteer tutors, and parents.

#### FCAT

The Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) measures students' progress on the Next Generation Sunshine State Standards. Students in grades 3–10 take the FCAT each spring. Third graders are tested in reading and mathematics. Their scores fall into one of five levels: Level 5 is the highest; Level 1 is the lowest.

The third-grade FCAT 2.0 requires students to read stories that are approximately 500 words long and answer questions about what they have read. The test also requires them to use charts, graphs, maps, and other materials to gather information to answer questions.



#### WHAT DOES SCORING LEVEL 1 ON FCAT READING 2.0 MEAN?

When a third grader scores in the lowest level on the FCAT 2.0, it warns us that the child is reading at a much lower level than is expected of third graders. Students who score Level 1 may not be able to recognize or sound-out new words or know their meaning. These students may have trouble answering questions that identify a story's main idea, main characters, and order of events. They may not be able to use information from charts, graphs, or maps to answer specific questions.

#### WHAT IS THE MEANING AND PURPOSE OF RETENTION?

Retention does not mean that the child has failed. It does not mean that teachers or parents are not working hard enough. It does mean that the child needs and will have more time and help to catch up and reach reading proficiency. The purpose of retention is to give children who have substantial reading deficiencies more time and the intensive instruction they need to catch up in reading.



#### WHY THIRD GRADE?

A substantial reading deficiency must be addressed before students can move on to the more difficult schoolwork of fourth grade and beyond. As students progress through the grades, the text and tasks that are required for students to understand what they are reading are more complex. Textbooks become more difficult to understand; reading passages are longer. Students use reference books, websites, and other written materials to do research for history reports, science projects, and other schoolwork. Students who have trouble understanding what they read find it very difficult to keep up. Many students become frustrated when they try to tackle this schoolwork without necessary reading skills. For some students, this leads to years of difficulty in school and limited opportunities in adult life.



### MAKING PROGRESS

#### MID-YEAR PROMOTION

If the child can demonstrate the required reading level before the start of the next school year, he or she may be promoted to fourth grade. If the child achieves the required reading level during the next school year, the child may be promoted to fourth grade mid-year. To be promoted to fourth grade mid-year, the child must demonstrate mastery of the third grade reading skills and beginning fourth grade reading skills. This will ensure that the student has made enough progress to be

successful in fourth grade. The student may be given a standardized test, or the teacher may put together a portfolio of the student's work.

#### INTENSIVE ACCELERATION CLASS

If the student has already been retained once in third grade and then scores at Level 1 again, the school must provide an intensive acceleration class that focuses on increasing the child's reading level at least two grade levels in one school year. The intensive acceleration class must:

- Have a lower teacher-student ratio than other third-grade classes
- Have a high-performing teacher
- Provide reading instruction for most of the school day
- Give students the opportunity to master the fourth-grade Next Generation Sunshine State Standards in other subjects, such as math and science
- Use research-based reading, language, and vocabulary instructional programs
- Monitor student progress weekly
- Maintain a portfolio for each student



The district must also offer these students the option of being served in a transitional instructional setting designed to help them meet the fourth-grade Next Generation Sunshine State Standards, while continuing the remediation of the reading deficiency.

#### PROGRESS MONITORING PLANS

Schools are required to develop a progress monitoring plan (PMP) for each struggling reader. Parents will be invited to participate in developing this plan. The PMP describes the child's specific reading difficulties and the intensive teaching practices that will be used to help the child catch up in reading. This intensive instruction will be provided during regular school hours in addition to the regular reading instruction.

#### SIX COMPONENTS OF READING

Teachers in the early grades work on improving students' skills in these six components of reading:

1. Oral language provides the foundation for literacy development involving listening and speaking skills.
2. Phonemic awareness is the ability to hear and manipulate the sounds of spoken language. This includes noticing rhyme and recognizing the separate, small sounds in words (phonemes).
3. Phonics is the understanding of the relationships between the written letters of the alphabet and the sounds of spoken language. This knowledge allows a reader to "decode" words by translating the letters into speech sounds.
4. Fluency is the ability to read quickly, accurately, and with proper expression. Fluent readers can concentrate on comprehension rather than focusing all of their effort on decoding words.
5. Vocabulary includes all the words the reader can understand and use. The more words a child knows, the better he or she will understand what is read. Knowing how words relate to each other is a building block that leads to comprehension.
6. Comprehension is the ability to understand what one has read. This includes understanding the plot of a story or the information in an article. It also includes things like recognizing the main idea of an article or being able to compare and contrast different characters in a story.



#### EXEMPTIONS FROM THIRD-GRADE RETENTION

Some third-graders who score Level 1 on the FCAT in reading can be exempted from the retention requirement and be promoted to fourth grade. This is called a "good cause exemption." Good cause exemptions are given to only the following students:

1. English language learners who have had less than two years of instruction in an English for Speakers of Other Languages (ESOL) program
2. Students with disabilities whose individual educational plan (IEP) shows that it is not appropriate for them to take the FCAT
3. Students who show an acceptable level of performance on an alternative standardized reading test approved by the State Board of Education
4. Students who show through a teacher-developed portfolio that they can read on grade level\*
5. Students with disabilities who take the FCAT and whose IEP or 504 Plan says that they have received intensive remediation in reading for more than two years but still show a deficiency in reading and were previously retained in kindergarten through grade 3
6. Students who have received intensive remediation in reading for two or more years but still have a deficiency in reading and who have already been retained in kindergarten through grade 3 for a total of two years

If you believe your child may be eligible for a good cause exemption, talk to your child's teacher. For a good cause exemption to be approved, the following steps must take place:

1. The student's teacher must submit documentation to the principal.
2. The principal must review the documentation and decide whether or not the student should be promoted. If the principal determines that the student should be promoted, the principal must make the recommendation to the school district superintendent.
3. The school district superintendent must accept or reject the principal's recommendation that the student be promoted.

\*The teacher selects the contents of the portfolio. The documents in the portfolio must show that the student has mastered the Next Generation Sunshine State Standard benchmarks that are assessed by the grade 3 Reading FCAT 2.0. Talk to your child's teacher to learn more or go to <http://www.justreadflorida.com/docs/6A-1-094221.pdf> to view the State Board rule that addresses portfolios.



Gerard Robinson  
Commissioner of Education



**METCALFE  
MCLAIN**

ATTORNEYS

ELLIOTT C. METCALFE, JR.

GEORGE R. MCLAIN, SR.

G. ROBERT MCLAIN, JR.

July 16, 2012

State of Florida  
Division of Corporations  
Post Office Box 1500  
Tallahassee, Florida 32302-1500

Re: Sarasota Academy of the Arts, Inc.

Dear Sir or Madam:

Enclosed herewith for filing are an original and one copy of the Articles of Incorporation for the above corporation, together with our check in the amount of \$78.75, to cover the following:

Filing Fee:	\$ 35.00
Certified Copy of Articles	8.75
Registered Agent Designation	35.00

Please file the original Articles and forward a certified copy of the Articles to me at the address above. A self-addressed, stamped envelope is enclosed for your convenience.

Very truly yours,

G. Robert McLain Jr.

Enclosures

METCALFE & MCLAIN, P.A.  
1800 SECOND STREET, STE. 735 • SARASOTA, FL 34236 • T: 941.365.4174 • F: 941.366.4741  
WWW.METCALFEMCLAIN.COM

12 JUL 19 PM 3:27  
SECRETARY OF STATE  
DIVISION OF CORPORATIONS

**ARTICLES OF INCORPORATION**

FILED  
SECRETARY OF STATE  
DIVISION OF CORPORATIONS

of

12 JUL 19 PM 3: 27

**SARASOTA ACADEMY OF THE ARTS, INC.**

A Florida Not-for-Profit Corporation

**ARTICLE I – NAME**

The name of the corporation is Sarasota Academy of the Arts, Inc.

**ARTICLE II – CORPORATE ADDRESS**

The initial corporate address of Sarasota Academy of the Arts, Inc., shall be 1800 2nd St., Suite 735, Sarasota, Florida 34236.

**ARTICLE III – DURATION**

The existence of the corporation shall commence when these Articles have been filed with the Florida Department of State; the corporation shall continue in perpetual existence.

**ARTICLE IV – CORPORATE 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.

#### **ARTICLE V – DISTRIBUTION UPON DISSOLUTION**

Upon the dissolution of the corporation, any assets remaining shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

#### **ARTICLE VI – BYLAWS**

The corporation shall adopt and maintain bylaws consistent with these Articles of Incorporation. The initial board of directors shall adopt bylaws within one (1) month of the date of incorporation. The bylaws may thereafter be altered, amended, or rescinded by the board of directors in the manner set forth in the bylaws.

#### **ARTICLE VII – DIRECTORS**

The corporation shall be managed by a board of directors of not less than five (5) individuals. The directors shall be elected or appointed pursuant to the corporation's bylaws. The initial board of directors shall consist of the following individuals:

Dan Kennedy  
801 North Orange Avenue  
Sarasota, FL 34236

William J. Mariotti  
4559 Mariotti Court, Unit #1  
Sarasota, FL 34233

G. Robert McLain, Jr.  
1800 2nd St. STE. 735  
Sarasota, FL 34236

Denise J. Gagne  
7814 38th Court East  
Sarasota, FL 34342

Kelly Marsh  
6847 Arca Boulevard  
Sarasota, FL 34241

Joe Solano  
1800 2nd St. STE. 850  
Sarasota, FL 34236

Hillary Chojnacki  
5591 Siesta Estates Ct  
Sarasota, FL 34242

**ARTICLE VIII – OFFICERS**

The Corporation's officers shall be elected or appointed pursuant to the corporation's bylaws.

**ARTICLE IX – REGISTERED OFFICE AND REGISTERED AGENT**

The name and Florida street address of the initial registered office and registered agent is as follows:

G. Robert McLain, Jr.  
1800 2nd St. STE. 735  
Sarasota, FL 34236

**ARTICLE X – INCORPORATOR**

The name and address of the incorporator is as follows:

G. Robert McLain, Jr.  
1800 2nd St. STE. 735  
Sarasota, FL 34236

IN WITNESS HEREOF, the undersigned incorporator of Sarasota Academy of the Arts, Inc. executes these Articles of Incorporation this 16<sup>th</sup> day of July, 2012.

  
\_\_\_\_\_  
G. Robert McLain, Jr.

I certify that I am familiar with and accept the responsibilities of registered agent.

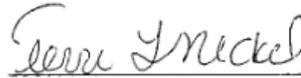


G. Robert McLain, Jr.

STATE OF FLORIDA, COUNTY OF SARASOTA

Before me, the undersigned authority, this day personally appeared G. Robert McLain, Jr., to me well known, and he acknowledged before me that he executed the foregoing articles for the purposes expressed therein.

Dated this 16 day of July, 2012,



Notary Public



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SECRETARY OF STATE  
DIVISION OF CORPORATIONS  
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**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.

**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.

**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.

**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.

**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.

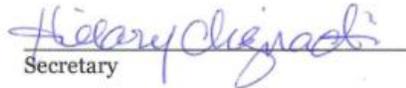
**7.3 Anti-Nepotism:** All hiring, promotion, and compensation decisions shall comply with Florida's Anti-Nepotism law, *Fla. Stat. 1002.33*.

**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 July 27, 2012.

  
Secretary

## Appendix G – Leadership Team Bios

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### **Cecilia Blankenship – Principal**

Ms. Blankenship received her undergraduate degree from James Madison University (then Madison College) in 1969 with a Bachelor of Science in Secondary Education. Her majors were in biology and general science. In 1972 she became certified in Elementary Education through coursework at Virginia Commonwealth University. Her Masters of Science is from Longwood University, 1988 with a major in Education, Secondary Curriculum and coursework in teacher supervision and administration. In 1988 she began the doctoral program at the College of William and Mary, taking courses in educational leadership, but left the program to move to Florida. Since moving to Florida, she has continued her professional development by taking courses in reading and current educational practices. Throughout her career she has taught general elementary classes, middle school and high school level science classes as well as acted in supervisory and curriculum development positions. While serving as assistant principal at a private school, she acted as Certification/Master Inservice Coordinator for Florida Council of Independent Schools, Contact/Coordinator for John McKay Scholarships and served on accreditation committees for independent schools throughout Florida. As assistant principal, she was responsible for all curriculum, teacher supervision and evaluation, professional development, and school safety.

### **Julie Rohr McHugh – Director of the Arts**

Julie Rohr McHugh was born in North Carolina and moved to Sarasota, FL when she was seven years old. For the last 59 years she has called Sarasota her home. She has a Bachelors and Masters Degree in Music Education from University of Miami where she had the opportunity to perform on USO tours in the United States, Europe, and five Asian countries in the Far East. While in college, she performed extensively including commercial work and two seasons of the Jackie Gleason Show. Other television shows she performed on were Ed Sullivan, Mike Douglas, Perry Como, and the USA and Miss Universe Pageants. She also had the rare opportunity to meet and perform for Prince Philip.

Julie has taught music, chorus, and show choir for 43 years, teaching students from age three through college. She has directed church choirs and was musical director at the Players Theatre for two years. In addition to teaching six years in a public middle school in Fort Lauderdale, she has taught 36 years in a private school in Sarasota where she also served as principal, twelve years at a public high school and four years at a charter high school. In 2009, she was the recipient of the prestigious Community Video Archives award and the video they produced on her life is in every library in Sarasota and also in the Library of Congress. During her career, she has directed students in over forty Broadway productions and over 120 musical shows. Her groups have performed over 1,000 times in the Sarasota community for clubs, organizations, local events, nursing homes, assisted living facilities, and mobile home parks. She has taken show choirs to perform at Disney World twenty times. Her performance groups have also performed on cruise ships and in Tallahassee, Washington D.C., New York City, and Nashville.

On a personal note, Julie has raised five sons and has five grandchildren. She has been married for 43 years to a public school administrator who is now retired from the Sarasota Public School System.

---

**Matthew McHugh – Business Manager**

Matt McHugh received his Bachelor's Degree in Business Administration from The University of South Florida. He has spent the past ten years working as the Business Manager of a school in Sarasota, Florida. During his employment there, his responsibilities included the handling of accounts receivable, accounts payable, HR duties, marketing, and management. He spent much of his youth and early college years heavily involved in the arts and is a strong supporter of the arts and education.

## Appendix H: Draft Salary

<b>Administrative Staff</b>	Salary Year 1	Salary Year 2	Salary Year 3	Salary Year 4	Salary Year 5
Principal	\$60,000.00	\$62,000.00	\$64,000.00	\$66,000.00	\$68,000.00
Director of the Arts	\$50,000.00	\$52,000.00	\$54,000.00	\$56,000.00	\$58,000.00
Business Manager	\$30,000.00	\$31,000.00	\$32,000.00	\$33,000.00	\$34,000.00
<b>Total Administrative</b>	<b>\$140,000.00</b>	<b>\$145,000.00</b>	<b>\$150,000.00</b>	<b>\$155,000.00</b>	<b>\$160,000.00</b>
<b>Instructional Staff</b>					
Kindergarten	\$32,530.00	\$33,730.00	\$34,930.00	\$36,130.00	\$37,330.00
1st - 3rd LA	\$32,530.00	\$33,730.00	\$34,930.00	\$36,130.00	\$37,330.00
1st - 5th Math	\$32,530.00	\$33,730.00	\$34,930.00	\$36,130.00	\$37,330.00
1st - 5th Sci/Social Studies	\$32,530.00	\$33,730.00	\$34,930.00	\$36,130.00	\$37,330.00
4th & 5th LA/Reading Spec.	\$32,530.00	\$33,730.00	\$34,930.00	\$36,130.00	\$37,330.00
6th - 8th LA	\$32,530.00	\$33,730.00	\$34,930.00	\$36,130.00	\$37,330.00
6th - 8th Math	\$32,530.00	\$33,730.00	\$34,930.00	\$36,130.00	\$37,330.00
6th - 8th Science	\$32,530.00	\$33,730.00	\$34,930.00	\$36,130.00	\$37,330.00
6th - 8th Social Studies	\$32,530.00	\$33,730.00	\$34,930.00	\$36,130.00	\$37,330.00
ESE Coordinator	\$32,530.00	\$33,730.00	\$34,930.00	\$36,130.00	\$37,330.00
Reading Specialist	\$32,530.00	\$33,730.00	\$34,930.00	\$36,130.00	\$37,330.00
Art	\$32,530.00	\$33,730.00	\$34,930.00	\$36,130.00	\$37,330.00
PE	\$32,530.00	\$33,730.00	\$34,930.00	\$36,130.00	\$37,330.00
Spanish	\$32,530.00	\$33,730.00	\$34,930.00	\$36,130.00	\$37,330.00
ESE Teacher	\$32,530.00	\$33,730.00	\$34,930.00	\$36,130.00	\$37,330.00
Technology	\$32,530.00	\$33,730.00	\$34,930.00	\$36,130.00	\$37,330.00
ESOL Paraprofessional	\$20,000.00	\$20,700.00	\$21,700.00	\$22,400.00	\$23,100.00
ESOL Coordinator	\$16,000.00	\$16,600.00	\$17,200.00	\$17,800.00	\$19,000.00
Music		\$16,000.00	\$16,600.00	\$17,200.00	\$17,800.00
LA/Reading Specialist		\$16,000.00	\$33,200.00	\$36,130.00	\$37,330.00
Art		\$16,000.00	\$16,600.00	\$17,200.00	\$17,800.00
Technology		\$16,000.00	\$16,600.00	\$17,200.00	\$17,800.00
<b>Total Instructional Staff</b>	<b>\$556,480.00</b>	<b>\$640,980.00</b>	<b>\$680,780.00</b>	<b>\$706,010.00</b>	<b>\$730,110.00</b>
<b>Other Staff</b>					
Bookkeeper	\$9,000.00	\$9,200.00	\$9,400.00	\$9,600.00	\$9,800.00
Registrar	\$9,000.00	\$9,200.00	\$9,400.00	\$9,600.00	\$9,800.00
Admin. Assistant	\$11,000.00	\$11,200.00	\$11,400.00	\$11,600.00	\$11,800.00
Custodian	\$33,840.00	\$34,340.00	\$34,840.00	\$35,340.00	\$35,840.00
Media Specialist (MLS)	\$9,000.00	\$9,200.00	\$9,400.00	\$9,600.00	\$9,800.00
<b>Total Other</b>	<b>\$71,840.00</b>	<b>\$73,140.00</b>	<b>\$74,440.00</b>	<b>\$75,740.00</b>	<b>\$77,040.00</b>
<b>Total Staff</b>	<b>\$768,320.00</b>	<b>\$859,120.00</b>	<b>\$905,220.00</b>	<b>\$936,750.00</b>	<b>\$967,150.00</b>



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Appendix I – Budget Worksheet page 2

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**START-UP BUDGET**

<b>REVENUES</b>	
Fundraisers	\$6,000.00
Donations	\$6,000.00
<b>Total Revenues</b>	<b>\$12,000.00</b>
<b>EXPENSES</b>	
Student Recruitment	\$7,000.00
Employee Recruitment	\$3,000.00
<b>Total Expenses</b>	<b>\$10,000.00</b>
<b>Fund Balance</b>	<b>\$2,000.00</b>

**START-UP BALANCE SHEET**

<b>ASSETS</b>	Amount	Description
Cash on Hand	\$12,000.00	Money from Fundraising & Donations
<b>Total Assets</b>	<b>\$12,000.00</b>	
<b>Liabilities</b>		
Accounts Payable	\$10,000.00	Money Owed for Student & Employee Recruiting
<b>Total Liabilities</b>	<b>\$10,000.00</b>	
<b>Fund Balance</b>	<b>\$2,000.00</b>	
<b>Total Liabilities</b>		
<b>&amp; Fund Balances</b>	<b>\$12,000.00</b>	

# Appendix I – Budget Worksheet page 3

BAA Rev. Est. WS2012-13 year 1.xls  
7/31/2012 3:36 PM

**58** (Insert district number in cell A1, enter, then strike F9. Your district data then pulls from Calculation Detail Sheets)

## Revenue Estimate Worksheet for SAA\_Charter School Year 1

Based on the First Calculation of the FEFP 2012-13

School District: **Sarasota**

### 1. 2012-13 FEFP State and Local Funding

Base Student Allocation \$3,682.96 District Cost Differential: 1.0010

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2012-13 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3	55.00	1.117	61.4350	\$ 220,340
111 Basic K-3 with ESE Services	12.00	1.117	13.4040	\$ 48,074
102 Basic 4-8	89.00	1.000	89.0000	\$ 319,204
112 Basic 4-8 with ESE Services	24.00	1.000	24.0000	\$ 86,078
103 Basic 9-12		1.020	0.0000	\$ -
113 Basic 9-12 with ESE Services		1.020	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)		3.524	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.524	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.524	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.044	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)		5.044	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.044	0.0000	\$ -
130 ESOL (Grade Level PK-3)	5.00	1.167	5.8350	\$ 20,928
130 ESOL (Grade Level 4-8)	7.00	1.167	8.1690	\$ 29,299
130 ESOL (Grade Level 9-12)		1.167	0.0000	\$ -
300 Career Education (Grades 9-12)		0.999	0.0000	\$ -
<b>Totals</b>	<b>192.00</b>		<b>201.8430</b>	<b>\$ 723,923</b>

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the ESE Guaranteed Allocation.	9.00	PK-3	251	\$ 1,028	\$ 9,252
Enter the FTE from 111, 112, & 113 by grade and matrix level.	2.00	PK-3	152	\$ 3,318	\$ 6,636
Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 & 113 above.	1.00	PK-3	253	\$ 6,771	\$ 6,771
	18.00	4-8	251	\$ 1,152	\$ 20,736
	4.00	4-8	252	\$ 3,442	\$ 13,768
	2.00	4-8	253	\$ 6,895	\$ 13,790
		9-12	251	\$ 820	\$ -
		9-12	252	\$ 3,110	\$ -
		9-12	253	\$ 6,563	\$ -
<b>Total FTE with ESE Services</b>	<b>36.00</b>			<b>Total from ESE Guarantee</b>	<b>\$ 70,953</b>

3. Supplemental Academic Instruction:	District SAI Allocation	Per Student
District SAI Allocation	\$ 8,288,475	
divided by district FTE (with eligible services)	41,159.91	\$ 201
		\$ 38,592

4. Reading Allocation:  
Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

**Total Base Funding, ESE Guarantee, and SAI \$ 833,468**

5. Class size Reduction Funds:	Weighted FTE (From Section 1)	X	DCD	X	Allocation factors	=	
PK - 3	80.6740		1.0010	1321.29			106,700
4-8	121.1690		1.0010	901.25			109,313
9-12	0.0000		1.0010	903.43			0
<b>Total *</b>	<b>201.8430</b>						<b>Total Class Size Reduction Funds \$ 216,013</b>

(\*Total FTE should equal total in Section 1, column (d).)

# Appendix I – Budget Worksheet page 4

EAA Rev Est WB2012-13 year 1.xls  
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6A. Divide school's Weighted FTE (WFTE) total computed						
in (d) above:	201.8430	by district's WFTE:	44,850.90			
to obtain school's WFTE share.				0.4500%		
6B. Divide school's Unweighted FTE (UFTE) total computed						
in (b) above:	192.00	by district's UFTE:	41,159.91			
to obtain school's UFTE share.				0.4665%		
Letters Refer to Notes At Bottom:						
7. Other FEFP (WFTE share)		(a)	1,115,639	x	0.4500%	\$ 5,020
Applicable to all Charter Schools:						
Declining Enrollment	0					
Sparsity Supplement	0					
Program Related Requirements:						
Safe Schools	1,115,639					
Lab School Discretionary	0					
8. Discretionary Local Effort (WFTE share)		(d)	29,798,130	x	0.4500%	\$ 134,092
9. Discretionary Millage Compression Allocation						
.748 mills (UFTE share)		(b)	0	x	0.4665%	\$ -
.250 mills (UFTE share)		(b)	0	x	0.4665%	\$ -
10. Proration to Funds Available (WFTE share)		(a)	0	x	0.4500%	\$ -
11. Discretionary Lottery (WFTE share)		(a)	0	x	0.4500%	\$ -
12. Instructional Materials Allocation (UFTE share)		(b)	3,065,022	x	0.4665%	\$ 14,298
Science Laboratory Materials		(b)	48,227	x	0.4665%	\$ 225
Dual Enrollment Instructional Materials Allocation (See footnote i below)						
13. Student Transportation		(e)				
Enter All Riders	35.00			x	#####	\$ 12,110
Enter ESE Student Riders	5.00			x	#####	\$ 6,720
14. Florida Teachers Lead Program Stipend						
15. Food Service Allocation		(g)				
16. Performance Pay Plan						
						Total \$ 1,221,946
17. Funding for the purpose of calculating the administrative fee for ESE Charters. (b)						
If you have more than a 75% ESE student population please place a 1 in the following box:						\$ -

**NOTES:**

- (a) District allocations multiplied by percentage from item 6A.
  - (b) District allocations multiplied by percentage from item 6B.
  - (c) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.
  - (e) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.
  - (f) Teacher Lead Program Allocation per Section 1012.71, Florida Statutes
  - (g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
  - (h) Consistent with Chapter 2012-133, Laws of Florida, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.
  - (i) As provided in the 2012 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(1)(i), Florida Statutes.
- Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.*
- For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.*
- FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.*
- Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.*

Appendix I – Budget Worksheet page 5

**PROJECTED EXPENSES & CAPITAL OUTLAY YEAR 1**

Description	Amount Year 1	Additional Information
<b>Salaries</b>		
Administration	\$140,000.00	Principal (1), Dir. Of Arts (1), Bus. Mgr. (.5)
Classroom Teacher	\$536,480.00	16 Full-Time(Includes ESE Co), ESOL Co.(.5)
Other Certified	\$9,000.00	Part-Time Media Specialist (MLS)
Paraprofessional	\$20,000.00	ESOL
Support Personnel	\$62,840.00	Bookkeeper, Custodian, Clerical, Registrar
<b>Total Salaries</b>	<b>\$768,320.00</b>	
<b>Employee Benefits</b>		
Retirement	\$8,320.00	Based on 1/2 Staff Participation
FICA	\$58,776.48	7.65%
Group Insurance	\$39,150.00	Based on 1/2 Full-Time Staff
Workers' Comp	\$4,500.00	
Unemployment Comp	\$9,668.00	5% of first \$8500 per employee
<b>Total Benefits</b>	<b>\$120,414.48</b>	
<b>Purchased Services</b>		
Prof & Tech Services	\$23,000.00	CPA Audit, OT & ST Services
Insurance & Bond Premiums	\$22,000.00	Insurances
Transportation	\$37,660.00	Student transportation
Repairs & Maintenance		
Repairs & Gen. Maintenance	\$6,000.00	
Grounds Main. Lawn/Landscape	\$3,600.00	
Rentals		
Land & Buildings	\$72,000.00	
Equipment	\$11,400.00	Copier, water coolers, internet
Communications		
Telephone	\$3,000.00	
Cell Phones	\$2,400.00	Administration
Postage	\$2,400.00	
Public Utilities Services		
Water	\$4,800.00	
Sewage	\$6,000.00	
Garbage Collection	\$7,200.00	

<b>Other Purchased Services</b>		
Pest Control	\$1,200.00	
Printing	\$5,000.00	
Marketing	\$10,000.00	
<b>Total Purchased Services</b>	<b>\$217,660.00</b>	
<b>Energy Services</b>		
Electricity	\$14,400.00	
<b>Total Energy Services</b>	<b>\$14,400.00</b>	
<b>Materials &amp; Supplies</b>		
Supplies	\$21,200.00	
Textbooks	\$25,000.00	
Periodicals	\$1,000.00	
Other Materials & Supplies	\$7,200.00	Janitorial Supplies
<b>Total Materials &amp; Supplies</b>	<b>\$54,400.00</b>	
<b>Capital Outlay</b>		
Library Books	\$1,200.00	
Audio/Visual Materials	\$5,000.00	
Furniture, Fixtures, Equip Improvements Other Than Bldgs.	\$2,500.00	
	\$5,000.00	Start-Up Improvements
Remodeling & Renovations	\$25,000.00	Start-Up Renovations
Computer Software	\$1,500.00	
<b>Total Capital Outlay</b>	<b>\$40,200.00</b>	
<b>Other Expenses</b>		
Dues & Fees	\$2,000.00	Professional Development & Board Training
School District Admin Fee 5%	\$74,209.00	
<b>Total Other Expenses</b>	<b>\$76,209.00</b>	
<b>Total Expenses</b>	<b>\$1,291,603.48</b>	

Appendix I – Budget Worksheet page 7

PROJECTED OPERATING BUDGET YEAR 1

Projected Operating Budget for Year One		
Sarasota Academy of the Arts		
Based on 192 Students - WFTE 201.8430		
<b>REVENUES</b>		
WFTE Income	\$723,923.00	
ESE Allocation	\$70,953.00	
Supplemental Academic Instruction	\$38,592.00	
Class Size Reduction Funds	\$216,013.00	
Other FEFP	\$5,020.00	
Discretionary Local Effort Share	\$134,092.00	
Instructional Materials Allocation (UFTE Share)	\$14,523.00	
Student Transportation Income	\$18,830.00	
Capital Millage (lease payments, maintenance, equipment)	\$81,254.00	
Voted Operating Millage	\$180,980.00	
<b>Total Revenues</b>	<b>\$1,484,180.00</b>	
<b>EXPENDITURES</b>		
Current:		
Instruction	\$556,480.00	
Support Personnel	\$62,840.00	
Other Certified	\$9,000.00	Media Specialist (MLS)
School Administration	\$140,000.00	
Professional Development	\$1,500.00	
Board (Training)	\$500.00	
Employee Benefits	\$120,414.48	
Fiscal Services	\$10,000.00	CPA Audit
Classroom Materials	\$47,200.00	Books, Supplies, Per.
Pupil Transportation Services	\$37,660.00	
Operation of Plant	\$126,400.00	Bldg. Lease, Utilities, Ins.
Maintenance of Plant	\$18,000.00	Pest, Jan. Sup., repairs, grounds
Other Purchased Services	\$35,800.00	OT, ST, Comm, Print, Marketing
Other Expenditures	\$85,609.00	5% District Admin Fee, equip rent
Capital Outlay	\$40,200.00	
<b>Total Expenditures</b>	<b>\$1,291,603.48</b>	
<b>Excess (Deficiency) of Revenues Over (Under) Expenditures</b>	<b>\$192,576.52</b>	
<b>OTHER FINANCING SOURCES (USES)</b>		
Other Financing Sources		
Fundraising		
Grants		
Donors/Business Partners		
<b>Total Other Financing Sources (Uses)</b>		
Fund Balances, Prior Year		
Adjustment to Fund Balances		
<b>Fund Balances, Current Year</b>	<b>\$192,576.52</b>	

# Appendix I – Budget Worksheet page 8

SAA Rev Est WB2012-13 year 2.xls  
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**58** (Insert district number in cell A1, enter, then strike F9. Your district data then pulls from Calculation Detail Sheets)

## Revenue Estimate Worksheet for SAA\_Charter School Year 2

Based on the First Calculation of the FEFP 2012-13

School District: **Sarasota**

### 1. 2012-13 FEFP State and Local Funding

Base Student Allocation \$3,582.98 District Cost Differential: 1.0010

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2012-13 Base Funding WFTEx BSA x DCD (e)
101 Basic K-3	55.00	1.117	61.4350	\$ 220,340
111 Basic K-3 with ESE Services	12.00	1.117	13.4040	\$ 48,074
102 Basic 4-8	105.00	1.000	105.0000	\$ 376,589
112 Basic 4-8 with ESE Services	28.00	1.000	28.0000	\$ 100,424
103 Basic 9-12		1.020	0.0000	\$ -
113 Basic 9-12 with ESE Services		1.020	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)		3.524	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.524	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.524	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.044	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)		5.044	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.044	0.0000	\$ -
130 ESOL (Grade Level PK-3)	5.00	1.167	5.8350	\$ 20,928
130 ESOL (Grade Level 4-8)	7.00	1.167	8.1690	\$ 29,299
130 ESOL (Grade Level 9-12)		1.167	0.0000	\$ -
300 Career Education (Grades 9-12)		0.999	0.0000	\$ -
<b>Totals</b>	<b>212.00</b>		<b>221.8430</b>	<b>\$ 795,654</b>

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the ESE Guaranteed Allocation.	9.00	PK-3	251	\$ 1,028	\$ 9,252
Enter the FTE from 111,112, & 113 by grade and matrix level.	2.00	PK-3	252	\$ 3,318	\$ 6,636
Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 & 113 above.	20.00	PK-3	253	\$ 6,771	\$ 6,771
	1.00	4-8	251	\$ 1,152	\$ 23,040
	5.00	4-8	252	\$ 3,442	\$ 17,210
	3.00	4-8	253	\$ 6,895	\$ 20,685
		9-12	251	\$ 820	\$ -
		9-12	252	\$ 3,110	\$ -
		9-12	253	\$ 6,563	\$ -
<b>Total FTE with ESE Services</b>	<b>40.00</b>			<b>Total from ESE Guarantee</b>	<b>\$ 83,594</b>

3. Supplemental Academic Instruction:	District SAI Allocation	Per Student
District SAI Allocation	\$ 8,288,475	
divided by district FTE (with eligible services)	41,159.91	\$ 201
		\$ 42,612

4. Reading Allocation:  
Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

**Total Base Funding, ESE Guarantee, and SAI \$ 921,860**

5. Class size Reduction Funds:	Weighted FTE (From Section 1)	X	DCD	X Allocation factors	=	
PK - 3	80.6740		1.0010	1321.29	=	106,700
4-8	141.1690		1.0010	901.25	=	127,356
9-12	0.0000		1.0010	903.43	=	0
<b>Total *</b>	<b>221.8430</b>			<b>Total Class Size Reduction Funds</b>	<b>\$</b>	<b>234,056</b>

(\*Total FTE should equal total in Section 1, column (d).)

# Appendix I – Budget Worksheet page 9

SAA Rev Est W62012-13 year 2.xls  
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6A. Divide school's Weighted FTE (WFTE) total computed					
in (d) above:	221.8430	by district's WFTE:	44,850.90		
to obtain school's WFTE share.				0.4946%	
6B. Divide school's Unweighted FTE (UFTE) total computed					
in (b) above:	212.00	by district's UFTE:	41,159.91		
to obtain school's UFTE share.				0.5151%	
Letters Refer to Notes At Bottom:					
7. Other FEFP (WFTE share)	(a)	1,115,639	x	0.4946%	\$ 5,518
Applicable to all Charter Schools:					
Declining Enrollment		0			
Sparsity Supplement		0			
Program Related Requirements:					
Safe Schools		1,115,639			
Lab School Discretionary		0			
8. Discretionary Local Effort (WFTE share)	(d)	29,798,130	x	0.4946%	\$ 147,382
9. Discretionary Millage Compression Allocation					
.748 mills (UFTE share)	(b)	0	x	0.5151%	\$ -
.250 mills (UFTE share)	(b)	0	x	0.5151%	\$ -
10. Proration to Funds Available (WFTE share)	(a)	0	x	0.4946%	\$ -
11. Discretionary Lottery (WFTE share)	(a)	0	x	0.4946%	\$ -
12. Instructional Materials Allocation (UFTE share)	(b)	3,065,022	x	0.5151%	\$ 15,788
Science Laboratory Materials	(b)	48,227	x	0.5151%	\$ 248
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
13. Student Transportation	(e)				
Enter All Riders		40.00	x	#####	\$ 13,840
Enter ESE Student Riders		6.00	x	#####	\$ 8,064
14. Florida Teachers Lead Program Stipend					
15. Food Service Allocation	(g)				
16. Performance Pay Plan					
				Total	\$ 1,346,756
17. Funding for the purpose of calculating the administrative fee for ESE Charters. (h)					
If you have more than a 75% ESE student population please place a 1 in the following box:				\$	-

**NOTES:**

- (a) District allocations multiplied by percentage from item 6A.
  - (b) District allocations multiplied by percentage from item 6B.
  - (c) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.
  - (e) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions: Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.
  - (f) Teacher Lead Program Allocation per Section 1012.71, Florida Statutes
  - (g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program
  - (h) Consistent with Chapter 2012-133, Laws of Florida, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.
  - (i) As provided in the 2012 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(1)(i), Florida Statutes.
- Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.*
- For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.*
- FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.*
- Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.*

Appendix I – Budget Worksheet page 10

PROJECTED EXPENSES & CAPITAL OUTLAY YEAR 2

Description	Amount Year 2	Additional Information
<b>Salaries</b>		
Administration	\$145,000.00	Principal (1), Dir. Of Arts (1), Bus. Mgr.(.5)
Classroom Teacher	\$620,280.00	16 FT (Includes ESE Co), 5 PT, ESOL Co.(.5)
Other Certified	\$9,200.00	Part-Time Media Specialist (MLS)
Paraprofessional	\$20,700.00	ESOL
Support Personnel	\$63,940.00	Bookkeeper, Custodian, Clerical, Registrar
Total Salaries	\$859,120.00	
<b>Employee Benefits</b>		
Retirement	\$8,320.00	Based on 1/2 Staff Participation
FICA	\$65,722.00	7.65%
Group Insurance	\$39,150.00	Based on 1/2 Full-Time Staff
Workers' Comp	\$4,800.00	
Unemployment Comp	\$10,518.00	5% on first \$8500 per employee
Total Benefits	\$128,510.00	
<b>Purchased Services</b>		
Prof & Tech Services	\$23,500.00	CPA Audit, OT & ST Services
Insurance & Bond Premiums	\$22,500.00	Insurances
Transportation	\$43,808.00	Student transportation
Repairs & Maintenance		
Repairs & Gen. Maintenance	\$6,200.00	
Grounds Main. Lawn/landscape	\$3,700.00	
Rentals		
Land & Buildings	\$72,000.00	
Equipment	\$11,400.00	Copier, water coolers, internet
Communications		
Telephone	\$3,100.00	
Cell Phones	\$2,520.00	Administration
Postage	\$2,500.00	
Public Utilities Services		
Water	\$4,900.00	
Sewage	\$6,100.00	

Garbage Collection	\$7,400.00	
Other Purchased Services		
Pest Control	\$1,300.00	
Printing	\$5,100.00	
Marketing	\$10,000.00	
Total Purchased Services	\$226,028.00	
<b>Energy Services</b>		
Electricity	\$14,700.00	
Total Energy Services	\$14,700.00	
<b>Materials &amp; Supplies</b>		
Supplies	\$22,000.00	
Textbooks	\$27,000.00	
Periodicals	\$1,200.00	
Other Materials & Supplies	\$7,500.00	Janitorial Supplies
Total Materials & Supplies	\$57,700.00	
<b>Capital Outlay</b>		
Library Books	\$1,200.00	
Audio/Visual Materials	\$2,500.00	
Furniture, Fixtures, Equip	\$2,500.00	
Improvements Other Than Bldgs.	\$5,000.00	
Remodeling & Renovations	\$10,000.00	
Computer Software	\$2,000.00	
Total Capital Outlay	\$23,200.00	
<b>Other Expenses</b>		
Dues & Fees	\$2,000.00	Professional Development & Board Training
School District Admin Fee 5%	\$71,823.00	
Total Other Expenses	\$73,823.00	
<b>Total Expenses</b>	<b>\$1,383,081.00</b>	

Appendix I – Budget Worksheet page 12

PROJECTED OPERATING BUDGET YEAR 2

Projected Operating Budget for Year Two		
Sarasota Academy of the Arts		
Based on 212 Students - WFTE 221.8430		
<b>REVENUES</b>		
WFTE Income	\$795,654.00	
ESE Allocation	\$83,594.00	
Supplemental Academic Instruction	\$42,612.00	
Class Size Reduction Funds	\$234,056.00	
Other FEFP	\$5,518.00	
Discretionary Local Effort Share	\$147,382.00	
Instructional Materials Allocation (UFTE Share)	\$16,036.00	
Student Transportation Income	\$21,904.00	
Capital Millage (lease payments, maintenance, equipment)	\$89,718.00	
Voted Operating Millage	\$0.00	??
Total Revenues	\$1,436,474.00	
<b>EXPENDITURES</b>		
Current:		
Instruction	\$640,980.00	
Support Personnel	\$63,940.00	
Other Certified	\$9,200.00	
School Administration	\$145,000.00	
Professional Development	\$1,500.00	
Board (Training)	\$500.00	
Employee Benefits	\$128,510.00	
Fiscal Services	\$10,500.00	CPA Audit
Classroom Materials	\$50,200.00	Books, Supplies, Per.
Pupil Transportation Services	\$43,808.00	
Operation of Plant	\$127,600.00	Bldg. Lease,, Utilities, Insurance
Maintenance of Plant	\$18,700.00	Pest, Jan. Sup., repairs, grounds
Other Purchased Services	\$36,220.00	OT, ST, Comm, Print, Marketing
Other Expenditures	\$83,223.00	5% District Admin Fee, equip rent
Capital Outlay	\$23,200.00	
Total Expenditures	\$1,383,081.00	
Excess (Deficiency) of Revenues Over (Under) Expenditures	\$53,393.00	
<b>OTHER FINANCING SOURCES (USES)</b>		
Other Financing Sources		
Fundraising		
Grants		
Donors/Business Partners		
Total Other Financing Sources (Uses)		
Fund Balances, Prior Year	\$192,576.52	
Adjustment to Fund Balances		
Fund Balances, Current Year	\$245,969.52	

# Appendix I – Budget Worksheet page 13

SAA Rev Est WB2012-13 year 3.xls  
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**58** (Insert district number in cell A1, enter, then strike F9. Your district data then pulls from Calculation Detail Sheets)

## Revenue Estimate Worksheet for SAA\_Charter School Year 3

Based on the First Calculation of the FEFP 2012-13

School District: **Sarasota**

### 1. 2012-13 FEFP State and Local Funding

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2012-13 Base Funding WFTEx BSA x DCD (e)
101 Basic K-3	55.00	1.117	61.4350	\$ 220,340
111 Basic K-3 with ESE Services	12.00	1.117	13.4040	\$ 48,074
102 Basic 4-8	121.00	1.000	121.0000	\$ 433,974
112 Basic 4-8 with ESE Services	32.00	1.000	32.0000	\$ 114,770
103 Basic 9-12		1.020	0.0000	\$ -
113 Basic 9-12 with ESE Services		1.020	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)		3.524	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.524	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.524	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.044	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)		5.044	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.044	0.0000	\$ -
130 ESOL (Grade Level PK-3)	5.00	1.167	5.8350	\$ 20,928
130 ESOL (Grade Level 4-8)	7.00	1.167	8.1690	\$ 29,299
130 ESOL (Grade Level 9-12)		1.167	0.0000	\$ -
300 Career Education (Grades 9-12)		0.999	0.0000	\$ -
<b>Totals</b>	<b>232.00</b>		<b>241.8430</b>	<b>\$ 867,385</b>

FTE	Grade Level	Matrix Level	Guarantee Per Student	
9.00	PK-3	251	\$ 1,028	\$ 9,252
2.00	PK-3	252	\$ 3,318	\$ 6,636
1.00	PK-3	253	\$ 6,771	\$ 6,771
22.00	4-8	251	\$ 1,152	\$ 25,344
6.00	4-8	252	\$ 3,442	\$ 20,652
4.00	4-8	253	\$ 6,895	\$ 27,580
	9-12	251	\$ 820	\$ -
	9-12	252	\$ 3,110	\$ -
	9-12	253	\$ 6,563	\$ -
<b>Total FTE with ESE Services</b>				<b>\$ 96,235</b>

District SAI Allocation	Per Student
\$ 8,288,475	
divided by district FTE	\$ 201
(with eligible services)	\$ 46,632

4. Reading Allocation:  
Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

**Total Base Funding, ESE Guarantee, and SAI \$ 1,010,252**

Weighted FTE (From Section 1)	X	DCD	X Allocation factors	=	
PK - 3	80.6740	1.0010	1321.29	=	106,700
4-8	161.1690	1.0010	901.25	=	145,399
9-12	0.0000	1.0010	903.43	=	0
<b>Total *</b>	<b>241.8430</b>				<b>\$ 252,099</b>

(\*Total FTE should equal total in Section 1, column (d).)



Appendix I – Budget Worksheet page 15

PROJECTED EXPENSES & CAPITAL OUTLAY YEAR 3

Description	Amount Year 3	Additional Information
<b>Salaries</b>		
Administration	\$150,000.00	Principal (1), Dir. Of Arts (1), Bus. Mgr.(.5)
Classroom Teacher	\$659,080.00	17 FT(Includes ESE Co), 4 PT, ESOL Co.(.5)
Other Certified	\$9,400.00	Part-Time Media Specialist (MLS)
Paraprofessional	\$21,700.00	ESOL
Support Personnel	\$65,040.00	Bookkeeper, Custodian, Clerical, Registrar
Total Salaries	\$905,220.00	
<b>Employee Benefits</b>		
Retirement	\$9,000.00	Based on 1/2 Staff Participation
FICA	\$69,249.00	7.65%
Group Insurance	\$40,000.00	Based on 1/2 Full-Time Staff
Workers' Comp	\$5,000.00	
Unemployment Comp	\$10,943.00	5% on first \$8500 per employee
Total Benefits	\$134,192.00	
<b>Purchased Services</b>		
Prof & Tech Services	\$24,000.00	CPA Audit, OT & ST Services
Insurance & Bond Premiums	\$23,000.00	Insurances
Transportation	\$47,268.00	Student transportation
Repairs & Maintenance		
Repairs & Gen. Maintenance	\$6,400.00	
Grounds Main. Lawn/landscape	\$3,800.00	
Rentals		
Land & Buildings	\$72,000.00	
Equipment	\$11,400.00	Copier, water coolers, internet
Communications		
Telephone	\$3,200.00	
Cell Phones	\$2,640.00	Administration
Postage	\$2,600.00	
Public Utilities Services		
Water	\$5,100.00	
Sewage	\$6,300.00	
Garbage Collection	\$7,600.00	

<b>Other Purchased Services</b>		
Pest Control	\$1,400.00	
Printing	\$5,200.00	
Marketing	\$12,000.00	
<b>Total Purchased Services</b>	<b>\$233,908.00</b>	
<b>Energy Services</b>		
Electricity	\$15,000.00	
<b>Total Energy Services</b>	<b>\$15,000.00</b>	
<b>Materials &amp; Supplies</b>		
Supplies	\$24,000.00	
Textbooks	\$30,000.00	
Periodicals	\$1,500.00	
Other Materials & Supplies	\$8,000.00	<b>Janitorial Supplies</b>
<b>Total Materials &amp; Supplies</b>	<b>\$63,500.00</b>	
<b>Capital Outlay</b>		
Library Books	\$1,500.00	
Audio/Visual Materials	\$3,000.00	
Furniture, Fixtures, Equip Improvements Other Than Bldgs.	\$3,000.00 \$5,000.00	
Remodeling & Renovations	\$10,000.00	
Computer Software	\$3,000.00	
<b>Total Capital Outlay</b>	<b>\$25,500.00</b>	
<b>Other Expenses</b>		
Dues & Fees	\$3,000.00	<b>Professional Development &amp; Board Training</b>
School District Admin Fee 5%	\$78,420.00	
<b>Total Other Expenses</b>	<b>\$81,420.00</b>	
<b>Total Expenses</b>	<b>\$1,458,740.00</b>	

Appendix I – Budget Worksheet page 17

PROJECTED EXPENSES & CAPITAL OUTLAY YEAR 3

Projected Operating Budget for Year Three		
Sarasota Academy of the Arts		
Based on 232 Students - WFTE 241.8430		
<b>REVENUES</b>		
WFTE Income	\$867,385.00	
ESE Allocation	\$96,235.00	
Supplemental Academic Instruction	\$46,632.00	
Class Size Reduction Funds	\$252,099.00	
Other FEFP	\$6,016.00	
Discretionary Local Effort Share	\$160,672.00	
Instructional Materials Allocation (UFTE Share)	\$17,550.00	
Student Transportation Income	\$23,634.00	
Capital Millage (lease payments, maintenance, equipment)	\$98,182.00	
Voted Operating Millage	\$0.00	??
Total Revenues	\$1,568,405.00	
<b>EXPENDITURES</b>		
Current:		
Instruction	\$680,780.00	
Support Personnel	\$65,040.00	
Other Certified	\$9,400.00	
School Administration	\$150,000.00	
Professional Development	\$2,500.00	
Board (Training)	\$500.00	
Employee Benefits	\$134,192.00	
Fiscal Services	\$11,000.00	CPA Audit
Classroom Materials	\$55,500.00	Books, Supplies, Per.
Pupil Transportation Services	\$47,268.00	
Operation of Plant	\$129,000.00	Bldg. Lease,, Utilities, Insurance
Maintenance of Plant	\$19,600.00	Pest, Jan. Sup., repairs, grounds
Other Purchased Services	\$38,640.00	OT, ST, Comm, Print, Marketing
Other Expenditures	\$89,820.00	5% District Admin Fee, equip rent
Capital Outlay	\$25,500.00	
Total Expenditures	\$1,458,740.00	
Excess (Deficiency) of Revenues Over (Under) Expenditures	\$109,665.00	
<b>OTHER FINANCING SOURCES (USES)</b>		
Other Financing Sources		
Fundraising		
Grants		
Donors/Business Partners		
Total Other Financing Sources (Uses)		
Net Change in Fund Balances		
Fund Balances, Prior Year	\$245,969.52	
Adjustment to Fund Balances		
Fund Balances, Current Year	\$355,634.52	

# Appendix I – Budget Worksheet page 18

SAA Rev Est WB2012-13 year 4.xls  
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**58** (Insert district number in cell A1, enter, then strike F9. Your district data then pulls from Calculation Detail Sheets)

## Revenue Estimate Worksheet for SAA\_Charter School Year 4

Based on the First Calculation of the FEFP 2012-13

School District: **Sarasota**

### 1. 2012-13 FEFP State and Local Funding

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2012-13 Base Funding WFTEx BSA x DCD (e)
101 Basic K-3	55.00	1.117	61.4350	\$ 220,340
111 Basic K-3 with ESE Services	12.00	1.117	13.4040	\$ 48,074
102 Basic 4-8	121.00	1.000	121.0000	\$ 433,974
112 Basic 4-8 with ESE Services	32.00	1.000	32.0000	\$ 114,770
103 Basic 9-12		1.020	0.0000	\$ -
113 Basic 9-12 with ESE Services		1.020	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)		3.524	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.524	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.524	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.044	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)		5.044	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.044	0.0000	\$ -
130 ESOL (Grade Level PK-3)	5.00	1.167	5.8350	\$ 20,928
130 ESOL (Grade Level 4-8)	7.00	1.167	8.1690	\$ 29,299
130 ESOL (Grade Level 9-12)		1.167	0.0000	\$ -
300 Career Education (Grades 9-12)		0.999	0.0000	\$ -
<b>Totals</b>	<b>232.00</b>		<b>241.8430</b>	<b>\$ 867,385</b>

FTE	Grade Level	Matrix Level	Guarantee Per Student	
9.00	PK-3	251	\$ 1,028	\$ 9,252
2.00	PK-3	252	\$ 3,318	\$ 6,636
1.00	PK-3	253	\$ 6,771	\$ 6,771
22.00	4-8	251	\$ 1,152	\$ 25,344
6.00	4-8	252	\$ 3,442	\$ 20,652
4.00	4-8	253	\$ 6,895	\$ 27,580
	9-12	251	\$ 820	\$ -
	9-12	252	\$ 3,110	\$ -
	9-12	253	\$ 6,563	\$ -
<b>Total FTE with ESE Services</b>				<b>\$ 96,235</b>

District SAI Allocation	Per Student
\$ 8,288,475	
divided by district FTE	\$ 201
(with eligible services)	\$ 46,632

4. Reading Allocation:  
Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

**Total Base Funding, ESE Guarantee, and SAI \$ 1,010,252**

### 5. Class size Reduction Funds:

Weighted FTE (From Section 1)	X	DCD	X Allocation factors	=	
PK - 3	80.6740	1.0010	1321.29	=	106,700
4-8	161.1690	1.0010	901.25	=	145,399
9-12	0.0000	1.0010	903.43	=	0
<b>Total *</b>	<b>241.8430</b>				<b>\$ 252,099</b>

(\*Total FTE should equal total in Section 1, column (d).)

# Appendix I – Budget Worksheet page 19

SAA Rev Est WB2012-13 year 4.xls  
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6A. Divide school's Weighted FTE (WFTE) total computed					
in (d) above:	241.8430	by district's WFTE:	44,850.90		
to obtain school's WFTE share.				0.5392%	
6B. Divide school's Unweighted FTE (UFTE) total computed					
in (b) above:	232.00	by district's UFTE:	41,159.91		
to obtain school's UFTE share.				0.5637%	
Letters: Refer to Notes At Bottom:					
7. Other FEFP (WFTE share)		(a)	1,115,639	x	0.5392% \$ 6,016
Applicable to all Charter Schools:					
Declining Enrollment	0				
Sparsity Supplement	0				
Program Related Requirements:					
Safe Schools	1,115,639				
Lab School Discretionary	0				
8. Discretionary Local Effort (WFTE share)		(d)	29,798,130	x	0.5392% \$ 160,672
9. Discretionary Millage Compression Allocation					
.748 mills (UFTE share)		(b)	0	x	0.5637% \$ -
.250 mills (UFTE share)		(b)	0	x	0.5637% \$ -
10. Proration to Funds Available (WFTE share)		(a)	0	x	0.5392% \$ -
11. Discretionary Lottery (WFTE share)		(a)	0	x	0.5392% \$ -
12. Instructional Materials Allocation (UFTE share)		(b)	3,065,022	x	0.5637% \$ 17,278
Science Laboratory Materials		(b)	48,227	x	0.5637% \$ 272
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
13. Student Transportation		(e)			
Enter All Riders	45.00			x	##### \$ 15,570
Enter ESE Student Riders	6.00			x	##### \$ 8,064
14. Florida Teachers Lead Program Stipend					
15. Food Service Allocation		(g)			
16. Performance Pay Plan					
					Total \$ 1,470,223
17. Funding for the purpose of calculating the administrative fee for ESE Charters. (b)					
If you have more than a 75% ESE student population please place a 1 in the following box:					\$ -

**NOTES:**

- (a) District allocations multiplied by percentage from item 6A.
  - (b) District allocations multiplied by percentage from item 6B.
  - (c) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.
  - (e) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions: Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.
  - (f) Teacher Lead Program Allocation per Section 1012.71, Florida Statutes
  - (g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
  - (h) Consistent with Chapter 2012-133, Laws of Florida, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.
  - (i) As provided in the 2012 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(1)(i), Florida Statutes.
- Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.*
- For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.*
- FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.*
- Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.*

Appendix I – Budget Worksheet page 20

PROJECTED EXPENSES & CAPITAL OUTLAY YEAR 4

Description	Amount Year 4	Additional Information
<b>Salaries</b>		
Administration	\$155,000.00	Principal (1), Dir. Of Arts (1), Bus. Mgr.(.5)
Classroom Teacher	\$683,610.00	17 FT(Includes ESE Co), 4 PT, ESOL Co.(.5)
Other Certified	\$9,600.00	Part-Time Media Specialist (MLS)
Paraprofessional	\$22,400.00	ESOL
Support Personnel	\$66,140.00	Bookkeeper, Custodian, Clerical, Registrar
<b>Total Salaries</b>	<b>\$936,750.00</b>	
<b>Employee Benefits</b>		
Retirement	\$9,500.00	Based on 1/2 Staff Participation
FICA	\$71,661.00	7.65%
Group Insurance	\$45,000.00	Based on 1/2 Full-Time Staff
Workers' Comp	\$5,200.00	
Unemployment Comp	\$9,350.00	5% on first \$8500 per employee
<b>Total Benefits</b>	<b>\$140,711.00</b>	
<b>Purchased Services</b>		
Prof & Tech Services	\$24,500.00	CPA Audit, OT & ST Services
Insurance & Bond Premiums	\$23,500.00	Insurances
Transportation	\$47,268.00	Student transportation
Repairs & Maintenance		
Repairs & Gen. Maintenance	\$6,500.00	
Grounds Main. Lawn/landscape	\$3,900.00	
Rentals		
Land & Buildings	\$72,000.00	
Equipment	\$11,400.00	Copier, water coolers, internet
Communications		
Telephone	\$3,300.00	
Cell Phones	\$2,760.00	Administration
Postage	\$2,700.00	
Public Utilities Services		
Water	\$5,200.00	
Sewage	\$6,500.00	
Garbage Collection	\$7,800.00	
Other Purchased Services		
Pest Control	\$1,500.00	
Printing	\$5,300.00	
Marketing	\$12,000.00	
<b>Total Purchased Services</b>	<b>\$236,128.00</b>	
<b>Energy Services</b>		
Electricity	\$15,500.00	
<b>Total Energy Services</b>	<b>\$15,500.00</b>	

<b>Materials &amp; Supplies</b>		
Supplies	\$24,500.00	
Textbooks	\$31,000.00	
Periodicals	\$1,500.00	
Other Materials & Supplies	\$8,200.00	Janitorial Supplies
<b>Total Materials &amp; Supplies</b>	<b>\$65,200.00</b>	
<b>Capital Outlay</b>		
Library Books	\$1,500.00	
Audio/Visual Materials	\$3,000.00	
Furniture, Fixtures, Equip	\$3,000.00	
Improvements Other Than Bldgs.	\$5,000.00	
Remodeling & Renovations	\$10,000.00	
Computer Software	\$3,000.00	
<b>Total Capital Outlay</b>	<b>\$25,500.00</b>	
<b>Other Expenses</b>		
Dues & Fees	\$3,000.00	Professional Development & Board Training
School District Admin Fee 5%	\$78,420.00	
<b>Total Other Expenses</b>	<b>\$81,420.00</b>	
<b>Total Expenses</b>	<b>\$1,501,209.00</b>	

Appendix I – Budget Worksheet page 22

PROJECTED OPERATING BUDGET YEAR 4

Projected Operating Budget for Year Four		
Sarasota Academy of the Arts		
Based on 232 Students - WFTE 241.8430		
<b>REVENUES</b>		
WFTE Income	\$867,385.00	
ESE Allocation	\$96,235.00	
Supplemental Academic Instruction	\$46,632.00	
Class Size Reduction Funds	\$252,099.00	
Other FEFP	\$6,016.00	
Discretionary Local Effort Share	\$160,672.00	
Instructional Materials Allocation (UFTE Share)	\$17,550.00	
Student Transportation Income	\$23,634.00	
Capital Millage (lease payments, maintenance, equipment)	\$98,182.00	
Voted Operating Millage	\$0.00	??
Total Revenues	\$1,568,405.00	
<b>EXPENDITURES</b>		
Current:		
Instruction	\$706,010.00	
Support Personnel	\$66,140.00	
Other Certified	\$9,600.00	
School Administration	\$155,000.00	
Professional Development	\$2,500.00	
Board (Training)	\$500.00	
Employee Benefits	\$140,711.00	
Fiscal Services	\$11,500.00	CPA Audit
Classroom Materials	\$57,000.00	Books, Supplies, Per.
Pupil Transportation Services	\$47,268.00	
Operation of Plant	\$130,500.00	Bldg. Lease,, Utilities, Insurance
Maintenance of Plant	\$20,100.00	Pest, Jan. Sup., repairs, grounds
Other Purchased Services	\$39,060.00	OT, ST, Comm, Print, Marketing
Other Expenditures	\$89,820.00	5% District Admin Fee, equip rent
Capital Outlay	\$25,500.00	
Total Expenditures	\$1,501,209.00	
Excess (Deficiency) of Revenues Over (Under) Expenditures	\$67,196.00	
<b>OTHER FINANCING SOURCES (USES)</b>		
Other Financing Sources		
Fundraising		
Grants		
Donors/Business Partners		
Total Other Financing Sources (Uses)		
Net Change in Fund Balances		
Fund Balances, Prior Year	\$355,634.52	
Adjustment to Fund Balances		
Fund Balances, Current Year	\$422,830.52	

# Appendix I – Budget Worksheet page 23

SAA Rev Est WB2012-13 year 5.xls  
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**58** (Insert district number in cell A1, enter, then strike F9. Your district data then pulls from Calculation Detail Sheets)

## Revenue Estimate Worksheet for SAA Charter School Year 5

Based on the First Calculation of the FEFP 2012-13

School District: **Sarasota**

### 1. 2012-13 FEFP State and Local Funding

Base Student Allocation \$3,582.98 District Cost Differential: 1.0010

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2012-13 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3	55.00	1.117	61.4350	\$ 220,340
111 Basic K-3 with ESE Services	12.00	1.117	13.4040	\$ 48,074
102 Basic 4-8	121.00	1.000	121.0000	\$ 433,974
112 Basic 4-8 with ESE Services	32.00	1.000	32.0000	\$ 114,770
103 Basic 9-12		1.020	0.0000	\$ -
113 Basic 9-12 with ESE Services		1.020	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)		3.524	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.524	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.524	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.044	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)		5.044	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.044	0.0000	\$ -
130 ESOL (Grade Level PK-3)	5.00	1.167	5.8350	\$ 20,928
130 ESOL (Grade Level 4-8)	7.00	1.167	8.1690	\$ 29,299
130 ESOL (Grade Level 9-12)		1.167	0.0000	\$ -
300 Career Education (Grades 9-12)		0.999	0.0000	\$ -
<b>Totals</b>	<b>232.00</b>		<b>241.8430</b>	<b>\$ 867,385</b>

### 2. ESE Guaranteed Allocation:

FTE	Grade Level	Matrix Level	Guarantee Per Student
Additional Funding from the ESE Guaranteed Allocation.			
9.00	PK-3	251	\$ 1,028 \$ 9,252
2.00	PK-3	252	\$ 3,318 \$ 6,636
Enter the FTE from 111, 112, & 113 by grade and matrix level.			
1.00	PK-3	253	\$ 6,771 \$ 6,771
22.00	4-8	251	\$ 1,152 \$ 25,344
Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 & 113 above.			
6.00	4-8	252	\$ 3,442 \$ 20,652
4.00	4-8	253	\$ 6,895 \$ 27,580
	9-12	251	\$ 820 \$ -
	9-12	252	\$ 3,110 \$ -
	9-12	253	\$ 6,563 \$ -
<b>Total FTE with ESE Services</b>	<b>44.00</b>		<b>Total from ESE Guarantee \$ 96,235</b>

### 3. Supplemental Academic Instruction:

District SAI Allocation	\$ 8,288,475	Per Student
divided by district FTE (with eligible services)	41,159.91	\$ 201 \$ 46,632

### 4. Reading Allocation:

Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

**Total Base Funding, ESE Guarantee, and SAI \$ 1,010,252**

### 5. Class size Reduction Funds:

Weighted FTE (From Section 1)	X	DCD	X	Allocation factors	=	
PK - 3	80.6740	1.0010	1321.29		=	106,700
4-8	161.1690	1.0010	901.25		=	145,399
9-12	0.0000	1.0010	903.43		=	0
<b>Total *</b>	<b>241.8430</b>					<b>Total Class Size Reduction Funds \$ 252,099</b>

(\*Total FTE should equal total in Section 1, column (d).)

# Appendix I – Budget Worksheet page 24

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6A. Divide school's Weighted FTE (WFTE) total computed					
in (d) above:	241,8430	by district's WFTE:	44,880.90		
to obtain school's WFTE share:				0.5392%	
6B. Divide school's Unweighted FTE (UFTE) total computed					
in (b) above:	232.00	by district's UFTE:	41,159.91		
to obtain school's UFTE share:				0.6637%	
Letters: Refer to Notes At Bottom:					
7. Other FEFP (WFTE share)		(a)	1,115,639	x	0.5392% \$ 6,016
Applicable to all Charter Schools:					
Declining Enrollment:	0				
Sparsity Supplement:	0				
Program Related Requirements:					
Safe Schools:	1,115,639				
Lab School Discretionary:	0				
8. Discretionary Local Effort (WFTE share)		(d)	29,798,130	x	0.5392% \$ 160,672
9. Discretionary Millage Compression Allocation					
.745 mill: (UFTE share)		(b)	0	x	0.5637% \$ -
.250 mill: (UFTE share)		(b)	0	x	0.5637% \$ -
10. Proration to Funds Available (WFTE share)		(a)	0	x	0.5392% \$ -
11. Discretionary Lottery (WFTE share)		(a)	0	x	0.5392% \$ -
12. Instructional Materials Allocation (UFTE share)		(b)	3,065,022	x	0.5637% \$ 17,278
Science Laboratory Material:		(b)	48,227	x	0.5637% \$ 272
Dual Enrollment Instructional Material: Allocation (See footnote i below)					
13. Student Transportation		(e)			
Enter All Riders:	45.00	x	0.5392%	\$ 15,570	
Enter ESE Student Riders:	6.00	x	0.5392%	\$ 3,064	
14. Florida Teachers Lead Program Stipend					
15. Food Service Allocation		(g)			
16. Performance Pay Plan					
				Total	\$ 1,470,223
17. Funding for the purpose of calculating the administrative fee for ESE Charters. (h)					
If you have more than a 75% ESE student population please place a 1 in the following box:				\$	-

**NOTES:**

- (a) District allocations multiplied by percentage from item 6A.
  - (b) District allocations multiplied by percentage from item 6B.
  - (c) Proceeds of 0.745 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.
  - (d) Consistent with Section 1006.21, Florida Statutes; and DOE Student Transportation General Instruction. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders;" should include both basic and ESE Riders. "ESE Student Riders;" should include only ESE Riders.
  - (e) Teacher Lead Program Allocation per Section 1012.71, Florida Statutes.
  - (f) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
  - (g) Consistent with Chapter 2012-133, Laws of Florida, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.
  - (h) As provided in the 2012 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(9)(i), Florida Statutes.
- Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(7) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.*
- For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(7) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.*
- FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.*
- Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.*

**PROJECTED EXPENSES & CAPITAL OUTLAY YEAR 5**

Description	Amount Year 5	Additional Information
<b>Salaries</b>		
Administration	\$160,000.00	Principal (1) Dir. Of Arts (1), Bus. Mgr.(.5)
Classroom Teacher	\$707,010.00	17 FT(Includes ESE Co), 4 PT, ESOL Co.(.5)
Other Certified	\$9,800.00	Part-Time Media Specialist (MLS)
Paraprofessional	\$23,100.00	ESOL
Support Personnel	\$67,240.00	Bookkeeper, Custodian, Clerical, Registrar
<b>Total Salaries</b>	<b>\$967,150.00</b>	
<b>Employee Benefits</b>		
Retirement	\$10,000.00	Based on 1/2 Staff Participation
FICA	\$73,986.00	7.65%
Group Insurance	\$50,000.00	Based on 1/2 Full-Time Staff
Workers' Comp	\$5,500.00	
Unemployment Comp	\$9,350.00	5%
<b>Total Benefits</b>	<b>\$148,836.00</b>	
<b>Purchased Services</b>		
Prof & Tech Services	\$26,000.00	CPA Audit, OT & ST Services
Insurance & Bond Premiums	\$24,000.00	Insurances
Transportation	\$47,268.00	Student transportation
Repairs & Maintenance		
Repairs & Gen. Maintenance	\$6,700.00	
Grounds Main. Lawn/landscape	\$4,000.00	
Rentals		
Land & Buildings	\$72,000.00	
Equipment	\$11,400.00	Copier, water coolers, internet
Communications		
Telephone	\$3,400.00	
Cell Phones	\$2,880.00	Administration
Postage	\$2,800.00	
Public Utilities Services		
Water	\$5,300.00	
Sewage	\$6,700.00	
Garbage Collection	\$8,000.00	

Other Purchased Services		
Pest Control	\$1,600.00	
Printing	\$5,400.00	
Marketing	\$12,000.00	
<b>Total Purchased Services</b>	<b>\$239,448.00</b>	
<b>Energy Services</b>		
Electricity	\$16,000.00	
<b>Total Energy Services</b>	<b>\$16,000.00</b>	
<b>Materials &amp; Supplies</b>		
Supplies	\$25,000.00	
Textbooks	\$32,000.00	
Periodicals	\$1,500.00	
Other Materials & Supplies	\$8,400.00	Janitorial Supplies
<b>Total Materials &amp; Supplies</b>	<b>\$66,900.00</b>	
<b>Capital Outlay</b>		
Library Books	\$1,500.00	
Audio/Visual Materials	\$3,000.00	
Furniture, Fixtures, Equip	\$3,000.00	
Improvements Other Than Bldgs.	\$5,000.00	
Remodeling & Renovations	\$10,000.00	
Computer Software	\$3,000.00	
<b>Total Capital Outlay</b>	<b>\$25,500.00</b>	
<b>Other Expenses</b>		
Dues & Fees	\$3,000.00	Professional Development & Board Training
School District Admin Fee 5%	\$78,420.00	
<b>Total Other Expenses</b>	<b>\$81,420.00</b>	
<b>Total Expenses</b>	<b>\$1,545,254.00</b>	

Appendix I – Budget Worksheet page 27

Projected Operating Budget Year 5

Projected Operating Budget for Year Five		
Sarasota Academy of the Arts		
Based on 232 Students - WFTE 241.8430		
<b>REVENUES</b>		
WFTE Income	\$867,385.00	
ESE Allocation	\$96,235.00	
Supplemental Academic Instruction	\$46,632.00	
Class Size Reduction Funds	\$252,099.00	
Other FEFP	\$6,016.00	
Discretionary Local Effort Share	\$160,672.00	
Instructional Materials Allocation (UFTE Share)	\$17,550.00	
Student Transportation Income	\$23,634.00	
Capital Millage (lease payments, maintenance, equipment)	\$98,182.00	
Voted Operating Millage	\$0.00	??
<b>Total Revenues</b>	<b>\$1,568,405.00</b>	
<b>EXPENDITURES</b>		
Current:		
Instruction	\$730,110.00	
Support Personnel	\$67,240.00	
Other Certified	\$9,800.00	
School Administration	\$160,000.00	
Professional Development	\$2,500.00	
Board (Training)	\$500.00	
Employee Benefits	\$148,836.00	
Fiscal Services	\$12,000.00	CPA Audit
Classroom Materials	\$58,500.00	Books, Supplies, Per.
Pupil Transportation Services	\$47,268.00	
Operation of Plant	\$132,000.00	Bldg. Lease,, Utilities, Insurance
Maintenance of Plant	\$20,700.00	Pest, Jan. Sup., repairs, grounds
Other Purchased Services	\$40,480.00	OT, ST, Comm, Print, Marketing
Other Expenditures	\$89,820.00	5% District Admin Fee, equip rent
Capital Outlay	\$25,500.00	
<b>Total Expenditures</b>	<b>\$1,545,254.00</b>	
<b>Excess (Deficiency) of Revenues Over (Under) Expenditures</b>	<b>\$23,151.00</b>	
<b>OTHER FINANCING SOURCES (USES)</b>		
Other Financing Sources		
Fundraising		
Grants		
Donors/Business Partners		
<b>Total Other Financing Sources (Uses)</b>		
Net Change in Fund Balances		
Fund Balances, Prior Year	<b>\$422,830.52</b>	
Adjustment to Fund Balances		
<b>Fund Balances, Current Year</b>	<b>\$445,981.52</b>	

Appendix I – Budget Worksheet page 28 (Statement of Cash Flow – July1, 2013-June 30,2014)

Statement of Cash Flow  
July 1st, 2013 - June 30, 2014

	July 15th	Aug. 15th	Sept 15th	Oct 15th	Nov 15th	Dec 15th	Jan 15th
FTE Payments 7/15/13 - 6/15/2014							
<b>Revenue</b>							
FTE Payment	\$123,681.67	\$123,681.67	\$123,681.67	\$123,681.67	\$123,681.67	\$123,681.67	\$123,681.67
<b>Expenses</b>							
Salaries			\$64,026.67	\$64,026.67	\$64,026.67	\$64,026.67	\$64,026.67
Employee Benefits			\$10,034.87	\$10,034.87	\$10,034.87	\$10,034.87	\$10,034.87
Purchased Services							
OT & ST			\$1,300.00	\$1,300.00	\$1,300.00	\$1,300.00	\$1,300.00
Audit	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Insurances	\$1,833.33	\$1,833.33	\$1,833.33	\$1,833.33	\$1,833.33	\$1,833.33	\$1,833.33
Transportation (Bus Service)	\$3,138.33	\$3,138.33	\$3,138.33	\$3,138.33	\$3,138.33	\$3,138.33	\$3,138.33
Repairs & Maintenance	\$800.00	\$800.00	\$800.00	\$800.00	\$800.00	\$800.00	\$800.00
Rentals							
Land & Buildings	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00
Equipment		\$950.00	\$950.00	\$950.00	\$950.00	\$950.00	\$950.00
Communications							
Telephone	\$250.00	\$250.00	\$250.00	\$250.00	\$250.00	\$250.00	\$250.00
Cell Phones (Admin)	\$200.00	\$200.00	\$200.00	\$200.00	\$200.00	\$200.00	\$200.00
Postage	\$200.00	\$200.00	\$200.00	\$200.00	\$200.00	\$200.00	\$200.00
Public Utilities	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00
Other Purchased Services	\$1,350.00	\$1,350.00	\$1,350.00	\$1,350.00	\$1,350.00	\$1,350.00	\$1,350.00
Energy Services	\$1,200.00	\$1,200.00	\$1,200.00	\$1,200.00	\$1,200.00	\$1,200.00	\$1,200.00
Materials & Supplies							
Supplies	\$5,000.00	\$1,472.73	\$1,472.73	\$1,472.73	\$1,472.73	\$1,472.73	\$1,472.73
Textbooks	\$20,000.00	\$454.55	\$454.55	\$454.55	\$454.55	\$454.55	\$454.55
Periodicals	\$83.33	\$83.33	\$83.33	\$83.33	\$83.33	\$83.33	\$83.33
Other Materials & Supplies	\$600.00	\$600.00	\$600.00	\$600.00	\$600.00	\$600.00	\$600.00
<b>Capital Outlay</b>							
Library Books	\$1,200.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Audio/Visual Materials	\$2,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Furniture, Fixtures, Equip	\$1,500.00	\$90.91	\$90.91	\$90.91	\$90.91	\$90.91	\$90.91
Improvements Other Than Bldg	\$3,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Remodelling & Renovations	\$20,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Appendix I – Budget Worksheet page 29

Continuation of Statement of Cash Flow July 1, 2013 – June 30, 2014

Statement of Cash Flow  
July 1st, 2013 - June 30, 2014

Computer Software	\$1,000.00	\$45.45	\$45.45	\$45.45	\$45.45	\$45.45	\$45.45
<b>Other Expenses</b>							
Dues & Fees	\$166.67	\$166.67	\$166.67	\$166.67	\$166.67	\$166.67	\$166.67
School District Admin Fee 5%	\$6,184.00	\$6,184.00	\$6,184.00	\$6,184.00	\$6,184.00	\$6,184.00	\$6,184.00
Total Expenses & Capital Outlay	\$76,905.66	\$34,019.30	\$101,880.84	\$101,880.84	\$101,880.84	\$101,880.84	\$103,880.84
<b>Cash Balance For Each Month</b>	\$46,776.01	\$89,662.37	\$21,800.83	\$21,800.83	\$21,800.83	\$21,800.83	\$19,800.83

Appendix I – Budget Worksheet page 30

Continuation of Cash Flow – July

Statement of Cash Flow  
July 1st, 2013 - June 30, 2014

Feb 15th	March 15th	April 15th	May 15th	June 15th	July 15th	Aug 15th
\$123,681.67	\$123,681.67	\$123,681.67	\$123,681.67	\$123,681.67		
\$64,026.67	\$64,026.67	\$64,026.67	\$64,026.67	\$64,026.67	\$64,026.67	\$64,026.67
\$10,034.87	\$10,034.87	\$10,034.87	\$10,034.87	\$10,034.87	\$10,034.87	\$10,034.87
\$1,300.00	\$1,300.00	\$1,300.00	\$1,300.00	\$1,300.00		
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,000.00
\$1,833.33	\$1,833.33	\$1,833.33	\$1,833.33	\$1,833.33		
\$3,138.33	\$3,138.33	\$3,138.33	\$3,138.33	\$3,138.33		
\$800.00	\$800.00	\$800.00	\$800.00	\$800.00	\$800.00	
\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00		
\$950.00	\$950.00	\$950.00	\$950.00	\$950.00	\$950.00	
\$250.00	\$250.00	\$250.00	\$250.00	\$250.00		
\$200.00	\$200.00	\$200.00	\$200.00	\$200.00		
\$200.00	\$200.00	\$200.00	\$200.00	\$200.00		
\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00		
\$1,350.00	\$1,350.00	\$1,350.00	\$1,350.00	\$1,350.00		
\$1,200.00	\$1,200.00	\$1,200.00	\$1,200.00	\$1,200.00		
\$1,472.73	\$1,472.73	\$1,472.73	\$1,472.73	\$1,472.73		
\$454.55	\$454.55	\$454.55	\$454.55	\$454.55		
\$83.33	\$83.33	\$83.33	\$83.33	\$83.33		
\$600.00	\$600.00	\$600.00	\$600.00	\$600.00		
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		
\$90.91	\$90.91	\$90.91	\$90.91	\$90.91		
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		



**SARASOTA ACADEMY OF THE ARTS**

**INTERNAL CONTROL MANUAL**

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## INTERNAL CONTROL PRACTICES

### Introduction

Sarasota Academy of the Arts will have controls in place to provide management with reasonable assurance that goals are met, operations are efficient and effective, assets are safeguarded, laws, regulations, and policies are adhered to, and accurate, timely, and reliable data are maintained. Internal control touches all activities of the school, extending beyond simply the accounting and financial functions.

The AICPA divides internal control into five interrelated components<sup>1</sup>: the control environment, risk assessment, control activities, information and communication, and monitoring. The overall control environment of the school sets the tone of its people and is the foundation for all other components of internal control by providing discipline and structure.

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

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

Adequate segregation of duties is a special challenge for all small schools such as Sarasota Academy of the Arts. It requires that no single individual should have control over two or more phases of a transaction or operation (separate authorization, recordkeeping and custody). While segregation of duties is a basic, key internal control, it can be difficult to achieve because of the relatively small size of SAA. However, appropriate segregation of duties where possible increases the likelihood that innocent errors will be found and corrected and makes deliberate fraud more difficult because it requires collusion of two or more persons. Management will assign responsibilities to ensure a crosscheck of

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duties and implement additional compensating controls to address the increased risk when duties cannot be adequately segregated.

Compensating controls will be established to offset areas where the separation of duties is not possible due to lack of staff resources. Examples of compensating controls at Sarasota Academy of the Arts include: 1) periodic review of accounting records to ensure they are up-to-date, complete and accurate; 2) review of bank Statements and reconciliations on a monthly basis to ensure that cash receipts are properly accounted for, and 3) ensuring that cash disbursements agree with authorizations. Other compensating controls may include periodically pulling and reviewing the supporting documents for randomly selected transactions, taking periodic counts of equipment or other tangible assets, and comparing the counts to accounting records to ensure equipment and supplies are on-hand. Another control includes the preparation and/or review of budget and trend analysis of expenditures.

## **I) Governance**

### **A. Governing Board Responsibilities**

1. Sarasota Academy of the Arts Bylaws addresses the code of ethics and conflict of interest transactions with board members and employees. If conflict of interest transactions are unavoidable, they should be fully and completely disclosed.
2. The board requires corrective action for issues reported in the CPA's annual management letter and audit reports, and other consultant reports to ensure that follow-up occurs.
3. The board has established the policies and procedures concerning Sarasota Academy of the Arts operations.
4. The board engages in active oversight of the school by routinely receiving and reviewing the fiscal reports including: budget status reports, interim financial Statements, and cash flow projections.
5. Board members are cognizant of their duties of care, loyalty and obedience. The duty of care requires a board member to be familiar with the organization's finances and activities and to participate regularly in its governance. Duty of loyalty requires that any conflict of interest, real or possible, always be disclosed in advance of joining a board and when they arise. A board has a duty of obedience to insure that the organization complies with applicable laws and regulations and its internal governance documents and policies.
6. Sarasota Academy of the Arts has a long-term financial plan (budget) for both capital projects and operating expenses. Long-term is typically defined

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as five years, but should at a minimum be consonant with the life of the school's charter.

7. The board ensures that it has the cumulative financial knowledge and expertise to oversee the financial operation of the school and is cognizant of the risks of fraud.
8. Training opportunities are provided for board members, the school leadership team and the business staff to ensure they understand their duties and responsibilities and the data provided to them.
9. The board ensures that Sarasota Academy of the Arts' school information system is economical, efficient, current, and up-to-date.
10. The board ensures that Sarasota Academy of the Arts has a disaster recovery plan. All computer files are secured with passwords or other controls, backed-up on a regular basis, and stored at an offsite location.
11. Controls are monitored and periodically assessed to determine if they are working effectively.
12. The board plans to have an Audit Committee to assist in carrying out its fiscal oversight, organizational controls, and internal control responsibilities.

## **B. Strategic Planning**

1. When needed to refocus or shift the school's mission, Sarasota Academy of the Arts will adjust the strategic plan as necessary. Written goals and objectives, performance measures, and strategies to accomplish the goals and objectives will be developed. The strategic plan will include financial and budgetary considerations.
2. A comparison of budget to actual performance will be provided to the board on a monthly basis. Adjustments in the budget to correlate with actuals will be made and approved by the board on a quarterly basis as necessary in accordance with the goals, objectives, and administrative policies of SAA.

## **C. Budget Development and Budget Administration**

1. Sarasota Academy of the Arts has written budget policies and procedures addressing such items as the budget timeline, preparation, administration, and budget transfers.

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2. Sarasota Academy of the Arts will have procedures in place to ensure that the budget remains in balance throughout the year.
  3. The school will establish procedures for making budget transfers when required, as well as material increases/decreases in the budget. A formal budget amendment should be used to document any material increase or decrease to the budget.
  4. The school will have procedures to compare actual to budgeted expenditures and actual to budgeted revenues along with procedures to project revenue collections and future expenditure needs for the remainder of the year. If a shortfall in projected revenues is expected, or if expenditures are projected to be unexpectedly higher in some areas, the school will take timely action to address the issues.
  5. A monthly financial report will be provided to the board and to the individuals responsible for controlling spending.

## **II) Accounting and Reporting**

### **A. Assessing Financial Conditions**

1. Sarasota Academy of the Arts anticipates ending each school year with an operating fund balance of at least 3% of revenues.
2. Sarasota Academy of the Arts will maintain a reasonable level of unrestricted net assets. The amount should be sufficient to permit SAA to address shortfalls in revenue or unanticipated expenses.

### **B. Financial Accounting and Reporting**

1. Sarasota Academy of the Arts' accounting system will facilitate the preparation of monthly financial reports including year-end financial statements in accordance with generally accepted accounting principles.
2. Sarasota Academy of the Arts' accounting system will be integrated with key business functions including accounts payable, budgeting, general ledger, inventory/depreciation, requisitions and purchase orders, accounts receivable, and payroll.
3. All accounting transactions will be supported by adequate documentation. Journal entries are supported by an explanation of the reason for the entry, the amount, and evidence of supervisory approval.

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4. All accounting records (journals and ledgers) will be kept up-to-date and balanced monthly.
  5. Sarasota Academy of the Arts will have adequate separation of duties for cash receipts, deposits, cash disbursements, disbursement approval, recording transactions, and bank and account reconciliations. Adequate separation of duties requires separating four basic functions – authorization, custody, record keeping, and verification/reporting.
  6. Sarasota Academy of the Arts will have a working purchase order system that ensures that funds are available before orders are placed. Purchase orders will not be issued if there are insufficient funds.
  7. Sarasota Academy of the Arts will prepare cash flow projections to help determine borrowing needs and the timing and term(s) of investments.
  8. Each year after filing its Form 990 with the IRS, Sarasota Academy of the Arts will prepare a copy for public disclosure omitting the names and addresses of all contributors. Sarasota Academy of the Arts will make available for "public inspection" a copy of IRS Form 990 and will be required to provide copies on request to inquirers. Generally the IRS Form 990 copy should be made available on the same day if the request is made in person or within thirty days in response to written requests made via regular mail, e-mail, facsimile or private delivery. Sarasota Academy of the Arts is allowed to charge for actual postage and a modest copying fee as specified in the regulation. The regulation also notes that those schools that make their IRS Form 990 available on the Internet (in approved formats) would not be required to distribute photocopies.

### **C. Auditing**

1. The audited annual financial Statements will be submitted by the required due dates.
2. Corrective action plans will be prepared for all findings cited in the management letter.

### **D. State and Federal Grants**

1. All State and Federal grant reports will be filed on time.
2. Sarasota Academy of the Arts ensures it will apply for grant funds that it is entitled to receive and are appropriate to pursue after assessing the administrative and other burdens associated with the grant. In addition, SAA will have procedures in place so that there is adequate

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communication and sharing of information within the school concerning active grants.

3. All charges to grants will be supported by adequate documentation.
4. Sarasota Academy of the Arts' staff will be familiar with Federal and State compliance requirements for all grants.

### **III) Revenue and Cash Management**

#### **A. Cash Receipts and Revenue**

1. The board will authorize all Sarasota Academy of the Arts bank accounts.
2. Procedures will be in place to periodically verify that only board-authorized accounts have been established.
3. Employees who handle cash will be bonded or insured to protect the school for loss due to theft or mismanagement.
4. Only individuals authorized by the school administration will collect cash (see Appendix A). Cash collection receipt forms are used when the funds are collected. Two individuals will count and sign the cash collection form indicating the amount received. The two will complete and sign the cash deposit slip.
5. Someone independent of other cash and record keeping functions will open the mail, restrictively endorse all checks, and maintain records of all funds received.
6. All cash and checks will be kept in a secure location and deposited in the bank on a timely basis.
7. Cash balances on the bank statements will be reconciled to the cash balances on the accounting records on a monthly basis.
8. The Treasurer of the Board of Directors will open bank Statements directly from the bank (via mail, pick-up, or other means).

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9. Sarasota Academy of the Arts' leadership team will have the collective knowledge to be aware of the revenue and in-kind services to which it is entitled and will have procedures in place to ensure it receives the revenue or in-kind services it is entitled to.

## **B. Cash Management and Investments**

1. Sarasota Academy of the Arts will have a procedure to determine if excess cash is available for investment and such amounts will be transferred to interest bearing accounts to maximize revenue.
2. A summary record of key information will be maintained for all investments to properly monitor and account for investments.
3. Sarasota Academy of the Arts is aware of the risks associated with the limit of FDIC insurance on its deposit accounts and will take reasonable steps to mitigate those risks when it concludes such risk is elevated.
4. Drawdown of grant funds will be done in accordance with State and Federal requirements.
5. If authorized by the board, petty cash fund disbursements will be limited to a maximum amount(s), require supervisory approval, and supported by adequate documentation including the original receipts or invoices marked cancelled when paid.

## **IV) Purchasing and Expenditures**

### **A. Purchasing**

1. The board will establish a purchasing policy and identify individuals to be responsible for developing and administering the purchasing function and committing Sarasota Academy of the Arts to purchases by approving purchase orders.
2. Sarasota Academy of the Arts will establish and maintain a list of vendors with whom it customarily conducts business.
3. Procedures will be established for the initiation, approval, and use of purchase requisitions and purchase orders.
4. All purchase orders will be numbered and all numbers will be accounted for.

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5. All requisitions/purchase orders will be reviewed for appropriateness and the necessity of the items ordered.
  6. Upon receipt of goods, Sarasota Academy of the Arts will verify the condition, quantity, and quality of the goods prior to payment.
  7. Items that exceed \$750.00 will be identified and tagged as property of Sarasota Academy of the Arts/School Board of Sarasota County and inventoried accordingly.

#### **B. Contract Administration**

1. Sarasota Academy of the Arts will establish a policy for contract administration approved by the school Board of Directors that identifies the procedures for committing school resources for vendor support.
2. Included in the contracts administration policy will be monetary limits for contracts that school administration staff will be authorized to approve. Above that limit, contracts will require Governing Board approval.

#### **C. Accounts Payable**

1. An accounts payable subsidiary ledger will be maintained and its balances regularly reconciled (at least on a monthly basis) with vendor statements and general ledger control accounts.
2. Invoices will be compared to purchase orders and receiving reports to verify prices, terms, etc. prior to payment.
3. All consultant services will be supported by signed and dated copies of contracts which provide the details, dates, and costs of the services to be provided.
4. All invoices will be checked to prevent paying the same invoice twice.
5. Sarasota Academy of the Arts will have procedures to follow up at regular intervals on outstanding purchase orders over 30 days old.

#### **D. Cash Disbursements**

1. Sarasota Academy of the Arts will authorize at least two individuals to sign checks.
2. Sarasota Academy of the Arts will require two signatures on checks.

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3. All checks will be directly mailed by the signer.
  4. All blank checks and other financial stationery will be safeguarded against theft, loss, or misuse.
  5. Checks will not be written to “cash”.

#### **E. Payroll and Personnel**

1. Sarasota Academy of the Arts’ policies and practices will prevent payments to employees in advance of services actually being rendered.
2. Prior supervisory approval will be required for overtime. Overtime will be documented on an SAA Form – Hours Worked and Overtime.
3. The budget will contain a separate line item for overtime and substitutes to permit analyzing its use and the potential need for additional staffing.
4. Sarasota Academy of the Arts will maintain adequate supporting documentation (e.g. time sheets, leave accruals) for payroll to ensure that payments are made only for services actually rendered.
5. Authorizations will be maintained to support all deductions from payroll checks.
6. Each payroll register will be reviewed, approved, and certified by the Business Manager to ensure the payments are accurate and justified.
7. Sarasota Academy of the Arts will have written procedures describing the employment process (advertising/posting, interview, reference/ credential check, offer, acceptance, starting date, etc.).
8. Each employee will provide a resume, college transcripts, and copies of required job certifications to be maintained in personnel files.
9. New employees will complete the SAA personal information form, the INS I-9, a current IRS W-4, and insurance applications from current providers.
10. Insurance coverage provided as benefits to employees will be identified as available to employees as part of written contracts. Each employee will stipulate in writing as to whether they will participate in the insurance coverage from the school. Current lists of employees provided coverage by the school will be maintained on file in the school.

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11. All employees will be provided a written contract that stipulates primary job responsibilities. Staff will have job descriptions that are current and maintained in personnel files.
  12. Personal information will be filed in secured files on campus.
  13. References and credentials will be routinely verified to ensure prospective employees possess the necessary qualifications.
  14. Sarasota Academy of the Arts will require and maintain written authorizations for changes in salaries, hiring, etc.
  15. Sarasota Academy of the Arts will have a system to track employee leave accruals.
  16. Sarasota Academy of the Arts will require a minimum of two evaluations annually for all of its employees.
  17. All payroll changes will be authorized and documented in writing.
  18. Procedures will be in place to comply with IRS and the State of Florida requirements.
  19. Sarasota Academy of the Arts will have procedures to ensure individuals working for SAA are properly classified as employees (W-2s) or independent contractors (1099s) according to the circumstances.
  20. Sarasota Academy of the Arts will have procedures to ensure current and prospective employees are fingerprinted, background checked, and drug tested.
  21. Sarasota Academy of the Arts will require three written references on file. In addition, prior to hiring the applicant, three work-related references will be verbally verified by the Principal.

## **F. Travel and Conferences**

1. Attendance at conferences will be approved in advance by the Principal.
2. Sarasota Academy of the Arts will adopt the Federal or State travel, lodging, and meal reimbursement rates for expenses incurred for SAA business.

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3. Staff will use appropriate school forms when submitting for reimbursement of expenses.

## **V) Facilities, Equipment, and Inventory Controls**

### **A. Facilities Maintenance**

1. Sarasota Academy of the Arts will have a long-range plan for educational facilities and equipment replacement purchases.
2. Staff will request repairs and maintenance requirements to the Principal or Business Manager for scheduling.

### **B. Facilities Construction**

1. Sarasota Academy of the Arts will be aware of the requirements for planning, implementing, and completing any school construction project and will have procedures to ensure it obtains the necessary approvals and building permits for school construction projects.
2. Sarasota Academy of the Arts will have systems in place to guard against the cost of construction, including change orders, from exceeding the amount authorized and budgeted.
3. Sarasota Academy of the Arts will have a process for retaining records and will consider it in determining whether the budget is overspent.
4. Sarasota Academy of the Arts will utilize the appropriate professionals in the facilities construction process including architects, bond counsel and financial advisors as needed.

### **C. Inventory Controls**

1. Fixed assets will be recorded at cost or, if donated, at fair market value at the time of acquisition.
2. Sarasota Academy of the Arts will have a depreciation policy that is in conformity with GAAP and will maintain adequate documentation related to fixed assets.
3. A physical inspection will be performed annually to determine that all assets are present, in usable condition, located in the assigned area, and accurately recorded on the fixed asset records.

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4. Sarasota Academy of the Arts will have an individual assigned with the responsibility for maintaining a system to track its fixed assets inventory.
  5. All assets will be marked or tagged with ownership identification decals.
  6. The inventory system will include all of the information necessary to maintain complete and accurate records.
  7. The inventory system will be updated to ensure that changes in assets, such as location or disposition, are reflected in the inventory system.
  8. Sarasota Academy of the Arts' property, equipment, and inventory will be secured in a safe location.
  9. Sarasota Academy of the Arts will have a policy for the use of SAA-owned assets, such as computers, phones, and vehicles that limit the use to conducting official SAA business only. The policy will be prudent and reasonable.

## **VIII) Student Related Data**

### **A. Attendance**

1. Sarasota Academy of the Arts will have a comprehensive attendance policy and procedures for taking attendance, including maintaining a record of each student's presence, absence, tardiness, and early departure in a register of attendance.
2. Sarasota Academy of the Arts will record the reason for absence, tardiness, or early departure.
3. Adequate controls over the input and access to data related to attendance will be implemented.
4. Student attendance records will be reviewed to ensure records are current and accurate.

### **B. Student Discipline**

1. Student discipline files will be maintained in the student's cumulative records which are maintained in a secured file on campus while the student remains enrolled at the school.
2. The student code of conduct policy is included in the student manual in Appendix B.

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### **C. Reliability of Student Performance Data**

1. Sarasota Academy of the Arts will assign a staff member to be responsible for maintenance of student performance data.
2. Sarasota Academy of the Arts will provide adequate guidance, instruction, and training to the parties responsible for student performance data and reporting.
3. The staff of Sarasota Academy of the Arts will review data published on the School Report Card.
4. Sarasota Academy of the Arts will have controls to ensure student performance data (i.e. FCAT, enrollment, attendance, test results, etc.) is maintained in every student's cumulative record and is stored securely.
5. Sarasota Academy of the Arts will follow State and district policies and procedures to ensure student participation in all required State and local assessments.

## **APPENDIX A**

### **PERSONS AUTHORIZED TO RECEIVE CASH ON BEHALF OF SAA**

1. **Principal**
2. **Bookkeeper**
3. **Business Manager**
4. **Designated Persons Supervising Official School Activities**

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## **Appendix 1 Addenda**

# **Charter Review Committee Evaluation Findings and Final Ratings**

**Sarasota County Public Schools  
2012-2013 Charter School Application Process**

**Sarasota Academy of the Arts Charter Application**

**Charter Review Committee (CRC) Evaluation Findings and Final Ratings**

The evaluation findings are based on the extent to which the charter school application addressed the criteria required to meet each of the nineteen standards, as specified in the Florida Charter School Application Evaluation Instrument. Initial ratings are based on the CRC’s review and analysis of each charter school’s original application submitted on August 1, 2012. Second ratings were determined based on the applicants’ responses to the CRC’s questions and requests for clarification. Please note that the SAA applicant disregarded instructions to only respond to the CRC’s specific questions and also responded in the section labeled “concerns/weaknesses.” The CRC only considered the applicant’s responses provided in the section “Areas in Need of Additional Information and/or Clarification.” Applicants were not permitted to amend the application or correct major or significant deficiencies identified in the original application. Considering all information presented, including the oral responses provided by each applicant during the September 27, 2012 Clarification/Capacity Interview Session, the CRC arrived at the final ratings for each standard through unanimous consensus.

**Charter Review Committee Final Ratings Summary**

	I. Educational Plan Standards 1 – 8	II. Organizational Plan Standards 9 – 13	III. Business Plan Standards 14 – 19	
Charter School Applicant	Mission & Purpose, Target Population Educational Program Design Curriculum Plan, Assessment & Evaluation ESE, ELL, School Climate & Discipline	Governance, Management, ESP, Employment, Student Recruitment & Enrollment	Facilities, Transportation, Food Service, Budget Financial Management & Oversight Action Plan	<b>Overall Total</b>
Sarasota Academy of the Arts	87.5% Meets 12.5% Partially Meets 0% Does Not Meet	75% Meets 25% Partially Meets 0% Does Not Meet	100% Meets 0% Partially Meets 0% Does Not Meet	89% Meets 11% Partially Meets 0% Does Not Meet

## Florida Charter School Application Evaluation Instrument

Each section presents criteria for a response that meets the standard, and these criteria should guide the overall rating for the section. The Strengths and Weaknesses boxes provide space to identify data and other evidence that supports the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

The following definitions should guide the ratings:

- Meets the Standard:** The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.
- Partially Meets the Standard:** The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.
- Does Not Meet the Standard:** The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice

**I. Educational Plan**

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

**1. Mission, Guiding Principles and Purpose**

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

**Statutory References:**

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

**Evaluation Criteria:**

A response that meets the standard will present:

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

<b>CRC Rating</b>	<b>Meets the Standard</b>	<b>Partially Meets the Standard</b>	<b>Does Not Meet the Standard</b>
<b>Preliminary</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Second</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Final</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strengths**  
 The school’s overall vision and goals are defined. The mission states that assessment will guide differentiated instruction and remediation. (Pg 6, 7)  
  
 SAA will offer a rigorous academic program that integrates the arts throughout all core subjects. (Pg 8)

**Concerns/Weaknesses:**  
 How is SAA a unique charter since Sarasota County Schools already has a charter school that offers a similar program.  
  
 Response: This section is already rated as meeting the standard. SAA will teach classes in art and performing arts every day as a separate entity. The emphasis will be on developing the artistic and performance potential of every student. Because of this emphasis, the talent brought out through this program will naturally impact the other classes. Students will feel comfortable speaking in front of all classes, thereby increasing class participation. Feelings of success through positive artistic and performance expressions will further promote student confidence in all areas of the curriculum.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<p>The applications states that “Sarasota Academy of the Arts will use research-based instructional methods and innovative approaches to improve student learning and academic achievement.” (Pg 8) Please be more specific as to what research-based methods will be utilized.</p>	<p>As stated in Section 3, the teachers at Sarasota Academy of the Arts will incorporate differentiated instruction and response to intervention into the daily classroom plans. They will plan lessons and assessments based on beginning of the year surveys regarding Gardner’s Multiple Intelligences and Learning Styles as well as using pre- and formative testing to move students through the curriculum. They will also include collaborative learning groups (<i>Productive Group Work</i>) as well as teacher-directed instruction. All teachers will be trained in these research-based methods and will continuously increase use of them over the five-year period.</p>	<p>Acceptable response. However, DI and GRR are indeed research-based strategies, but not necessarily “innovative.”</p>

**2. Target Population and Student Body**

The Target Population and Student Body section should describe the anticipated target population of the school and explain how the school will be organized by grade structure, class size and total student enrollment over the term of the school’s charter.

**Statutory Reference(s):**

s. 1002.33(10)(e); s. 1002.33(6)(b)(2); s. 1002.33(7)(a)(1); s. 1003.03

**Evaluation Criteria:**

A response that meets the standard will present:

- An understanding of the students the charter school intends to serve.
- If the applicant proposes to target certain populations, the projected student body should align with the overall mission of the school.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Second	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strengths**  
 The school proposes to serve students who want to access a rigorous academic program while being exposed to a variety of learning activities that connects them with the curriculum of the arts and local partners within the arts community in Sarasota County.

**Concerns/Weaknesses:**  
 The school “community” is not defined.  
 Response: The school community includes students and families in the Sarasota community seeking a rigorous academic program supplemented by a strong visual and performing arts component.

The connection between the school’s focus and the target student population is vague.  
 Response: The school’s target population (as defined above) is consistent with the school’s mission identified in Section 1 of the application.

The application is unclear as to the specifics of the target population with regard to ethnicity. Recommend quantitative targets/goals with regard to student ethnicity based on district school zone where the charter school is located to be added to the charter contract should the application be approved.  
 Response: As identified in Section 13, SAA recruitment activities will encompass all segments of the Sarasota community. Sarasota Academy of the Arts will provide recruiting materials to organizations within the African-American and Hispanic communities to support a racial/ethnic population consistent with the school district averages.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<p>Given that the proposal is to open enrollment to “all students who reside in Sarasota and the neighboring counties” (Pg 8) <u>please elaborate on how the student enrollment will reflect the demographics of the community.</u></p>	<p>As identified in Section 13, SAA recruitment activities will encompass all segments of the Sarasota. Sarasota Academy of the Arts will provide recruiting materials to organizations within the African-American and Hispanic communities to support a racial/ethnic population consistent with school district averages.</p>	<p>The applicant did not respond to the CRC’s question. The applicant references various target populations in this section and in the student recruitment section of the application - e.g., Sarasota, Manatee &amp; Charlotte, interested in the arts, within a 5 mile radius of school – we need clarification. The applicant already has a school site so it should not be difficult to describe the demographics of the school in relation to the community. <b>Request more clarification at the 9/27 interview. ****</b></p> <p><u>Interview findings:</u> The applicant was able to present a clear picture of the community, the students they intend to serve, and provided a description of a comprehensive plan to reach out to a broad segment of Sarasota and surrounding counties.</p>
<p>How will the school “attract students interested in visual and performing arts?” (Pg 8)</p>	<p>Recruiting materials will clearly reflect the school’s strong visual and performing arts component to attract students and families seeking that choice option. The application submitted on August 1<sup>st</sup> includes letters of support from PLATO, Players Theatre, Florida Studio Theatre, and Jump Dance. All of these organizations teach classes specifically for children who have an interest in the arts. It is hoped that they will partner with SAA to encourage these students to apply to SAA where those interests and talents can be cultivated through daily classes specifically in art and performing art. Students will also have many opportunities to demonstrate their talents through art portfolios, art shows, and performance throughout the community, state, and nation.</p>	<p>Acceptable response. It is not clear if the reference to “demonstrating their talents” (last sentence) is for admissions. The CRC does not believe this is the intent. The school may include a portfolio or art component to give preference to students interested in the arts, but this must be included in the in the mission statement and preference/lottery policy.</p>
<p>What measures will be taken to ensure all racial/ethnic groups are represented? (Pg 9)</p>	<p>Marketing/recruitment materials will be distributed through community centers and churches as well as through the newspapers and direct mailings. Marketing materials/notices will be published in English and Spanish and, if necessary, will be translated into other predominant home languages.</p>	<p>Acceptable response</p>

<p>For Section 2 C, please provide the projected percentages for ESE, ESOL, Low income, and minority student population to be served (Pg 9)</p>	<p>Enrollment projects for ESE and ELL students are identified in the Revenue Estimate Worksheets included in Appendix I, pages 3-4, 8-9, 13-14, 18-19, and 23-24 of the application for the five years. Projections for these populations are expected to be consistent with district averages. ELL students are projected at 6% and ESE students are projected at 19% for the first year.</p>	<p>Not fully addressed. <b>Present a follow-up question at the 9/27 interview</b> regarding the projections for low income and minority students. <b>*****</b></p> <p><u>Interview Findings:</u> The applicant addressed concerns to the CRC's satisfaction.</p>
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**3. Educational Program Design**

The Educational Program Design section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

**Statutory Reference(s):**

s. 1002.33(7)(a)(2)

**Evaluation Criteria:**

A response that meets the standard will present an educational program design that:

- Is clear and coherent;
- Is based on effective, research-based educational practices, teaching methods and high standards for student learning;
- Aligns with the school’s mission and responds to the needs of the school’s target population; and
- Presents evidence that the proposed approach will lead to improved student performance for the school’s target population.

<b>CRC Rating</b>	<b>Meets the Standard</b>	<b>Partially Meets the Standard</b>	<b>Does Not Meet the Standard</b>
<b>Preliminary</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Second</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Final</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Strengths</b>
<p>SAA will follow the district school calendar.</p> <p>The master schedule includes a daily class period for enrichment/intervention depending on the needs of the students.</p> <p>The design is based on several research-based principles that support effective instructional practices and academic achievement for students.</p> <p>An emphasis on professional development guides teaching. (Pg 11-12)</p> <p>Knowledge and plan to implement educational best practices is evident.</p>

**Concerns/Weaknesses:**  
 The science and social studies hours do not meet the requirements for middle school.  
 Response: The middle school schedule has been adjusted to provide 52 minutes per day for Science and Social Studies. These extra minutes were taken from technology classes, changing that class from 45 to 30 minutes daily. The required 52 minutes was not readily found when investigating the time mandated for the courses. The amount was derived by taking the 135 contact hours required for high school and divided by the 180 calendar days. Now that we have been informed, we can easily adjust the schedule.

Regarding the statement that the school will “analyze the state standards assessment and/or standardized test data to identify both students' and teachers' strengths and weaknesses and to improve teacher instruction and student learning.” It is a questionable practice to identify teacher weaknesses based solely on student standardized test data.  
 Response: SAA administration does not intend to base student, teacher, or program deficiencies solely on test scores. It is recognized, however, that these scores can guide the instructional program and that utilizing scores from a previous term can guide professional development.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<p>The design is based on a number of research based principles. (Pg 11-16) How will SAA successfully implement all of them? Will more emphasis be placed on one of the stated principals?</p>	<p>Teachers will include differentiated instruction and response to intervention in daily plans. As stated on page 3 of this document, teachers would survey students at the beginning of the year to ascertain learning styles and “intelligences”. These would then be included in lesson presentations to enhance instruction and to provide students with alternative methods of demonstrating mastery. The other principles are embedded in the classroom planning. SAA leadership would not expect all of them to be implemented all of the time, but they are to be available and expected to be used when appropriate. All teachers will be trained in these research-based methods which will be fully implemented over the five-year period of the contract. SAA leadership believes the best teachers will make use of all of these principles in their endeavor to provide individual students the best opportunity for success.</p>	<p>The CRC has concerns about the recognition of seat time for elementary and middle school courses and the implementation with fidelity to the number of research-based programs/strategies planned.</p> <p><u>Interview Findings:</u>                      The responses provided were appropriate.</p>
<p>The “Assessment” paragraph only focuses on the post assessment and not the pre or ongoing (formative) ones. Hopefully, this has greater depth later. (Pg 15) Please address.</p>	<p>The paragraph on page 13 is an elaboration on assessment as part of the “focus” model, derived from the “8 - Step Instructional Process.” Assessment is to be at short, frequent intervals. When it is done immediately after a targeted skill has been taught, the teacher knows whether there is student understanding or not. This is formative. SAA plans to use pre- and post-testing in all core subject areas. The FAIR, an ongoing and formative assessment, will be given three times a year as will all district benchmark assessments as mandated. At the Middle School level, assessments online will be used as required according to the district calendar.</p>	<p>Acceptable response</p>

<p>Please clarify what is meant by “extended reading.”</p>	<p>Extended reading/math (page 10) refers to the additional reading or math instruction time required for students with deficiencies in those areas. The wording perhaps should have been “additional intensive reading/math time.”</p>	<p>Applicant needs to clarify their definition of extended reading and which students are the intended recipients. It was not clearly written.</p> <p><u>Interview Findings:</u> The responses provided were appropriate.</p>
<p>The applicant references research related to the importance and positive impact of arts education (Pg 16). Has consideration been given to the more recent research on the practice of arts <u>integration</u>?</p>	<p>Consideration has been given to integration of the arts. We do plan to use it throughout the Academy. SAA, however, will teach classes in art and performing arts every day as a separate entity. The emphasis will be on developing the artistic and performance potential of every student. Because of this emphasis, the talent brought out through this program will naturally impact the other classes. Students will feel comfortable speaking in front of other students and staff members, thereby increasing class participation. Feelings of success through positive artistic and performance expressions will further promote student confidence in all areas of the curriculum.</p>	<p>Acceptable, but disappointing response.</p>

**4. Curriculum Plan**

The Curriculum Plan section should explain not only *what* the school will teach but also *how* and *why*.

**Statutory Reference(s):**

s. 1002.33(6)(a)(2); s. 1002.33(6)(a)(4); s. 1002.33(7)(a)(2); s.1002.33(7)(a)(4)

A response that meets the standard will present a curriculum plan that:

- Provides a clear and coherent framework for teaching and learning;
- Is research-based;
- Is consistent with the school’s mission, educational philosophy and instructional approach;
- Will enable students to attain Sunshine State-Common Core Standards and receive a year’s worth of learning for each year enrolled; and
- Will be appropriate for all students at all levels.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Second	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<b>Strengths</b>
Recognition that curriculum must be aligned to NGSSS and CCSS. (Pg 19)
The District’s Instructional Focus Calendar will be used. (Pg 19)
The District’s K12 Comprehensive Reading Plan will be used. (Pg 20)
Reading needs of students at all levels are addressed. (Pg 37-42)
FAIR scores guide student service in reading and also consider a variety of reading materials to meet those needs. (Pg 39-40)

**Concerns/Weaknesses:**  
 There is an incorrect listing of the Algebra I for HS credit course code. (Pg 31) Response: The title should have been HS Algebra 1  
 The course title and code is inaccurate for the math course students can take for high school credit. See above response.  
 F.S. 1003.413(3)(d) requires a policy on credit/course recovery courses through a competency based system. There is no reference to what will be used to establish the course recovery process. Response: Answer on page 14.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<p>There is no mention of differentiation of curriculum for grades k-2 to follow CCSS and grades 3-12 following NGSSS. (Pg 19)</p>	<p>Because the full implementation of Literacy Standards in grades 6 – 12 content areas was begun in 2011 and implementation has begun for Rich and Complex Text and Informational Text for Grades K -12, the differentiation was not mentioned separately. The emphasis in reading moves from the NCLB emphasis on the five priorities of reading (where comprehension is equal to the other four) to the CCSS emphasis on higher-level comprehension skills. In math, the movement is away from “mile wide-inch deep” curricula to conceptual understanding underlying the skills. Textbooks would be chosen that are aligned to the CCSS standards. Therefore, in 2013-14 there would be full implementation of CCSS for all content areas for grades K – 2 and the continuation of full implementation of content area literacy standards including: 1) text complexity, quality and range in all grades (K – 12), and 2) CCSS Literacy Standards in History/Social Studies, Science, and Technical Subjects (6 – 12).                      Students in grades 3 - 8 would follow the Blended CCSS/ NGSSS standards with this being the last year NGSSS are assessed on FCAT 2.0. Full implementation of content area Literacy Standards including: 1) text complexity, quality and range in all grades (K-12) and 2) CCSS Literacy Standards in History/Social Studies, Science, and Technical Subjects (6-12) would continue until 2014-15 when there will be full implementation of CCSS for all content areas in grades K – 12.                      Beginning with K – 2, teachers now have to focus on content depth, “chunking” the content standards, and clustering of learning goals. They must integrate skills from reading, writing, speaking, and listening, language, and mathematics into instructional units and not teach skills in isolation. The leadership of SAA understands that we are moving to full</p>	<p>The applicant has not explained nor acknowledged the differentiation of the standards that have been adopted at each grade level. <b>CRC will question further at the 9/27 interview to confirm a deep understanding. ****</b></p> <p><u>Interview Findings:</u>                      The timeline of CCSS rollout is correct, but the spokesperson was not able to give an example of chunking the standards nor the clustering of learning goals so therefore did not demonstrate for this reviewer an understanding of the content of the CCSS.</p> <p>The spokesperson felt that learning more about the CCSS would come from paid professional development opportunities.</p> <p>The CRC hoped for further knowledge of CCSS through the actual website at no cost rather than learning more through the lens of a vendor and paying for services of a guided book study as discussed in the interview process by use of MagnetEd.</p>

	<p>implementation of CCSS in grades K – 8 (12) and will provide professional development for teachers so that they will be able to incorporate lessons that would allow students to meet the new standards.</p>	
<p>The applicant proposes to use Storytown, which is not aligned to CCSS. (Pg 22) What modifications to instructional materials does the applicant propose?</p>	<p>In 2010, Harcourt/Houghton Mifflin published an alignment of <i>Storytown</i> to Common Core standards. The format is unwieldy as it correlates Teacher Edition pages to standards, but the publishers have since made available the <i>Storytown</i> Core Enhancement Pack. If this were not available, we would have to purchase materials to supplement <i>Storytown</i>. Supplements particularly would need to be in the areas of teaching writing – informational, opinion, and narrative; providing high interest reading material, both fiction and non-fiction with increasing text complexity with time to read; and using materials or strategies that focus on close textual analysis. These supplements would be researched throughout this year as the educational leadership completes coursework in Common Core. Materials that could be included are DK Readers, text sets on sports or current issues, print-rich journals (<i>Scope, Junior Scholastic</i>, etc.), primary source documents, and trade books as well as textbooks in the content areas. If <i>Storytown</i> is not on the adoption list for 2013-2018, we would purchase an adopted series to be in alignment with the Sarasota County Reading Plan, which we have said we will follow. In all probability, SAA would purchase the newly adopted series on the state adoption schedule.</p>	<p>The applicant did not make a strong case or demonstrate the evidence of a scientifically-based reading research as the foundation to their reading instruction. <b>CRC will question further at the 9/27 interview to confirm a deep understanding. ****</b></p> <p><u>Interview Findings:</u> The responses provided were appropriate.</p>

<p>Having only one content area teacher for all three middle school grades will require each teacher to have at the very least 6, possibly 8 preps in math and 4 preps in language arts. This violates the instructional contract of the school board <u>if</u> you choose to follow it.</p>	<p>SAA will not use the school board contract. The Academy will use a contract modeled on that of the Florida Consortium of Public Charter Schools. The SAA Board recognizes that the number of preparations will be difficult for teachers but they would be given a job description so would know this before being offered a contract. If multiple math classes at each level are necessary due to the level of prospective students, additional staff could be hired. This will depend upon the student population enrolled.</p>	<p>As noted, there is an incorrect listing of the Algebra I course code to be used for high school credit. The impact of one teacher required to teach all 6 middle school math courses and HS Algebra would not be best practices in terms of student time and teacher prep time.</p> <p>SAA does not have to follow district contract. But this practice may pose challenges in recruiting and retaining high caliber teachers. Additionally, teachers may experience “burnout” with more than three preps.</p>
<p>There is no description of how the CCSS will be implemented based on the timeline stipulated by FLDOE for specific grade levels and subject areas. (Pg 24-31). Please address</p>	<p>Please reference the first entry on this page. As required, full implementation of Florida’s CCSS begins this year for grades K-1; 2nd grade will be implemented in 2013-14. At the same time, Grades 3 – 8 would implement the Blended Curriculum based on CCSS and Supplemental NGSSS and would continue to implement Rich and Complex Text and Informational Text for Grades K-12. In 2014-15, there would be full implementation for grades K-12. The full implementation relates to English/language arts and math and literacy in the content areas (science, history/social studies, and technical subjects). The SAA educational team will continue to take coursework to ensure they can lead the school faculty and will provide professional development for the staff.</p>	<p>The applicant does not demonstrate an understanding of the correct standards that will need to be taught. In the response the applicant confirms limited knowledge by the statement: “The SAA educational team will continue to take coursework to ensure they can lead the school faculty and will provide professional development for the staff.” <b>CRC will question further at eh 9/27 interview to confirm a deep understanding. ****</b></p> <p><u>Interview Findings:</u> Clarification was asked regarding what coursework and MagnetED will be utilized. The applicant was advised that there is a cost for each person and each course and does not appear to be in the budget.</p>
<p>Regarding F.S. 1003.455 Physical Education. Will the school have a waiver process in place?</p>	<p>Yes, a waiver written according to F.S. 1003.455 Physical Education will be offered to parents. For students needing it, this time will be used for remediation.</p>	<p>OK</p>

<p>There is insufficient evidence of scientifically-based reading research which should be the foundation of the school’s reading instruction (Pg 37-42). Please explain.</p>	<p>The applicant feels that the information provided in Section 4 of the application is consistent with statutory requirements. Because of the cumulative educational experiences of the leadership team, we most definitely ascribe to the idea that reading education from the earliest years is paramount. We know that the FLDOE only adopts programs that are research-based and are aligned with CCSS or NGSSS. We have stated that we will follow the Sarasota County K-12 Comprehensive Reading Plan which we know is also written to be in compliance with CCSS and NGSSS. This plan was studied in detail and specialists at the district level, whose expertise we value, were consulted. Pages 19 – 27 discuss SAA’s Reading and Language Arts at K-8 levels. On these pages, five sources are directly referenced and others are used as a basis for our reading philosophy. Pages 37 – 42 describe the reading program in more detail. The FLDOE websites as well as other sources relating to reading are referenced. At the time the application was being developed, the main reading program available was <i>Storytown</i>. The research shows it is a strong program. After reading the adoption committee reports from several states in addition to Florida, it was found that “Storytown is a reading program that is based on scientifically based research and includes instructional content based on the five essential components of reading instruction integrated into an instructional design that includes the following: instructional strategies, instructional sequences, practice opportunities, and student and resource materials for a diverse population.”</p> <p>This is a time of change from NCLB focus on instruction of the five priorities of reading instruction to the CCSS greater emphasis on critical reading and higher-level comprehension. SAA will use a state-adopted reading/language arts series. The CCSS literary strategies will most certainly be integrated into the content area. One of the leadership team is now enrolled in a CCSS class to increase her knowledge in this area and its application to the classroom. If a reading series is adopted that is more aligned to CCSS, we would adopt it or use the expansion pack for <i>Storytown</i> if that is still part of the district plan.</p>	<p>CRC respectfully disagrees. The CRC has the same concerns as expressed on page 11 of this document.</p> <p>CRC will question further at eh 9/27 interview to confirm a deep understanding. ****</p> <p><u>Interview Findings:</u> The responses provided were appropriate.</p>
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<p>Teachers’ “Individual Professional Development Plans” must include reading strategies for their content. (Pg 42) How will the school meet this requirement?</p>	<p>SAA’s Principal will maintain an “Individual Professional Development Plan” for each teacher.</p> <ul style="list-style-type: none"> <li>• During preplanning week, the principal will meet with teachers to develop the individual plans.</li> <li>• Teachers will be assisted to develop their goals based on needs of students and accomplished practices.</li> <li>• They will write measureable goals.</li> <li>• Areas for inservice will be developed which could include: NGCAR-PD, instruction in CCSS and its implementation, reading material related to reading or writing in the content area, training in writing strategies.</li> <li>• Teachers will implement what they learn and monitor student progress throughout the year.</li> <li>• They will evaluate at the end of the year and use this as one basis for planning for the next year.</li> </ul> <p>Access to professional development will be provided through the school, the district, and through college level coursework. All Middle School teachers will take the CAR-PD training during the first year so that they can provide the necessary intensive instruction for Level 2 FCAT2.0 students.</p>	<p>Acceptable response. However, the applicant is making an assumption that inservice and training of the school’s particular needs will be addressed by attending district trainings.</p> <p>Please be advised that CAR-PD is fee-based and is offered on a limited basis. The applicant is strongly advised to investigate other possible options.</p> <p><u>Interview Findings:</u> There is an incorrect assumption that the district will provide the NGCAR-PD courses as needed.</p>
<p>If there is only one teacher for levels 6-8 and one class of 8<sup>th</sup> grade middle school math, how will one teacher teach the benchmarks for course 3, course 3 advanced, and HS Algebra 1 and meet seat time requirements within it? (Pg 72)</p>	<p>If upon examining the levels of student achievement of prospective students, it is determined that all three courses are necessary, SAA has budget reserves that can be used to hire more instructional personnel. SAA plans to employ a part-time teacher appropriately certified in High School level math to teach the HS Algebra 1 class, thereby meeting seat-time requirements without putting a burden on other math teachers.</p>	<p><b>Confirm “SAA has budget reserves” check budget and inquire at 9/27 interview. ***</b></p> <p><u>Interview Findings:</u> If budget permits, the response is appropriate.</p>

**5. Student Performance, Assessment and Evaluation**

The Student Performance, Assessment and Evaluation section should define what students attending the school should know and be able to do and reflect how the academic progress of individual students, cohorts over time, and the school as a whole will be measured.

**Statutory Reference(s):**

s. 1002.33(6)(a)(3); s.1002.33(7)(a)(3); s.1002.33(7)(a)(4); s.1002.33(7)(a)(5)

**Evaluation Criteria:**

A response that meets the standard will present:

- Measurable educational goals and objectives that set high standards for student performance.
- Promotion standards that are based on high expectations and provide clear criteria for promotion from one level to the next, and for graduation (if applicable).
- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- Assessment activities that are sufficiently frequent and a detailed plan to determine whether students are making adequate progress.
- Evidence that data will inform decisions about adjustments to the educational program.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.

<b>CRC Rating</b>	<b>Meets the Standard</b>	<b>Partially Meets the Standard</b>	<b>Does Not Meet the Standard</b>
<b>Preliminary</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Second</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Final</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strengths**

The applicant acknowledges that students will participate in all state-required assessments as well as formative assessments for progress monitoring (Pg 50 and 53).

Goal 2 for lowest quartile student in reading and math is well specified and a technology goal is included .(Pg 50).

The school proposes to follow the district’s Student Progression Plan (Pg 51).

**Concerns/Weaknesses:**

Yearly measurable educational goals and objectives are broadly stated and not defined. The applicant refers to future School Improvement Plans as the way to indicate academic improvements in years 2 – 5.

Response: For grades and subjects where FCAT2.0 is administered the percentage of students demonstrating grade level proficiency on FCAT2.0 will meet or exceed the district averages. For grades or subjects where FCAT is not administered, other measures such as SAT-10, FAIR, curriculum assessments, and EOC exams will be used.

Goal 1 specifies increasing student performance in all grades in reading, writing, science, math and civics, however, only reading and math goals are provided. Specific writing, science or civic goals performance/outcome expectations are not specified (Pg 50). Targets for the state End-of-Course (EOC) exam should be included.  
 Response: The level of student performance in all grades using the FCAT2.9 in Writing and Science would be at the percentage equal to or above the district average. Civics and Algebra 1 would be at an 85% proficiency rate on the initial EOC exam. Students not taking FCAT2.0 or EOC exams would be judged on the FAIR with 85% scoring at the green level.

Given the school’s mission/focus on the visual and performing arts and an academic program with a “strong infusion of the arts,” it is disappointing not to see goals and objectives tied to these areas and/or to arts integration. (Pg 50)  
 Response: 100% of the students will participate in daily classes in both visual and performing arts. Parents and students will know the expectations of participation at the time of enrollment. Since this is based on daily participation, it is expected that all students will increase in proficiency in both the visual and performing arts. An important goal is to build self-confidence and, as said in the application, enable students to be able to speak in front of others – such as in an interview – with security and confidence in their ability to think quickly and formulate answers ( a goal related to CCSS for students in literacy in the content area).

Lots of goals, but the charter should identify “specific” goals related to high performance in each subject area. (Pg 52)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
Please clarify Objective 2 under Goal 1. What is meant by “learning gains as established by FLDOE/Accountability, Research and Measurement Department?”	The reference to the FLDOE Division was included in error and should be deleted.	OK
What is the “Engrade program” referenced under Goal 3, Objective 4? (Pg 50)	The “engrade” program is a 24/7 access program for parents and teachers. Student assignments, grades, study guides, rubrics, etc. are available. Students can also submit work digitally through the program using the “turn in” option. The administrative portion can be used to track student achievement.	Acceptable response.
What are the school’s plans for course-recovery? (Pg 52)	Course-recovery classes will be offered as necessary. For Middle School, it will be suggested that students enroll in an online course such as with Florida Virtual School. An Extended Day course may be made available. It could also be provided by replacing an elective with course recovery activities during the school day. With a small student body, the method for offering the course will depend on the number of students needing course-recovery. At the third grade, students who score at Level 1 or 2 on the FCAT 2.0 Reading would be evaluated via portfolio or the reading subtest of the SAT10 or would be enrolled in mandatory Summer Reading Camp.	<p>What is “extended day?” CRC will question further at the 9/27 interview to confirm a deep understanding. ****</p> <p><u>Interview Findings:</u> The applicant was able to elaborate and provide examples.</p>

<p>Applicant proposes to use SAT-10 from spring grade 1 and spring grade 2 as baseline for following school year. (Pg 52) Please be advised that the SAT-10 program is a district program and is not administered at grade 1. What other measure will the school use for entering grade 2 students?</p>	<p>The SAT-10 would be used for students entering from private schools or other districts that use the SAT-10 in spring first grade. Students entering from Sarasota County would have to be evaluated based on the FAIR scores as well as previous academic records, teacher observation, and textbook series placement tests. They would then be provisionally placed in a grade level. The early fall FAIR score would then be used as a baseline for that student.</p>	<p>Acceptable response.</p>
<p>Charters may incur a cost to participate in SAT-10. Is the applicant planning to purchase and administer their own SAT-10 program?</p>	<p>Yes</p>	<p>OK</p>
<p>The application does a good job describing the progress monitoring process for students, however, the application does not fully describe how the instruction or educational program will be evaluated and adjusted based on data (Pg 54). Please address.</p>	<p>Ongoing acquisition of data as well as end-of-course or FCAT scores can be used to evaluate the success of an instructional program. Upon reception of the data, results will be reviewed by the academic leadership and then shared with teachers at the monthly grade-level meetings. The staff and administration would then examine the results in light of student achievement. The program could then be modified or adjusted to better guide instruction. For example, if scores are consistently low for math problem-solving, the instructional materials and/or delivery system would be examined and changes would be made. The leadership team and teaching staff would work together to make changes most beneficial to the students.</p>	<p>Acceptable response.</p>

**6. Exceptional Students**

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

**Statutory Reference(s):**

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

**Evaluation Criteria:**

A response that meets the standard will present:

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

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Second	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strengths**  
 SAA indicates services will include regular and resource class placement. (Pg 56)

**Concerns/Weaknesses:**  
 The applicant’s response speaks to assessment only, not how effectiveness will be determined based on how students will engage and benefit from the curriculum. (Pg 57/E)  
 Response: The applicant respectfully disagrees with the statement that the application does not speak to program effectiveness or to student engagement and benefit from the curriculum. The most obvious measure of program effectiveness and the benefit to students is whether or not students are making academic progress. Section 6, E and F, clearly defines that: ESE’s students will participate in all benchmark, formative, and summative assessments, 2) ESE assessment data will be analyzed annually and throughout the school year to monitor student progress, 3) assessment data will be shared on a regular basis with parents, students, and staff, and 4) assessment data will be used throughout the school year to inform and guide instruction.  
  
 The committee cannot determine if the staffing plan aligns with the number of SwD students to be served because projections for SwD are not provided. (Pg 58) Response: See below.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
As required in Section G, please provide the projected percentages (the numerical values) of Students with Disabilities to be served. (Pg 57)	The number of ESE students projected for each year of the charter is clearly reflected in the Revenue Estimate Worksheets in the Budget Section 13 and Appendix I. The respective numbers and percentages are 36 (approximately 19%) in year 1, 40 (19%) in year 2, 44 (19%) in years 3, 4, and 5.	Acceptable response.
Please demonstrate how the staffing plan aligns to the student projections (Section H, Pg 58)	The applicant feels that the proposed level of ESE staffing (i.e. one ESE coordinator and one ESE teacher, with related services to be provided by contracted staff) is consistent with the number of ESE students projected and the level(s) of ESE services to be provided for the first year. As stated in the application, additional ESE staff will be added in subsequent years if warranted by increased numbers of ESE students.	<p>Pursue further at the 9/27 interview.***</p> <p><u>Interview Findings:</u>            Upon discussion, the CRC feels confident that the applicant understands the staffing needs and is prepared to make adjustments based on enrollments. Additionally, reserves in the budget would permit the hiring of additional staff.</p>
How will students “exhibiting talents in the arts” be identified? (Pg 58)	Due to the focus of the school, we expect to attract students and parents with an interest in performance and visual arts. Individual talents and strengths will be demonstrated through portfolios, auditions, and daily participation in the visual and performing classes. In such classes, evaluation through participation is constant and ongoing.	Acceptable response.

**7. English Language Learners**

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

**Statutory Reference(s):**

s. 1002.33(10)

**Evaluation Criteria:**

A response that meets the standard will present:

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

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Second	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Strengths</b>
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<p><b>Concerns/Weaknesses:</b></p> <p>The application contains several outdated references and in some cases incorrect information. The applicant has not demonstrated a sound understanding of ELL requirements. In light of this, it is difficult to discern if the applicant will have the capacity to meet state and federal requirements.</p> <p>Response: The applicant apologizes for the errors. A consultant was hired for this section because it is an area with which no prospective administrator was familiar. The out-of-date district plan published on the website was used but since receiving this analysis, we have been directed to the 2011-2012 English Language Learners (ELLs) Database and Program Handbook. The applicant will employ the necessary number of ESOL professionals and paraprofessionals and will consult with the district to be sure we are in compliance.</p>
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Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<p>The completed Home Language Surveys need to be forwarded to the ESOL Liaison/Contact at the school (not the district) so that the student may be assessed in a timely manner. A copy should be forwarded to the ESOL District Office. (Pg 59) Please confirm understanding.</p>	<p>This is understood.</p>	<p>OK</p>
<p>The evaluation criteria for exiting the ESOL program is not current. The applicant is advised to refer to current exit criteria going into effect as of Spring 2012 CELLA administration. (Pg 60) How the application will be modified to address this?</p>	<p>An ELL shall be determined English language proficient and exited from the ESOL program upon obtaining: 1) Scores of proficient at the applicable grade level on each CELLA subtest (listening, speaking, reading, and writing) administered annually pursuant to Rule 6A-6.9021, F.A.C.; and 2) Scores on applicable FCAT in Reading, as follows: a. For students in grades K-2, CELLA is the only assessment required and FCAT is not required; b. For students in grades 3-8 (9), an achievement level of 3 or higher on applicable FCAT in Reading. The student must be followed up for a two-year period after having exited the ESOL program.</p>	<p>Acceptable response. The applicant researched the topic and provided the correct information.</p>

**8. School Climate and Discipline**

The School Climate and Discipline section should describe the learning environment of the school and provide evidence that the school will ensure a safe environment conducive to learning.

**Statutory Reference(s):**

s. 1002.33(7)(a)(7); s. 1002.33(7)(a)(11); s. 1002.33(9)

**Evaluation Criteria:**

A response that meets the standard will present:

- A sound approach to classroom management and student discipline.
- Legally sound policies for student discipline, suspension, and dismissal.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Second	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strengths**  
 SAA will follow the Sarasota County Schools Code of Conduct for all discipline infractions. (Pg 62)  
 The application addresses RTI and Tiers.

**Concerns/Weaknesses:**  
 While the application states that the charter school will adopt the district Student Code of Conduct, the application is absent specific evidence related to its use in daily operations. The supplemental student handbook in Appendix B does not refer in appropriate areas to the district Code of Conduct and may contain policies that do not meet current statute or legal precedent of a public school.  
 Response: It is unclear what “evidence” the sponsor is seeking regarding the use of the Code of Student Conduct in daily operations. The applicant will conduct professional development regarding the Code of Conduct and the school’s discipline procedures for all staff prior to the opening of school. Additionally, the applicant has reviewed and revised the school’s supplemental disciplinary procedures to ensure that there are no conflicts or areas of inconsistency with the District Code of Conduct.

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response	CRC Review/Comments
How will the Management/Discipline Plan differ (if at all) for the various levels (K-5, 6-8)?	Classroom teachers are responsible for establishing a behavior management plan for their classrooms. Once developed, the behavior management plan will be submitted to and approved by the school administration prior to the opening of school to ensure compliance with the Code of conduct and the school's supplemental procedures. There will not be major differences at the administrative level.	Acceptable response.
Please briefly describe (rather than bullet the primary components) the school-wide plan for the implementation of MTSS. (Pg 63)	<p>SAA will form an MTSS team to plan, oversee, and evaluate the RtI for academics and behavior. Staff members will be given training before the school year starts and will receive ongoing training throughout the year. Before anything can be accomplished, all of those involved must understand that behavioral skills must be learned and must be taught. This might include modifying the environment or teaching appropriate replacement skills. The team will consist of the principal, the ESE Liaison and or Teacher, a classroom teacher, and other support staff. Since it is a collaborative venture, members would actively seek input from stakeholders including teachers and parents. The MTSS team will meet weekly at the beginning of each semester and at least once monthly thereafter unless additional meetings become necessary.</p> <p>School-wide expectations and goals would be established at tier 1. At tier 2 there would be targeted intervention and supports and at tier 3 there would be individualized interventions and supports.</p> <p>The process is to be data-driven. Teachers would have a method for record-keeping on which they would document areas of need (academic or behavioral), contact with parent/guardian, and interventions used. From this, teachers and the team would be able to identify problems, analyze the data to ascertain why the problem is occurring, design an appropriate intervention, and evaluate the effectiveness of the RtI/intervention strategies.</p> <p>It is imperative that the interventions used are "scientifically research-based." A recommended resource for finding interventions is the "What Works Clearinghouse," located at <a href="http://ies.ed.gov/ncee/wwc">http://ies.ed.gov/ncee/wwc</a>.</p> <p>After interventions have been in place, evaluation of the process should be done. Data should be available from all three tiers to show the effectiveness of the interventions. The strategies should have been</p>	Acceptable response. Very well done.

	<p>evaluated for fidelity. When this is done, the decision can be made by the team to alter the interventions or revisit the problem-solving process. Coaching by designated staff with the appropriate skills would be utilized to support the school-based team in RtIB. Professional development would be aligned with the expected responsibilities of the staff and team members. This may include developing and gathering data sources, interpreting data, matching interventions outcomes to student need, presenting intervention outcomes to others, and engaging in problem-solving processes.</p>	
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**II. Organizational Plan**

The Organizational Plan should provide an understanding of how the school will be governed and managed. It should present a clear picture of the school’s governance and management priorities, what responsibilities various groups and people will have, and how those groups will relate to one another.

**9. Governance**

The Governance section should describe how the policy-making and oversight function of the school will be structured and operate.

**Statutory Reference(s):**

s. 1002.33(7)(a)(15); s. 1002.33(9)

**Evaluation Criteria:**

A response that meets the standard will present:

- Documentation of proper legal structure of the governing board, or a plan to organize in conformity with the laws of Florida.
- A clear understanding and description of the governing board’s responsibilities.
- Evidence that the proposed governing board will contribute to the wide range of knowledge and skill needed to oversee a charter school.
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management.
- A sensible method for resolving disputes between parents and the school.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Second	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strengths**  
 The role of the governing board members and leadership team is defined. A brief resume for members of the governing board is included.

**Concerns/Weaknesses:**

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
None.		

**10. Management**

The Management section should describe how the day-to-day administration of the school’s operations will be structured and fulfilled.

**Statutory Reference(s):**

s. 1002.33(7)(a)(9); s. 1002.33(7)(a)(14)

**Evaluation Criteria:**

A response that meets the standard will present:

- A management structure that includes clear delineation of the roles and responsibilities for administering the day-to-day activities of the school.
- A sound plan for the recruitment and selection of the school leader.
- A viable and adequate staffing plan aligned with the projected student enrollment.
- A sound plan for recruiting and retaining qualified and capable staff.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Second	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strengths**  
 The role of each member of the leadership team is identified.

**Concerns/Weaknesses:**  
 Please note that the school will be responsible for the training and professional development of their teachers and staff. Charter school staff are provided opportunities to participate in district PD sessions, but district PD offerings in a given year may not cover all of the school’s PD needs.  
 Response: Various other avenues for professional development are listed in Section 3 of the application and elsewhere in this response. The school’s professional development plan includes: 1) professional development provided through participation in School District offerings, 2) professional development provided “in house” by the school’s leadership team, 3) professional development provided via online training, 4) professional development through enrollment in college/university courses, and 5) professional development provided by consultants or vendors as necessary.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<p>Middle school staffing may not be sufficient to meet the instructional needs of students in core subject areas. For example, the math teacher could have up to 8 preps and the LA teacher could have 6 preps (intensive reading not included). These numbers do not include these teachers prepping for the enrichment/intervention class (Pg 72-73). Please address.</p>	<p>Once the population is established, the staffing could be adjusted. Charter schools are not bound by school district contracts and it is not atypical for charter school teachers to have duties and responsibilities (e.g. home visits, extended school day, mentoring, tutoring and additional course preparations) beyond those that would be assigned to a teacher employed by the school district. Prospective staff members will be clearly informed of these additional responsibilities before being offered employment at SAA.</p>	<p>Understood, but it appears unrealistic.</p>
<p>Based on staffing allocation for teachers, how will teachers be scheduled for the enrichment/intervention class?</p>	<p>Enrichment/intervention will be done by differentiated instruction in the regular classroom where possible. If extra time is needed for intensive instruction, it will be done through the built in time for learning support or by using an area specialist who is not a regular classroom teacher. Teachers trained with CAR-PD would deliver the instruction for Level 2 FCAT 2.0 Reading students. Level 1 FCAT 2.0 Reading students would be instructed by Reading-endorsed teachers who will teach intensive reading. The math teacher would teach the Level 1 FCAT 2.0 Math students.</p>	<p>Acceptable response. May be a challenge the first year with new teachers who may or may not have experience with Florida’s requirements and PD opportunities not available during the summer.</p>
<p>Other than reliance on district PD programs, what other provisions are planned for the school to prepare and train teachers and staff? (Pg 73)</p>	<p>As stated in the chart on page 14 of the application, professional development will be provided by the district, SAA, and through college level courses. Teachers will be advised of district offerings and encouraged to take advantage of them. Other sources would be:</p> <ul style="list-style-type: none"> <li>• in-house professional development opportunities delivered via DVD series facilitated by an SAA faculty member</li> <li>• access to webcasts and approved online courses</li> <li>• speakers brought to campus</li> <li>• workshops.</li> </ul> <p>Instructional staff will be encouraged to take coursework to increase their number of credit hours above the current degree level. Specific plans will be made when student assessment and individual professional development plans indicate a need. As discussed earlier in this document, individual professional development plans will be maintained. These will serve as a guide in deciding which venues would be most valuable.</p>	<p>Acceptable.</p>

**11. Education Service Providers**

The term “education service provider” (ESP) refers to any number of organizations that contract with the governing board of a school to provide comprehensive services. The three major types of ESPs that serve charter schools are education management organizations, comprehensive school design providers, and virtual school management organizations. The Education Service Provider section should describe, if applicable, the contractual arrangement between the school’s governing board and such a provider.

**Statutory Reference(s):**

s. 1002.33(7)(a)(9)

**Evaluation Criteria:**

A response that meets the standard will present:

- A persuasive explanation of the reasons for contracting with an education service provider.
- A persuasive explanation of how the proposed relationship with the ESP will further the school’s mission.
- A clear description of the services to be provided by the ESP.
- A clear delineation of the roles and responsibilities between the school’s governing board and the ESP.
- A clearly defined performance-based relationship between the school’s governing board and the ESP.

CRC Rating	Not Applicable	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Second	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strengths**

**Concerns/Weaknesses:**

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments

**12. Employment**

The Employment section should define the policies and procedures that frame the school’s relationship with its staff.

**Statutory Reference(s):**

s. 1002.33(7)(a)(14); s. 1002.33(12)

**Evaluation Criteria:**

A response that meets the standard will present:

- A compensation plan that will attract and retain quality staff.
- Policies and procedures that hold staff to high professional standards or a sound plan for development of policies and procedures.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Second	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Strengths</b>
A draft SAA Employment Handbook is provided (Appendix A).

<b>Concerns/Weaknesses:</b>

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
The equity statement is not up-to-date. (Pg 74)	This section is rated as meeting the standard. The equity statement has been updated as requested.	OK

**13. Student Recruitment and Enrollment**

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

**Statutory Reference(s):**

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

**Evaluation Criteria:**

A response that meets the standard will present:

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

<b>CRC Rating</b>	<b>Meets the Standard</b>	<b>Partially Meets the Standard</b>	<b>Does Not Meet the Standard</b>
<b>Preliminary</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Second</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Final</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Strengths**  
 The school intends to develop partnerships with community organizations to recruit interested students. (Pg 75)

**Concerns/Weaknesses:**  
 The CRC is concerned that the open enrollment timelines and the scheduled lottery process may inadvertently limit access to parents in the targeted areas (as specified on page 8) and will not meet the Florida Statute requirements for equal opportunity to enroll in the school. F.S. 1002.33 (10)(b) Eligible Students. "The charter school shall enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In such case, all applicants shall have an equal chance of being admitted through a random selection process."  
 Response: Please see item #2 below.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<p>Marketing materials must be translated in the primary home languages of students currently enrolled in district schools. (Pg 75). Please confirm.</p>	<p>This is understood. Marketing materials will be translated into the primary home languages consistent with district requirements. It is our observation that the languages used on the district website are English and Spanish. It is noted that standard forms and informational letters sent to parents are provided in Spanish, Russian, Ukrainian, Haitian Creole, and Vietnamese, but Spanish and English are the languages used for supplementary reading and math materials for 2<sup>nd</sup> and 3<sup>rd</sup> grade ELL students and on the Education Channel.</p>	<p>The CRC was not requesting that the proposed school go beyond any district requirement. Detailed information about marketing strategies and the provision of materials in multiple languages was not, to the best of our knowledge, in the original application.</p>
<p>The committee is concerned that the school proposes 2 brief enrollment periods (February and March) and two subsequent enrollment periods in June and July. It appears that the lottery will only occur if there are no openings after each of the four enrollment periods. Parents from target areas other than the immediate community may not receive information about the school until after the February/March periods and will not have an opportunity to attend (Pg 75)</p>	<p>The applicant respectfully disagrees with the statement that the proposed open enrollment timelines and scheduled lottery process may limit access to parents in the targeted areas and are not consistent with statutory requirements. The applicant proposes two initial, month-long enrollment periods followed by two additional enrollment periods if needed. Each enrollment period is at least one month in length. The lottery process is scheduled to occur at the end of any enrollment period where the number of applicants exceeds program capacity. The “targeted area” cited in the analysis is the area in which transportation will be provided. Any student who “submits a timely application” will be eligible for enrollment, although students residing outside the “targeted area” may not be eligible for transportation services. The applicant feels that these recruitment and enrollment procedures are reasonable, appropriate, and clearly compliant with statutory requirements.</p>	<p>The response does not address the CRC concerns. A broader initial open enrollment window is generally accepted in the Florida charter school and authorizer community as standard acceptable practice, particularly in the first year of a charter school’s operation. A 2-month window is recognized by experts in the field to be needed to adequately provide the time necessary to meet other statutory requirements related to enrollment, such as: achieving a proper ethnic balance and communicating in the native language of potential enrollees. In addition, this allotted time allows the charter school to educate the local community related to the charter school’s program and affords parents time necessary to research and ultimately, if they choose to, pre-enroll within a timeframe that would allow their child equal access to a seat at the charter school.  <span style="color: red;">Pursue this matter at the 9/27 interview. ***</span>                      See notes from Section II.</p>

<p>Given that 1) class sizes will be small, 2) enrollment preference is given to children of staff and Board member (most of whom are current employees/board members of the community private school) and 3) the “target market is within a 5 mile radius” of the existing school, how will the school reflect the student population described in Section 2?</p>	<p>The statement that “enrollment preference is given to children of staff and board members (most of whom are current employees/board members of the community private school) is inaccurate. Enrollment preferences for siblings and children of employees and board members of the proposed charter school are clearly permissible under FS 1002.33. The status of any student as a child of an employee or a board member of any private school will not be a consideration for enrollment in SAA.</p>	<p>Pursue this matter at the 9/27 interview. ***</p> <p><u>Interview Findings:</u> After a lengthy discussion, the applicant is sensitive to the CRC’s concerns and assured the CRC that every effort will be made to ensure equal access to all students.</p>
<p>It is unclear how the recruitment plan will address community outreach toward various ethnic groups located within the geographic area. Please explain.</p>	<p>The applicant will provide recruiting material to organizations in the African-American and Hispanic communities as well as the Boys and Girls Club and YMCA After-school Programs to encourage enrollment of interested students and families.</p>	<p>OK</p>

**III. Business Plan**

The Business Plan should provide an understanding of how the charter operators intend to manage the school’s finances. It should present a clear picture of the school’s financial viability including the soundness of revenue projections; expenditure requirements; and how well the school’s budget aligns with and supports effective implementation of the educational program.

**14. Facilities**

The Facilities section should provide an understanding of the school’s anticipated facilities needs and how the school plans to meet those needs.

**Statutory Reference(s):**  
 s. 1002.33(7)(a)(13); s. 1002.33(18)

**Evaluation Criteria:**  
 A response that meets the standard will present:

- A realistic plan for acquiring a facility that is appropriate and adequate for the school’s program and targeted population.
- Evidence that the school has access to the necessary resources to fund the facilities plan.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Second	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strengths**  
 The charter will lease the facility currently used by the private school.  
 The facility is appropriate and adequate to meet the educational and safety needs of the students.

**Concerns/Weaknesses:**

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments

**15. Transportation**

The Transportation section should describe how the school will address these services for its student body.

**Statutory Reference(s):**

s. 1002.33(20)

**Evaluation Criteria:**

A response that meets the standard will present:

- A transportation plan that will serve all eligible students.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Second	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Strengths</b>
The school plans to contract with Sarasota School District for transportation services and are willing to change start/end times, if necessary.

<b>Concerns/Weaknesses:</b>
The response to this section is simply a statement that they will contract with the district. The applicant is encouraged to become familiar with the state requirements and with the implications of contracting for services. Response: Rated as meeting the standard.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
Please be advised that if the school contracts with a provider other than the district it is responsible for ensuring that the drivers meet state/federal requirements. (Pg 79).	This is understood.	

<p>The application states that the school will "...provide transportation for students residing between two and five miles from the school." (Pg 79) Will other options/strategies be considered so families beyond the 5 mile radius are not inadvertently discouraged to enroll?</p>	<p>Other options/strategies for transporting students beyond the identified transportation area are not required by statute and could be cost prohibitive. That said, SAA will, during negotiation of the transportation contract, explore the possibility of adding additional "pocket pickups" outside the identified transportation area if that can be done at a reasonable cost. If at a later date, we see a need for additional transportation, other options will be explored and discussed with the director of transportation.</p>	<p>Acceptable response.</p>
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**16. Food Service**

The Food Service section should describe how the school will address these services for its student body.

**Statutory Reference(s):**

s. 1002.33(20)(a)(1)

**Evaluation Criteria:**

A response that meets the standard will present:

- A food service plan that will serve all students.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Second	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Strengths</b>
The school intends to contract with Sarasota County School’s Food & Nutrition Services. (Pg 80)

<b>Concerns/Weaknesses:</b>
The response to this section is simply a statement that they will contract with the district. The applicant is encouraged to become familiar with the state requirements and with the implications of contracting for services. Response: Rated as meeting the standard.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments

**17. Budget**

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

**Statutory Reference(s):**

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

**Evaluation Criteria:**

A response that meets the standard will present:

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

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Second	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strengths**  
 Budgetary projections which are consistent with all parts of the application.  
 The estimated fund balance is above 10% for all the 5 years.

**Concerns/Weaknesses:**  
 Less than \$2,000 for professional development is not realistic.  
 There does not appear to be a budget allowance for substitute teachers.  
 Response: This section is rated as meeting the standard. Please see Section 10 for additional details regarding the school’s professional development plan. An allocation for substitute teachers has been added to the budget.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments

**18. Financial Management and Oversight**

The Financial Management and Oversight section should describe how the school’s finances will be managed and who will be responsible for the protection of student and financial records.

**Statutory Reference(s):**

s. 1002.33(6)(a)(5); s. 1002.33(7)(a)(9); s. 1002.33(7)(a)(11)

**Evaluation Criteria:**

A response that meets the standard will present:

- A clear description of how the school’s finances will be managed. The description must include assurances that the governing board retains ultimate control over the school’s finances.
- A clear description of strong internal controls. The system of internal controls must be sufficient to safeguard finances.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Second	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strengths**  
 The application clearly describes the financial management process (Pg 83)

**Concerns/Weaknesses:**  
 Monthly financial reports must also be in compliance with GASB (Appendix J, p. 5)  
 Response: The applicant will submit all required financial reports in compliance with GASB requirements.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<p>The applicant did not fully respond to part E. Please describe the specific insurance coverage (proposed amounts/costs) the school will obtain for general liability, auto, rent, workers comp, etc, as requested in the model application.</p>	<p>The specific insurance coverage in each required area is projected as follows:</p> <ul style="list-style-type: none"> <li>- General Liability - \$1 million in coverage (includes sexual/physical abuse) at a cost of \$5,500.</li> <li>- Excess Liability Umbrella – additional \$4 million coverage at a cost of \$4,000.</li> <li>- Property – \$2 million in coverage at a cost of \$6,000</li> <li>- Auto (if applicable) – \$1 million in coverage for at a cost of \$4,000.</li> <li>- Student Accident/Injury Coverage – Up to \$25K per injury at a cost of \$2,500</li> <li>- Work Comp is already listed separately on projected budget worksheets in Appendix I of the original application.</li> </ul>	<p>Acceptable response.</p>

**19. Action Plan**

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

**Statutory Reference(s):**

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

**Evaluation Criteria:**

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

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

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Second	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strengths**

**Concerns/Weaknesses:**  
Key actions steps are missing, vague references to time periods without specific dates. (Pg 85)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
Please specify dates for marketing, enrollment and lottery. (Pg 85)	The dates for marketing, enrollment periods, and lottery (if necessary) are identified in Section 13. These dates have been incorporated into the Action Plan.	We do not see mention of month/duration of marketing activities on Section 13.

## **Appendix 2**

# **Measurable Objectives**

## **Addendum 2: 2013-2014 Measureable Objectives**

1. A baseline achievement score will be established for each student entering SAA in Fall 2013 using the prior year 2012 FCAT and the Fall 2013 FLKRS, FAIR, Math Benchmark tests, and Science Benchmark at the appropriate grade levels.
2. By Spring, 2014, the percentage of students scoring at the appropriate grade-level reading comprehension score on the FAIR Test will equal or exceed that of Sarasota County Public Schools .
3. The performance of students scoring in the lowest quartile will increase, particularly decreasing the number of students scoring in Achievement Level 1 or 2 at least 3% annually on FCAT 2.0 Reading and Mathematics.
4. 85% of students enrolled in Civics and High School Algebra I will pass the End -of-Course (EOC) Exams for the 2013-14 school year.
5. Students will score proficient in writing, reading, math, and science at a percentage rate equivalent to that of the District as measured by the annual FCAT 2.0.
6. Students in grades 4 – 8 will demonstrate learning gains in reading and mathematics comparable to the District average based on the state’s criteria for school grades.
7. 100% of students will participate in the performing arts program as measured by number of performances in which students participate. Parents and students will agree that students in the elementary division will participate in four evening activities and all school-time community performances. Students in the middle school division will participate in a minimum of ten performances, five being outside of regular school hours.