

APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL:

Sarasota STEM Academy

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

International School of Excellence Florida D/B/A Sarasota STEM Academy

If a non-profit organization, has it been incorporated with Florida's Secretary of State? Yes No

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: Jennifer Lucas

TITLE/RELATIONSHIP TO NON-PROFIT: Chief Academic Officer

MAILING ADDRESS: 6779 Ashley Court , Sarasota, FL, 34241

PRIMARY TELEPHONE: (954) 732-3122

ALTERNATE TELEPHONE:

E-MAIL ADDRESS: jlucas@allianceedservices.org

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

Full Name	Current Job Title & Employer	Role with Proposed School
Jennifer Lucas	Chief Academic Officer, AES	Manager, Academics
Frank Bolanos	Compliance Officer	Manager, Compliance
Dan Kuhar	Asst. Principal, Lutz Prep	Board Chair
Add Additional Members to Applicant Group (As Needed)		Remove Row

Projected Date of School Opening (Month/Year): August 2018

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

- Seeks approval to convert an already existing public school to charter status.

(Applicant must attach as Attachment A evidence of compliance with the voting requirements set forth in section 1002.33(3)(b), F.S.)

- Will be a charter school-in-the-workplace pursuant to section 1002.33(15), F.S.

- Will be a charter school-in-a-municipality pursuant to section 1002.33(15), F.S.

- Will be a charter school in a development pursuant to section 1002.33(10)(e)7., F.S.

- Will contract or partner with an Education Service Provider (ESP).

(See definition of an ESP in the Addendum, which applicant must complete if using an ESP.) If yes, include the provider's portfolio in answering the questions below regarding pending applications and school openings.

Name of ESP: Alliance Educational Services, Inc.

- Seeks approval to replicate an existing school model.

(See definition of a replication in the Addendum, which applicant must complete if replicating a school model.)

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

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

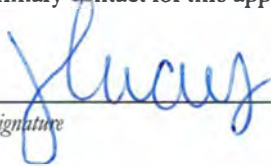
State	Authorizer	Proposed School Name	Application Due Date	Decision Date
FL	Duval County School District	Avant Garde Academy	08/01/2017	
FL	Manatee County School District	Avant Garde Academy Manatee	08/01/2017	
Add Entries As Needed for Applications Under Consideration in Other States			Remove Row	

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

Planned School Name	Authorizer	City, State	Opening Date
Avant Garde Academy	Hillsborough County	Tampa, FL	08/10/2017
Add Entries As Needed for Additional Approved Schools in Other States		Remove Row	

Does this applicant group operate schools or campuses in Florida or elsewhere in the United States? Yes No
 If yes, complete DOE Form IEPC-M1A which can be found at <http://www.fl DOE.org/schools/school-choice/charter-schools/charter-school-reference>, and include as Attachment DD.

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



 Signature
 Jennifer Lucas

 Printed Name

Chief Academic Officer

 Title
 July 28, 2017

 Date

Sarasota STEM Academy

MODEL FLORIDA CHARTER SCHOOL APPLICATION

Rule 6A-6.0786
Form IEPC-M1
Effective February 2016

EXECUTIVE SUMMARY

Sarasota STEM Academy (School) will provide a safe and nurturing learning environment for student development and growth. The School's students will be prepared to be responsible, caring and productive members of an ever changing, global society. The STEM initiative will drive student engagement and creativity that will result in increased academic achievement. The mission of Sarasota STEM Academy is to provide our students with a creative and challenging student-centered learning environment that focuses on science, technology, engineering, and math (STEM), implemented through a cross curricular delivery method that will encourage and enable students to become globally competitive. Educational professionals, parents, community leaders, and students at the School will work together to create a culture of respect and high expectations for all its stakeholders. The School plans to combine rigorous high quality STEM integration programs with a standards-based curriculum. Creating an educational setting that transforms student potential into academic achievement, through increased engagement and experiential learning.

The School's committed to ensure every effort is made to provide the highest quality education for our diverse population of students while closing the achievement gap. The School will be unique to the area, providing a viable choice to families looking for a rigorous VPK-8th grade STEM program. In addition to the STEM initiative, other unique aspects of the school will include ongoing science-based community partnerships that support a marine and environmental focus, applied technologies, cross-curricular projects, Google Education platform, extracurricular STEM enrichment opportunities, and competitive middle school sports program. An integration of a STEM centered initiative, with research based practices, is emphasized throughout the program to ensure student achievement of the Florida Standards and the Next Generation Sunshine State. The mastery of these grade level expectations will be evident in student performance on our end of year exams. Student mastery of our expectations will also be evidenced by student performance on completed projects, builds, competitions, and community partnered activities. By offering a full VPK program, the school provides another opportunity for students to grow and learn with technology and other STEM applications. These students will have an even greater potential to build their STEM capacity, and academic achievement, by the School providing a VPK - 8th grade STEM pipeline.

The School's Educational Plan is designed to support the mission and vision. The overarching goal is to increase student engagement, via a high level STEM program, that will raise student academic achievement. It is confirmed that "knowledge is learned when students are engaged" (Dewey, 1933). STEM requires students to be active learners, fosters 21st century skills, and provides a platform for knowledge application. It creates a student centered model, that naturally differentiates learning, and demands engagement. Students are challenged to learn and apply the breadth and depth of content and skill sets across the disciplines through reality-based projects, using up-to-date research from the fields. Students are asked to perpetually evaluate their points of interest, experiences and talents with ongoing portfolio development. The benefits of a well-

articulated STEM program include: engagement; application of knowledge; collaboration and communication; problem-solving skills; embedded differentiation; increased learning relevance, allows for more meaningful projects, easily bridges community partnerships, and fosters a student centered learning environment. Providing a rich and rigorous STEM VPK-8th grade program will provide our students every opportunity to be successful in the globally competitive world they are entering. The School's Educational Plan is to prepare our students to be responsible, caring, and productive members of an ever changing, competitive global society.

The School sets high academic and social expectations that together lead to the successful development of the whole child and creates lifelong learners prepared to contribute in an ever-changing society. In doing so, the School recognizes that each student is capable of learning and achieving academic success and therefore is committed to developing student intellectual potential while reinforcing personal character, and sparking a lifelong learner. This is in perfect concert with the School's mission, and highlights our commitment to fulfilling it. The School's educational philosophy is grounded on the expectation of increasing learning opportunities and raising the academic achievement of its students through high expectations and character development.

Strong community partnerships will be utilized to provide our students and teachers with STEM expertise, tools, lessons, and projects that we would not otherwise have access to. Community partnerships are valuable for our students/teachers by providing relevance and real-world application opportunities. The School will open with existing community partners of Mote Marine Laboratory, Riverview High School, and a "First Green" partnership with the Bobby Jones Country Club, and continue to add community partners as appropriate. These partnerships will support the STEM initiative through professional development and PLC support in the areas of marine science, environmental science, operational mathematics, and other related fields. We will partner with parents to support the STEM initiative, develop student character, and strengthen our community partnerships by educating and encouraging them to participate in school based academic events.

Alliance Education Services will serve as the School's ESP to develop, open and support ongoing operations for this charter school. AES has a proven track record of opening and successfully operating innovative charter schools both in North Carolina and in Florida. AES has opened, operated, and managed (7) Public Charter schools since 2013, serving approximately 5300 students. Several of these AES school have a STEM or STEAM emphasis, so AES is well equipped to initiate and grow these types of programs. One example school to highlight would be Avant Garde Hollywood. This school focuses on a STEAM model and has had two successful years of Robotics competitions as well as participation in competitive performing arts. The school has been approved as a Cambridge provider, so it does offer accelerated courses for all 6-12th graders through an internationally recognized Cambridge program. AES's founding members, Justin Matthews and Jennifer Lucas have over 30 years of combined educational experience and will work collaboratively with all stakeholders to ensure that the educational experience for our students is one that our staff, our parents, our children and our community members can be proud of.

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I. EDUCATIONAL PLAN

Section 1: Mission, Guiding Principles and Purpose

A. Mission and Vision

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

MISSION: Sarasota STEM Academy will provide a safe and nurturing learning environment for student development and growth. The School's students will be prepared to be responsible, caring and productive members of an ever changing global society. The STEM initiative will drive student engagement and creativity that will result in increased academic achievement and skill development.

VISION: Sarasota STEM Academy will provide an educational environment of academic rigor and relevance that promotes high student achievement. The schools administrators and teachers will lead this effort by creating a school environment whereby the faculty, families and community are committed to the mission. Our administrators will serve as true instructional leaders. Our teachers will be highly qualified to deliver instruction founded on research and best practices. Teachers will be provided relevant and meaningful professional development throughout their careers at the School and will be guided by the principles of collaboration, self-reflection, and ongoing prescriptive professional development. The School will actively pursue teaching candidates with experience or interest in promoting an integrated STEM program that fosters fidelity to the core academic program and purposefully designed elective offerings. This school is designed to serve students from Preschool, using an approved Florida VPK program, through 8th grade. Building this STEM pipeline offers students and families consistent academic and behavioral expectations within the constructs of a fully articulated STEM program for up to 10 years of their academic career.

The School will meet or exceed high standards of student achievement; providing parents and children the unique educational option of a fully integrated, student-centered, STEM program.

VISION ARTICULATION

Stem Initiatives:

The STEM initiative, with an overt marine science focus, has been thoughtfully selected as the best program to increase student engagement, and buy-in thereby increasing student achievement. High student achievement, based on the Florida Standards, the New Next Generations Sunshine State Standards, and Florida Early Learning and Developmental Standards for VPK, is the instructional goal of the School. Based on the School's program mission, Sarasota's coastal Florida location, and our committed community partnerships, our STEM brand will be marine science focused. The marine science focus will come to define the program and school as we become established in the community.

Sarasota STEM Academy will achieve increased student achievement by providing a STEM program that includes:

- Implement vertically aligned curricular programs that scaffold students through a STEM skills continuum. Through thematic projects, engaging lessons, content application opportunities, hands-on inquiry, and community partnerships, we will emphasize and highlight an overt marine science focus. Additionally, the STEM skills continuum will include differentiated instruction using Lego robotics, robotics challenges, coding activities, and relevant STEM application opportunities.
- Partner with private businesses and community agencies to enhance the opportunities available for students to work on service learning projects and ongoing community based research projects that are meaningful to the community and that provide real life applications to classroom instruction (Existing partnerships with Mote Marine Laboratory, Riverview High School, and a “First Green” partnership with the Bobby Jones Country Club). These partnerships will be a direct support to the marine science/environmental focus, providing expertise and application opportunities.
- Provide curricular and extracurricular programs that infuse science, technology, engineering, and mathematics in order to increase student engagement, academic performance, and student innovation.
- Foster STEM skills such as, but not limited to, problem solving, collaboration, task commitment, teamwork, technology fluency, and entrepreneurial applications.
- Provide all students with access to technology based instruction, the engineering design thinking process, and hands-on learning opportunities in science and mathematics.
- Introduce and implement a school wide Google Platform to leverage the Google Education tools and applications to enhance student learning, provide a platform for digital collaboration, and increase student achievement.
- A STEM and marine science based aftercare enrichment program.
- Partner with parents to support the STEM initiative, develop student character, and strengthen our community partnerships by educating and encouraging them to participate in school based academic events.

The supplemental curriculum programs in STEM, marine science, and environmental science will provide relevant application opportunities for students to demonstrate mastery in their core content areas. These include, but are not limited to, Lego and robotics building competitions, coding activities, mastery of web based modules, student-driven marine and environmental science projects, MOTE Marine lab partnership opportunities, Riverview High School partnership opportunities, “First Green” Bobby Jones Country Club partnership opportunities, and participation in local and regional science / math competitions.

The School seeks to stimulate improvement for Sarasota public schools. The school will implement a STEM program that will serve as a model for new and innovative educational practices that facilitate and accelerate student achievement. The unique design of the VPK-8th grade facility will allow and encourage teacher collaboration across all grade levels. This will allow instructional staff to support and scaffold student learning and offer a wide range of differentiated learning opportunities. A fully integrated STEM program will meet the needs of all learners by engaging students through a hands-on technology infused educational environment

that is meaningful and purposeful in its scope and sequence. This will be fostered with the implementation of a purposeful and rigorous STEM program, along with strong STEM community partnerships. A 2012 study conducted by the National Assessment of Educational Progress, led by the NGSS in Math and Sciences, described that no “increased standards or expectations” would improve student performance as much as student engagement itself would (NAEP 2012).

School-Wide Initiatives

- Develop a Florida approved VPK program to serve as the student pipeline into Kindergarten for this charter school, which will provide children an opportunity to access a VPK - 8th grade STEM educational continuum.
- Implement the Florida Continuous Improvement Model (FCIM) which is based on the idea that student and teacher success is a data-driven, continuous effort.
- Implement a research based, comprehensive Reading Plan commensurate with Sarasota County’s Comprehensive Reading Plan.
- Implement a school-wide Progress Monitoring Plan (PMP) that teachers and leaders will use to identify students in need of more intensive instructional support. The School will be held accountable for providing support through a multi-tiered interventions system (MTSS), and monitor the student’s response to implemented instruction and interventions. The Progress Monitoring Plan is a document to help track a student’s status and progress through the MTSS process.
- Create an annual School Improvement Plan (SIP) with input from all major stakeholder groups.
- Deliver a dynamic school curriculum, including emphasis on student-centered instruction, ensuring student mastery of the Florida Standards and the Next Generation Sunshine State Standards.
- Provide a highly rigorous curriculum delivered through effective, and research based, teaching and learning strategies. Teachers will be provided relevant and meaningful professional development, as needed, from a variety of sources including our community partners.
- Implement Google Education platform to provide a network of educational resources/tools, foster digital collaboration, and create information accessibility for Staff, Students, Parents, and Community Partners.
- Provide authentic opportunities for active involvement of students, families, and community partners in the School development process to create an open, innovative, responsive, and focused educational experience for all stakeholders.
- Complement and value-add to classroom studies through purposeful curricular and extracurricular STEM and community partner driven programs that complement our marine science emphasis.
- Work toward AdvancED Accreditation by committing to a continuous process of improvement, strict global standards for excellence in education, and quality assurance.

The School will identify and address the needs of all students. As such, the instructional staff will collaborate in implementing research based measurement tools and creating teacher-developed measurement tools to assess and monitor student learning, academic skill

development, social-emotional-ethical skills, and behaviors. This assessment process will be a key component and responsibility of our professional learning communities (PLC). Teachers, administrators, and other school support personnel will collaborate to design and implement measurement tools that will give educators a more informative picture of student learning, both at an individual and collective level. The use of professional learning communities to accomplish this goal ensures better accountability for quality and effectiveness. Our Professional learning communities will function as a best practice conduit for the sharing of new innovative measurements and strategies, creating better continuity within the educational program. Our PLC groups will have the opportunity to include members that represent our community partners, as well. This will allow the flow of expertise to be efficient and continual throughout the year between school and our powerful community partners.

The School will incorporate additional innovative procedures to measure student mastery, in conjunction with the measurement tools utilized by Sarasota County. Frequent mini-benchmark assessments will be used to monitor mastery of the Florida and the Next Generation Sunshine State Standards. As well as teacher made tests, rubrics, competitions and presentations. Teachers will work collaboratively to share project plans and completed student work in order to collect constructive feedback on their integrated thematic units.

The mission of the school is to provide our students with a creative and challenging student-centered learning environment that focuses on science, technology, engineering, and math (STEM), implemented through a cross curricular delivery method that will encourage and enable students to become globally competitive. As such, Sarasota STEM is committed to providing our teachers with new professional opportunities that will encourage and empower them to take ownership of this innovative learning program. Our job descriptions are tailored to attract teachers who are willing to work in an environment that intends to deliver a very unique model of instruction through thematic units and projects that support STEM education. These teachers will be provided with a variety of professional learning opportunities, and supported by AES in the development of their instructional pedagogy. They will also be held to a high standard of expectations for building relationships with students and families and for demonstrating highly effective teaching strategies that result in learning gains and high student achievement.

Educators

STEM Educators report feeling rejuvenated by richer work environments. They have the ability to use more diversification of teaching methods, creativity, heightened autonomy and become a greater facilitator to learners. It empowers educators to meet the guidelines of the Florida and the New Next Generations Sunshine State Standards in a variety of unique and engaging ways and to meaningfully cross-reference concepts and key vocabulary. They have the opportunity to teach collaboratively, increase best practice sharing, and have more productive common planning times. The teachers report feeling the positive shift from ME to WE in the staff as well as with students. STEM also provides a platform for the application of content and skills, and highlights the relevance of what is being learned. Combine this with powerful STEM partners, like Mote Marine Lab, Riverview High School's marine science programs, and a "First Green" program partner and we have a very stimulating place for innovative educators to work.

As a STEM based school, teachers will have a unique opportunity to apply innovative instructional strategies, curriculum and teaching methods. All staff will be provided with intensive professional development to help them implement focused projects and activities tied to the standards in science, technology, engineering and mathematics. Marine sciences and environmental sciences will be infused along the way, while also leveraging expertise from our STEM community partners. Mote Marine Laboratory will provide intensive professional development for our teachers in an ongoing and prescriptive way as appropriate for the modules and projects our students are completing. Riverview High School will anchor our environmental sciences and support our marine biology programs through ongoing collaboration with our staff. Our Sarasota STEM teachers will also have the opportunity to include community partner experts in their PLC groups to deepen lesson planning, instructional practices and reflection as well as foster the flow of information between the multiple parties. Expert teachers in STEM disciplines, Technology and Engineering in particular, will assist classroom teachers to implement the supplemental curricular pieces to ensure the fidelity of the program. The School will generate an opportunity for teachers to participate in an exciting and innovative venture; one that allows them to take ownership over the learning process, and flex their individual autonomy while incorporating their unique teaching styles into the classroom. Teachers at the School will feel encouraged to take part in the advancement of their students' educational lives, openly communicate with their colleagues, and share effective techniques in an effort to promote the spread of best practices and cutting edge methods. In order to best utilize research-based strategies and implement the school programs, all teaching staff will receive ongoing professional development on the various components of the programs, respectively, to ensure effective implementation. All teachers will use a blended model of delivery that includes a component of direct and explicit instruction with time for shared and group practice through hands on activities and projects. Units will culminate with both formative and summative individual assessments being employed to measure students' level of mastery in regards to the targeted content knowledge and skills.

The School will provide its teachers with the unique opportunity to take ownership of the school's professional development needs. AES will ensure that effective, purposeful, and prescriptive professional development is offered for staff. AES will also provide initial and ongoing feedback in regards to the curriculum, the delivery model, the STEM initiative, and the Leader in Me program. AES will work in tandem with School leadership to implement the evaluation tools provided by the FCPCS to determine areas of deficiency or weakness and to celebrate highly effective instructional mastery. Teachers and administrators will collaborate to determine professional development opportunities based upon student data. Our teachers have a variety of professional needs, just as their students do, therefore many different professional development opportunities will be provided throughout the year. Teachers will perform self-reflections, identifying their areas of strength and future professional goals. These reflections will be utilized in determining the professional development offerings that will be provided to the staff. By allowing teachers the opportunity to have some choice in regards to their professional development offerings a positive school culture is created, where teachers feel respected and have a sense of ownership pride.

Educators will be prepared to deliver instruction founded on research and best practices to all learners; including students receiving or eligible for ESE, EP, 504, speech and language, and/or ELL services, etc.

Parent Involvement:

Research suggests that when both school and home share the responsibility for students' educational success, social and economic stressors are less apparent. Parental involvement in a child's education process is vital to ensuring that the students are not only being encouraged at school to be successful but that they are also being encouraged at home as well (Bowen, 1999). The School will provide parents with information in a timely manner and will provide resources to stimulate parental participation in their child's education. Parents will be encouraged to attend quarterly data chats and student led conferences, as well as student project exhibitions. Parents will also be strongly encouraged to volunteer in STEM based academic projects and activities to support the academic achievement and growth of each student. Parental involvement is critically important in fostering the success of students, so the school will make steadfast efforts to motivate parental participation.

Additional Support

Interventions based on a Multi-Tiered System of Supports (MTSS) will be implemented for all students performing below grade level expectations, and failing to make adequate gains, in any content area as evidenced by multiple forms of data. This additional contact with students is critical for those who need a structured practice environment beyond core instructional time, as well as continuous feedback throughout the learning process both at home and in school. Students identified as needing additional support in core content areas will have prescribed and protected time for interventions (Tier 2 and Tier 3, in addition to Tier 1) support throughout the day as well as extended day tutoring provided by the school. Teachers will be trained to utilize the research-based instructional activities and progress monitoring tools available from the Florida Center for Reading Research (FCRR). The Student Centered Activities and Empowering Teachers Instructional Routines will be used to scaffold the students towards mastery and to provide them with alternative opportunities to learn the material, practice the skills and master the standards. Teachers will also use a variety of assessments and supplemental instructional resources to scaffold learning as needed based on the child's specific areas for improvement. Student progress will be tracked using a Progress Monitoring Plan (PMP) document.

The Child Study Team (CST) will meet to review data of the students being monitored under this MTSS model and to determine the appropriate course of action. Students making adequate gains will continue with support they are receiving or move to Tier 1 and be monitored for future progress. Students failing to progress adequately will be given more intensive interventions, additional resources and opportunities for learning. Ongoing Progress Monitoring activities and assessments will be used to help teachers document student performance, and identify effective means of teaching core content areas for struggling students. The CST will review all data with the teachers and work together to find ways to support these at-risk students and provide the additional resources, curriculum and professional support to help them grow. The meeting decisions and outcomes will be shared with parents/guardians throughout the process in order to maintain open communications and to help parents better assist their child(ren).

Tutoring

Additional resources will be available at the School for students that require additional support outside of regular instructional time. Teachers will offer tutoring at no charge to student as part of their expected before and/or after school responsibility. These blocks of support time will mostly be during drop off and pick up times as a convenience to our students and parents. These sessions are included in the operating budget and are applied to those students requiring extra intervention to close the achievement gap between present levels and expected learning outcomes. Teachers will use a supplemental curriculum in small group settings, targeted to student skill deficiencies, as determined by diagnostic and formative data. Homework and classwork assistance is offered during specific hours throughout the day for students in need of extra practice and support. Teachers will be available during times outside of instructional blocks. These tutoring times will typically be offered during the school arrival and dismissal time slots, as a convenience for students, parents, and teachers.

Initiating and strengthening collaboration between school, home, and community, provides the basis for support and reinforcement of student learning. Involving parents and students, and engaging them is critical to successful implementation of the educational program and is critical to the success of the overarching mission of Sarasota STEM Academy.

B. Guiding Principles

Provide the page number(s) of the material within this application that describes how the proposed school will utilize the guiding principles found in section 1002.33(2)(a), F.S. In accordance with the law, charter schools shall be guided by the following principles:

- Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system. PAGE(S) 3, 6-8, 14, 22, 80-81
- Promote enhanced academic success and financial efficiency by aligning responsibility and accountability. PAGE(S) 90-92, 106-109, 111, 116-120
- Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school. PAGE(S) 11, 55, 59, 69

C. Required Purposes

Provide the page number(s) of the material within this application that describes how the proposed school will meet the prescribed purposes for charter schools found in section 1002.33(2)(b), F.S. In accordance with the law, charter schools shall fulfill the following purposes:

- Improve student learning and academic achievement. PAGE(S) 7-8, 33-36, 50-53
- Increase learning opportunities for all students, with a special emphasis on low-performing students and reading. PAGE(S) 19-21, 24-25, 33-36, 40-44
- Encourage the use of innovative learning methods. PAGE(S) 7, 22, 26, 47-48, 80-81
- Require the measurement of learning outcomes. PAGE(S) 50-53, 56-57

D. Optional Purposes

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

- Create innovative measurement tools. PAGES(S) 53-54
- Provide rigorous competition within the public school district to stimulate continual improvement in all public schools. PAGE(S) 18-19, 22
- Expand the capacity of the public school system. PAGE(S) 13-17_
- Mitigate the educational impact created by the development of new residential dwelling units. PAGE(S) 16
- Create new professional opportunities for teachers, including ownership of the learning program at the school site. PAGE (S)7-10, 96-99
- Evaluation Criteria: Mission, Guiding Principles, and Purpose
- Reviewers will look for:
- A clear and compelling mission and vision statement that defines the guiding principles and values of the school.
- Adequate references to evidence that the application fulfills the statutory guiding principles and purposes for charter schools. (Note: the substance of each addressed principle and purpose will be evaluated within appropriate application sections.)

Section 2: Target Population and Student Body

A. Student Population

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

Sarasota County Public Schools has experienced growth in student populations across the county with some pockets of residential areas become much more densely populated in the past few years. Sarasota County is one of a few counties in Florida that relies on migration for growth thus, households with school age children often fluctuates as residents move in and out of the county. In a charter school where attendance is not predicated upon domicile, Sarasota STEM Academy can provide a stable continuum of learning for residents, and can provide a long term, stable environment as families relocate in or within the county which serves to anchor a quality program that is not impacted by transience. <http://extra.heraldtribune.com/2016/03/24/sarasota-sarasota-no-11-in-u-s-for-growth-census-says/> One large pocket of density is the northern corridor of Sarasota that continues to grow north of Fruitville and all the way east of I75. There are limited school choice options in this area, and none that provide a similar STEM focused program for all students.

This School is designed to meet a growing need for seats, a growing demand for school choice, and an academic program that has been proven to increase student achievement for ALL learners. A STEM program in this site will serve an area of Sarasota with a larger percentage of at-risk students. The schools closest to our identified site have higher rates of minority and

economically disadvantaged children. The schools closest to our site are also historically lower performing schools than other elementary and middle schools in Sarasota County. We believe that we are providing neighborhood students a new option for a unique learning environment and a program with multiple partnerships focused on student achievement to help improve academic performance. The School expects to serve a minimum of 60% free and reduced lunch students and will help support their academic growth. The School will provide educational field trips at no cost for these students and on site access to technology and opportunities they may not have alternatively had. Furthermore, the program is designed to enrich the curriculum and provide challenging opportunities for accelerated students and students who will thrive with a hands-on experiential approach to learning.

We believe that this community of parents and students will welcome our program and its challenging, yet synergistic approach. Our partnerships with long time educators in the community is indicative of the overall support we have for this model of instruction that also provides a long term continuum for students through high school as we prepare 8th grade graduates to be successful in challenging high school programs in district schools that offer Marine, Environmental and Engineering programs.

According to recent demographic data reports, Sarasota County is projected to continue to grow between 3.8 and 5% through 2026. Sarasota schools currently provides Free and Reduced lunches for approximately 48% of students, ELL services for approximately 7% of students and ESE services for approximately 11% of students. The School is expected to mirror the population reflective of the surrounding traditional public schools and community it will serve. The School will provide a nationally recognized Food and Lunch program to serve students in need and will provide transportation as requested within a reasonable distance to the school. Sarasota believes that the instructional delivery model and STEM initiative is well suited to serve all unique student learners and provides a wide variety of teaching and learning opportunities with an emphasis on technology infused instruction, project-based learning and creative and visual arts that is conducive to meeting the needs of all learners. Although schools in central and south Sarasota are already over-crowded, (<http://www.heraldtribune.com/news/20170606/sparks-fly-over-state-legislation-at-school-board-meeting>) the County has continued to execute rezoning plans to help balance the shifts in population and attendance. Our VPK-8th grade program can seat and serve all students north of Bahia Vista which is an area that is largely tied to higher percentages of at-risk students with the highest rates of poverty, diversity and needs in the county.

The School will not discriminate on the basis of race, gender, religion, national or ethnic origin, sexual orientation, or exceptionality in the admission of students at all grade levels, in accordance and full compliance with federal and state laws anti-discrimination laws, and in accordance with Florida Statute. Any eligible student who submits a timely application shall be considered, unless the number of applications exceeds the capacity of the program, class, grade level, or building. Preference may be given to students matriculating out of the VPK program, siblings of students enrolled in the charter school, children of a member of the Board, and children of an employee of the charter school. Students applying for the remainder of the student stations shall be subject to a random lottery and to the racial/ethnic balance provisions required by law. All students in the lottery will be assigned a waiting list number should student seats become available or capacity increases.

All students are entitled to a “Free and Appropriate Public Education” in accordance to federal and state law. The School will provide up to 800 student stations for students in K through 8th grade. Students may withdraw from the school at any time and enroll in another public school in accordance with district policy. The School will follow by The School District of Sarasota County’s Student Progression Plan along with its annual adopted changes and with the School’s Charter agreement in determining student eligibility.

B. Geographic Area

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

This School will be open to all students seeking an educational program that focuses on STEM, specifically, Marine biology and Environmental Sciences from VPK-8th grade. The location sits on North Beneva, just north of Fruitville Road and will provide a much needed school choice option for families on the Northern side of Sarasota County. This area proves to be a high needs area based on demographic and school performance studies. The applicant has already completed many of the site permitting and review committee meetings. This site will also bring much needed improvement to land development in this community and has a partnership with the adjacent golf course that will enrich the students’ learning environment in STEM.

C. Enrollment Projections

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

Grade Level	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
VPK	90	90	90	90	90
K	90	90	90	90	90
1	90	90	90	90	90
2	90	90	90	90	90
3	90	90	90	90	90
4	88	88	88	88	88
5	88	88	88	88	88
6	88	88	88	88	88
7	0	88	88	88	88
8	0	0	88	88	88
Total	714	802	890	890	890

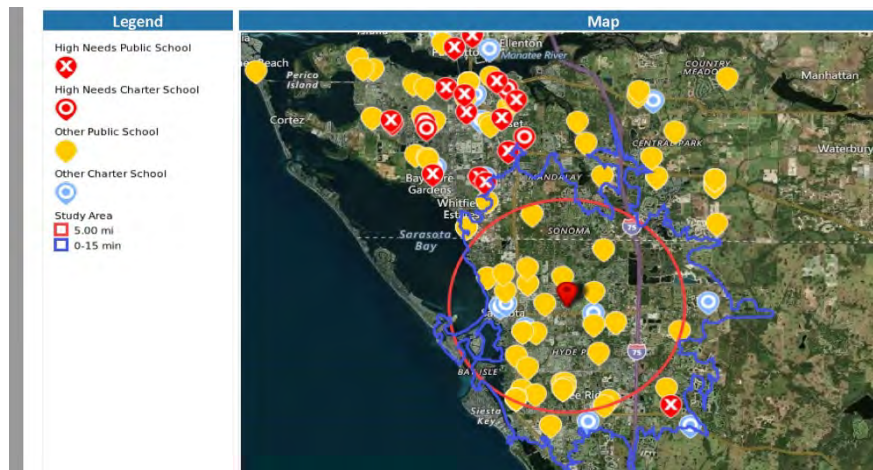
D. Projection Methodology

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

The general enrollment projections were developed based on prior experience in new school development and actual projects in geographic areas similar to this one. Sarasota County has continued to experience population growth over the past five years and this growth is predicted to continue based on migration trends. We believe the density of homes with children ages 4-14 will continue to push towards the north end of the county where there is modestly affordable housing. The School will be located in an area with only one school choice option within the identified 5 miles immediately surrounding the target region. There are approximately 12,700 students enrolled in elementary and middle schools in the 5 mile radius we intend to serve. Our School at capacity will serve less than 900 and we believe the population density and growth will support our targeted enrollment.

The School will be housed in a facility that meets the state requirements for charter school facilities per Section 1002.33, Florida Statutes, therefore greatly expanding the capacity of the public school system without incurring any extra cost to the taxpayers of the County or the State of Florida. Moreover, it addresses the issues raised

in the Constitutional Amendment for class size reduction by creating student seats to serve students in Sarasota County's public schools and offer students the opportunity for educational consistency by providing a focused STEM program kindergarten through eighth grade. Two issues that affect students and parents are overcrowding and rezoning. Although the student population continues to grow in this specific area there is no school of choice in or near this target area that offers a STEM based Prk-8th grade program. The leadership team of support to open and operate this school will make it very successful from the onset and offer a more fragile population of students a greater chance for academic success and access to enrichments and opportunities.



E. Rationale

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

There is a great need and demand for STEM related education. More and more, state and national leaders are looking to elementary and secondary schools to start training a new generation of workers who will help America remain globally competitive. The School will further the District's goal to build student capacity in STEM. All students will benefit from access to a STEM-centered program. Our focused inclusion of STEM based learning to help our

students develop a skill set in Science, Technology, Engineering, Arts and Mathematics will empower them to overcome challenges in their futures as the competition for careers and resources continues to increase. Students who are exposed to learning that is student-centered with exploratory and hands on activities in conjunction with explicit instruction will inherently perform better on the most rigorous measures for student performance in all grade levels. Students who are excited about learning and given the opportunity to demonstrate mastery through experiential learning will naturally improve their own academic progress. There is an imminent need in the community for a program focusing on STEM. We believe that a VPK-8 program that serves a maximum of 900 students provides our families the perfect balance of a small school environment that allows us to build personal relationships with enough diversity that allows us to offer a wide variety of STEM courses, extra-curricular options and support to meet the needs of all stakeholders. It is imperative for charter schools to offer a commensurate experience to what students would receive in a traditional school while providing them with a unique and innovative means for improving individual academic achievement that charter schools can provide with a purposeful focus and a commitment to the mission: to provide our students with a creative and challenging student-centered learning environment that focuses on science, technology, engineering, arts, and math (STEM), implemented through a cross curricular delivery method that will encourage and enable students to become globally competitive. The partnerships with local businesses and educational facilities will help draw families to the program and the program itself will help students engage with and serve their own communities as we scaffold them into helping to solve “real world” problems in their own backyards. Our partnerships also guarantee equity and access for all learners including our at-risk populations.

Section 3: Educational Program Design

A. Educational Program

Describe the proposed charter school's educational program.

The educational focus of the School is a thoughtful and purposeful STEM program, with a marine science emphasis, designed to provide our students with a creative and challenging student-centered learning environment. The STEM program will be implemented through a cross curricular delivery method that will encourage and enable students to become globally competitive. This fully integrated STEM program will meet the needs of all learners by engaging students through a hands-on technology infused educational environment that is meaningful and purposeful in its scope and sequence. This will be fostered with the implementation of a relevant and rigorous STEM program, along with strong STEM marine/environmental community partnerships. Additionally, our STEM focused mission will drive all decisions made on behalf of the school including instructional leaders and staff, who can promote and support the educational program. Instructional leaders and staff will help to select appropriate curricular resources, maintain STEM related community partnerships, seek out real-life exposure and STEM skill application opportunities, secure FTE funds to facilitate the educational program, and provide a facility built to appropriately serve the needs of our students in this program.

The STEM initiative, with a marine science focus, has been thoughtfully selected as the best program to increase student engagement, thereby increasing student achievement. The School will implement a well-rounded educational program that holds the School and its students accountable for meeting self-determined goals and standards, as well as those required by the State of Florida and the Sarasota County Public Schools. The educational philosophy of the School is geared at increasing, promoting and facilitating improved academic achievement by providing a wide array of learning opportunities and increasing the engagement of its students through a focused STEM initiative. Students who study STEM develop those soft skills that so many careers need, and so many students lack – skills like communication, problem solving, critical thinking, creativity, and data analysis (Waldron, 2016). Sarasota STEM Academy is designed to improve student learning and academic achievement and to prepare our students for High School and beyond. We believe that a STEM program is the best way to accomplish this task, based on current global educational climate. “In the 21st century, scientific and technological innovations have become increasingly important as we face the benefits and challenges of both globalization and a knowledge-based economy. To succeed in this new information-based and highly technological society, students need to develop their capabilities in STEM to levels much beyond what was considered acceptable in the past” (National Science Board, 2007). STEM education helps to bridge the ethnic and gender gaps sometimes found in math and science fields. Initiatives have been established to increase the roles of women and minorities in STEM-related fields. STEM education breaks the traditional gender roles. In order to compete in a global economy, STEM education and careers must be a national priority. STEM education is critical to help the United States remain a world leader. If STEM education is not improved, the United States will continue to fall in world ranking with math and science scores and will not be able to maintain its global position. STEM education in school is important to spark an interest in pursuing a STEM career in students (Engineering for Kids, 2016)

In effort to improve student learning and academic achievement, the School will:

- Foster higher student engagement through high interest learning programs that infuse marine, environmental, and applied technological sciences.
- Deliver learning opportunities for students that provide an innovative, creative, and challenging curriculum within a collaborative classroom setting from VPK-8th grade;
- The School believes that the delivery of a research based instructional model by highly qualified staff using approved Florida curriculum resources as part of our STEM initiative will result in increased student achievement. As a VPK-8th grade program the School will be able to establish educational continuity for our families, and establish a true STEM pipeline choice. A student exiting our program will be prepared for the rigors of high school and beyond;
- Implement the Florida Continuous Improvement Model (FCIM) which is based on the idea that student and teacher success is a data-driven, continuous effort;
- Implement a school-wide Progress Monitoring Plan (PMP) that teachers and leaders will use to identify students in need of more intensive instructional support. The School will be held accountable for providing support through a multi-tiered interventions system (MTSS), and monitor the student’s response to implemented instruction and interventions. The Progress Monitoring Plan is a document to help track a student's status and progress through the MTSS process;

- Deliver a dynamic school curriculum, including emphasis on student-centered instruction, ensuring student mastery of the Florida Standards and the Next Generation Sunshine State Standards;
- Provide highly qualified teachers that are prepared to deliver instruction founded on research and best practices to all learners; including students receiving or eligible for ESE, EP, 504, speech and language, and/or ELL services, etc;
- Promote high expectations for all students and provide the means for all students to achieve their highest academic potential in Reading and in the core subjects of science, technology, engineering, and mathematics;
- Provide students the opportunity to grow and increase their individual and collective achievements in STEM measured by standardized and authentic assessments that measure student mastery of content.

The School is committed to providing an environment of academic rigor and relevance that advances high standards of student achievement. At the forefront of this environment will be our administrators and teachers. Our administrators will serve as true instructional leaders and balance the needs of all stakeholders. This will be done through structured PLC groups, prescriptive professional development opportunities, supported project based instruction, marine/environmental community-based STEM partnerships, purchased STEM resources, and curriculum, etc... The School will also actively pursue teaching candidates with experience or interest in promoting a STEM initiative to promote fidelity to the core academic program and purposefully designed elective offerings. High quality curriculum materials and the latest technologies will be used towards achievement of this goal. Mastery of the Florida Standards and the Next Generations Sunshine State and Florida Standards through Project-Based Learning and the use of technology infused instruction for a STEM program will be the main focus.

Students will experience a variety of engaging learning formats such as direct instruction/lecture, collaborative groups, problem solving activities, technology infused videos and modules, expert guest speakers, instructional field trips, experiential education, and examination of high level and related text selections. Students will be provided with access to technology based instruction, engineering design process thinking, labs, technology, robotics, coding experience, math manipulatives, and a variety of other materials and hands-on learning opportunities. This integrated approach allows students not only to *learn*, but also more importantly, *to apply* the required benchmarks into real-world situations. Real-world application increases the relevancy of the learning experience and enhances critical-thinking and decision-making skills. Additionally, it brings students' attention to what lies ahead after elementary and middle school, as well as high school- be it college, technical education, or a career. The School's intentional focus on STEM education will also naturally improve students' achievement in English Language Arts as literacy will be infused throughout all courses in addition to the required Reading/ELA components of the educational program.

Our teachers will be highly qualified to deliver instruction founded on research-based best practices. Teachers will be provided relevant and meaningful professional development throughout their careers at the School and will be guided by the principles of collaboration, reflection, and ongoing professional development. As a STEM based school, teachers will have a unique opportunity to apply innovative instructional strategies, curriculum and teaching methods. Marine sciences and environmental sciences will be infused along the way, while also leveraging

expertise from our STEM community partners. Mote Marine Laboratory will provide intensive professional development for our teachers in an ongoing and prescriptive way as appropriate for the modules and projects our students are completing. Riverview High School will anchor our environmental sciences and support our marine biology programs through ongoing collaboration with our staff. Our Sarasota STEM Academy teachers will also have the opportunity to include community partner experts in their PLC groups to deepen lesson planning, instructional practices and reflection as well as foster the flow of information between the multiple parties. Expert teachers in STEM disciplines, Technology and Engineering in particular, will assist classroom teachers to implement the supplemental curricular pieces to ensure the fidelity of the program. The School will generate an opportunity for teachers to participate in an exciting and innovative venture; one that allows them to take ownership over the learning process, and flex their individual autonomy while incorporating their unique teaching styles into the classroom. Teachers at the School will feel encouraged to take part in the advancement of their students' educational lives, openly communicate with their colleagues, and share effective techniques in an effort to promote the spread of best practices and cutting edge methods. In order to best utilize research-based strategies and implement the school programs, all teaching staff will receive ongoing professional development on the various components of the programs, respectively, to ensure effective implementation. All teachers will use a blended model of delivery that includes a component of direct and explicit instruction with time for shared and group practice through hands on activities and projects. Units will culminate with both formative and summative individual assessments being employed to measure students' level of mastery in regards to the targeted content knowledge and skills. Teachers will work and plan collaboratively, in order to offer students rigor, a variety of educational experiences, and novel opportunities to apply what they are learning in relevant ways.

Instructional leadership will assist teachers in planning and executing thoughtful thematic units of study to blend the STEM initiative with the required Florida Standards and Next Generation Sunshine State Standards in each grade level.

The School's curriculum will serve students of all ability levels in accordance with the Florida Department of Education's Florida Standards and the Next Generation Sunshine State Standards. All students will be provided access to technology based instruction, the engineering design thinking process, and hands-on learning opportunities in science and math in addition to the core curriculum. The School will measure its progress towards meeting the academic performance of its student population through the use of data from published state and district reports and benchmarking assessments. The School will develop annual measurable learning objectives in the major subject areas, targeting student learning and development needs. Next Generation Sunshine State Standards-and Florida Standards objectives that are not mastered will be identified, and appropriate measures for remediation will be instituted for individual students. Remedial students and students with special learning needs will have access to supervised study time and tutoring after school to accelerate their progress. In addition, students performing at or above grade level will be offered opportunities to maximize potential and advance progress through acceleration, extension activities, and enrichments. The STEM initiative will provide a myriad of opportunities for all learners; such as, Gifted/advanced students, ELL, ESE, students on a 504 plan, and students receiving speech/language services, etc The process of STEM learning is a natural differentiator through its use of open-ended problem solving, hands-on engagement, project-based learning, inquiry activities, applied mathematics, science and

technologies, as well as content specific vocabulary when appropriate. Student progress will be tracked on a progress monitoring plan document as needed.

The School will implement a focused and thoughtful, data driven (MTSS) program, in order to accelerate and maximize student academic and social-emotional outcomes through the application of data-based problem solving at all levels of the educational system. Through its implementation, the School will identify students at risk, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on student responsiveness. Early intervention is crucial to promoting adequate student academic growth and keeping students from developing further deficiencies. This additional support contact with students is critical for those who need a structured practice environment beyond core instructional time, as well as continuous feedback throughout the learning process both at home and in school. Students identified as needing additional support in core content areas will have prescribed and protected time for interventions (Tier 2 and Tier 3, in addition to Tier 1) support throughout the day as well as extended day tutoring provided by the school. Teachers will be trained to utilize the research-based instructional activities and progress monitoring tools available from the Florida Center for Reading Research (FCRR). The Student Centered Activities and Empowering Teacher Instructional Routines will be used to scaffold the students towards mastery and to provide them with alternative opportunities to learn the material, practice the skills and master the standards. Teachers will also use a variety of assessments (formative and summative) and supplemental instructional resources to scaffold learning as needed based on the child's specific areas for improvement.

The Child Study Team (CST) will meet to review data of the students being monitored under this MTSS model and to determine the appropriate course of action. Students making adequate gains will continue with support they are receiving or move to Tier 1 and be monitored for future progress. Students failing to progress adequately will be given more intensive interventions, additional resources and opportunities for learning. Ongoing Progress Monitoring activities and assessments will be used to help teachers document student performance, and identify effective means of teaching core content areas for struggling students. The CST will review all data with the teachers and work together to find ways to support these at-risk students and provide the additional resources, curriculum and professional support to help them grow. The meeting decisions and outcomes will be shared with parents/guardians throughout the process in order to maintain open communications and to help parents better assist their child(ren).

The Educational Plan encompasses all content areas with a foundational focus on the reading competencies as well as increased learning opportunities for all students in accordance with the prescribed purposes of a charter school found within F.S. 1002.33(2)(b)(c). The reading proficiency of each student will be a priority for all school staff. The ability to read at grade-level or beyond empowers learners to access English-language arts and content-area texts as well as communicate effectively through writing. All subject area teachers will have the knowledge and instructional capacity to incorporate a literacy focus into their specialty. Systematic instruction of reading comprehension will be emphasized. Teachers will be expected to provide direct comprehension instruction, teaching students to understand a text and its relevant application as it pertains to existing knowledge and the outside world. It is the School's expectation that all teachers address, and instruct, reading and writing skills across the curriculum. Students will also develop a deeper appreciation between reading and writing through anchor text, high-interest

text materials, student selected texts when appropriate, thinking maps, graphic organizers, research opportunities, and authentic cooperative learning experiences. Teachers will utilize blocks of instructional time to provide direct and meaningful instruction, followed by group and peer activities for practice, individual practice with scaffolding and support, and closing/reflective activities to check for understanding. Teachers will use the Progress Monitoring Plan document to record time spent with individual and small groups of students for interventions based upon deficiencies identified through data driven metrics.

Augmenting the Standards-based Curriculum, with a Marine Science and STEM Focus

STEM literacy will be used as an interdisciplinary area of study to bridge the core content areas of science, technology, engineering and mathematics. By integrating STEM lessons throughout the curriculum, students will learn and be able to apply an understanding of how the world works within and across these interrelated domains. A marine science STEM model ensures a new workforce of problem-solvers, innovators, environmental stewards, and collaborative inventors who are self-reliant and able to succeed in the knowledge-based workplace and community.

The STEM initiative will provide curricular and extracurricular programs, routinely with a marine science emphasis, that will infuse science, technology, engineering, and mathematics in order to increase student engagement, academic performance, and student innovation.

Students will have the opportunity to gain skills such as, but not limited to, problem solving, collaboration, task commitment, teamwork, environmental stewardship, technology fluency, and entrepreneurial applications. The School will implement vertically aligned curricular programs that scaffold students through a STEM skills continuum through implementation of thematic projects, engaging lessons, content application opportunities, hands-on inquiry, and community partnerships. We will emphasize and highlight a marine science focus, fully utilizing the marine science experts that we have as committed partners. For example, we will engage in ongoing projects themed around species collections, seagrass and scallop restoration, animal dissections, authentic partner organizational data, multi-use collection tanks/aquariums, and other relevant themes developed through school and partner collaborations.

The community partners will provide real life applications to classroom instruction, infusing a unique level of relevance to our program. The long term partnerships that we have established should become more extensive as we move forward from year to year. Partnerships need to start simple, until trust and rapport is built, lending itself to more deep and complex partnership relationships. Our first two years will be focused on fulfilling our partner promises, establishing a strong rapport, and building the foundation for future and more complex projects. By year three, we hope to have a true mutually beneficial partnership with our committed partners, allowing for some of the following:

- Ongoing authentic research-based projects driven by student inquiries
- Increased field based experiential opportunities
- Complex service learning stewardships
- Job-shadowing/ scientific internships in the middle school grade level
- Increased mentorship from experts as students compete in local, state, and national competitions

In the K-8 program, our teachers will deliver instruction that addresses the Florida Standards and New Next Generations Sunshine State Standards, and places an emphasis on the connections of the core components of STEM using effective research-based instructional pedagogy to deliver unique and engaging lessons. Teachers will be trained to use new technologies in effective ways to scaffold students, and increase instructional methods to augment learning. This new technology will include a school wide Google Platform to leverage the Google Education tools and applications to enhance student learning, provide a platform for digital collaboration, and increase student achievement. The ultimate goal is to maintain traditional and proven effective teaching techniques with modern, innovative technology-rich STEM resources. Capitalizing on high interest themes, such as marine sciences, robotics, and engineering.

With the widespread adoption of rigorous standards, STEM has been structured to accommodate those requirements as well. The benchmarks affiliated with standardized testing can be very useful for building STEM thematic units that reach a broad spectrum of grade-level expectations for students. We have developed a structure to help use national and state benchmarks to plot out pacing guides for the development of thematic units and STEM lessons within them. It is very important that STEM lesson plans be built backwards from standards so that they are meaningful applications of the pre-determined content and supportive of giving students opportunities to use the knowledge for deeper understanding. If this is done, then the STEM projects are giving the students more reasons to learn the content and make more cognitive connections to the information with a larger variety of synapses, thus providing more opportunities for recall when they take the required tests.

B. Learning Environment

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

The School's mission is to provide a safe and nurturing learning environment for student development and growth. The School's students will be prepared to be responsible, caring and productive members of an ever changing, global society. The STEM initiative will drive student engagement and creativity that will result in increased academic achievement. This unique focus on STEM components will capitalize on high interest themes, such as marine sciences, robotics, and engineering.

Sarasota STEM Academy is created to educate the whole child through its STEM initiative and to develop all students into globally competitive students and workers who are creative thinkers and problem solvers. The School will provide a challenging curriculum and set high expectations for students, while meeting their needs and supporting their goals. To this end, the School is dedicated to the following:

Classrooms and teaching

A STEM classroom shifts students away from traditional, content specific, pieces of information and rote procedures towards a more integrated approach that includes investigating and questioning the interrelated facets of the world. An example of how the standard curriculum might be augmented in a STEM classroom is the teacher posing a problem and then requiring students to do original research inspired by a class-wide inquiry project, where they must use

technology to gather and analyze information, design and test a model solution, collect data, provide peer feedback to improve upon a proposed solution, self-reflect and then present their conclusions and finished products/projects to a wider audience comprised of peers, staff, parents and community members. Opportunities for student choice and learning extensions would be provided as appropriate.

A standards-based curriculum infusing a thematic approach to integrate core areas of study such as mathematics, reading, language arts, writing, science, social studies with a purposeful inclusion of engineering in all grade levels including VPK;

- A state adopted Core Reading Program that is aligned to current standards in reading and provide appropriate professional development to build professional capacity;
- Appropriate assessments for evaluation (screening, progress monitoring, and diagnostics);
- Data-driven, differentiated instruction;
- An intentional delivery model that supports the art of “*teaching reading*” throughout the day and the instructional staff understanding that “*All teachers are reading teachers*”
- Supplemental programs for student advancement and remediation;
- After school tutoring for at-risk students
- A STEM based aftercare enrichment program
- Support for teachers through ongoing, targeted professional development
- Partner with private businesses and community agencies to enhance the opportunities available for students to work on service learning projects and ongoing community based research projects that are meaningful to the community and that provide real life applications to classroom instruction (Existing partnerships with Mote Marine Laboratory, Riverview High School, and a “First Green” partnership with the Bobby Jones Country Club)

Embedded in the framework is a system to establish well-balanced teams among educators and students based on a variety of characteristics. All classes will be taught by certified personnel and will be designed to maximize space for learning with a gathering area, collaborative work tables or pods and teacher stations. All classes will be equipped with technology to provide teachers the opportunity to embed technology into instruction and to implement the Google Education Platform in all content areas. Classrooms will be uniquely designed to serve students in a collaborative, team environment including a “gathering area” for younger students with work tables, and specialized mobile desk units for older students which can be moved around in a fluid manner to allow for individual, partner and group work in a matter of seconds. This design will promote and support a progressive, technology enhanced and project-based model of instructional delivery.

STEM schools include a self-reflection process and how to work on teams and getting a concept of the world beyond what they have experienced in their local community. Teachers will naturally cover the basics of how the students will interact, respond to being in a school environment and being part of a group. Those activities can naturally involve counting, basic writing and drawing, some scientific vocabulary and investigation behaviors. A STEM educator will also investigate with the students where their choices come from globally to learn geography

and possibly some socio-cultural pieces that include content and elective areas. This is the area that richer STEM projects can come from. Each team of teachers uses their required benchmarks to create themes to guide instruction and the extension teachers will support the overarching theme.

Upper elementary grade and middle school students should be engaged in ongoing marine and environmental science projects themed around species collections, seagrass and scallop restoration, animal dissections, authentic partner organizational data, multi-use collection tanks/aquariums, and other relevant themes developed through school and partner collaborations. Additionally, students will have exposure to the basics of coding skills. These skills should be applied as appropriate in areas such as: computer controlled devices, robotics and automation, building basic apps, hand-held technologies (GPS, digital probes, etc...), broad overview of electronics and circuitry and other relevant programming. As students progress through our program the complexity of their understanding and use of these skills would be expected to increase and solve more intricate problems.

Sarasota STEM Academy offers a variety of ways to set up a collaborative STEM classroom while still fostering individual accountability. Some strategies employed include the use of a rubric to assess group performance as well as teacher observations of individual performance, peer and self-reflections, formative and summative assessments, etc... When you tie comfort zones, less-threatening ways to diminish a student's hindrances and grading structures to promote meaningful collaboration around reality based problem solving projects, many more students see good reasons to collaborate for personal, classroom and society based goals.

<http://STEMedu.com/about-us/faqs/#faq-15>

INSTRUCTIONAL STRATEGIES AND STUDENT SUPPORTS

Differentiated and Standards-Based Instruction – The School's ultimate goal is to provide a learning environment that will maximize the potential for student success. Teachers will use differentiated instructional strategies in order to connect and support individual learning needs. Teachers will manage instructional time to meet the standards while providing motivating, rigorous, and meaningful experiences for students. Open-ended STEM activities will be utilized as often as appropriate, since they naturally differentiate and tailor to different learner levels.

Direct Instruction (Lecturing/Modeling) - This methodology will be used when teachers need to explain or demonstrate specific content and skills. Purposeful and systematic instruction will be based on Florida's Standards. This instruction is structured in a way to foster student content mastery. Frequent curriculum-based assessments will help to place students in ability groups for further differentiated strategies and identify students who require additional intervention.

Interdisciplinary Connections - Curricular decisions will be guided by a goal of student mastery and achievement, rather than by an effort merely to cover content. As teachers build on interdisciplinary connections, students naturally begin to merge information between and among courses, increasing the relevancy of skills and content in such courses.

Project-based Learning - Our standards-based curriculum will also flex project based learning to integrate core content areas across the curriculum. It will purposefully include the design thinking process, engineering, thematic grade level projects, and ongoing marine science and environmental science partnerships in all grade levels including, VPK. Project based learning will provide additional opportunities for students to demonstrate learning and mastery in addition to standardized assessments and the courses in technology, and robotics will provide them multiple forms of timely and relevant feedback.

Cooperative Learning – Teachers will guide small-group learning, to increase communication, collaboration, and team-building skills. It is based upon a flexible small team grouping of students. Groupings may be heterogeneous or homogeneous, in relation to ability, gender, interests, etc... The type of grouping will be based upon the desired lesson outcome, as dictated by best practices and the educator. Some Cooperative learning activities will include Jigsaw II, Peer/Buddy Reading, Think/Pair/Share, Group Inquiry Discussions, Team Projects, etc...

Inquiry-Based Learning - Based on the scientific method, this student-centered strategy will require students to conduct investigations independent of the teacher, unless otherwise directed or guided through the process of discovery. Teachers will use this strategy in developing critical thinking and problem-solving skills. Students will also be required to self-direct, focus, collaborate, compromise, team build, use active listening skills, paraphrase, etc...

Scaffolding - Teachers will identify the current developmental skills of individual students based on assessments and provide support structures to help students move to the next level. As the year goes on, the student becomes more adept at skills and at directing their learning, and learning becomes more autonomous.

Ongoing Community Partnerships - Strong community partnerships will be utilized to provide our students and teachers with STEM expertise, tools, lessons, and projects that we would not otherwise have access to. Community partnerships are valuable for our students/teachers by providing relevance and real-world application opportunities. Projects will change and develop from year-to-year, based on partnership collaboration and student interest. (Existing partnerships with Mote Marine Laboratory, Riverview High School, and a “First Green” partnership with the Bobby Jones Country Club)

- **Mote Marine Laboratory** - Will provide the School ongoing projects themed around species collections, seagrass and scallop restoration, Sarasota lettuce gardening, animal dissections, authentic partner organizational data, multi-use collection tanks/aquariums, and other relevant themes developed through school and partner collaborations.
- **Riverview High School** - Will provide direct marine science support for teachers and students. In the form of programmatic best practices, teacher development, middle school to high school pipeline creation, access to marine science tools, projects, mentoring, and use of facilities.
- **“First Green” - Bobby Jones Country Club** - Will provide environmental science support to both teachers and students. In the form of golf course access, established stream and grass science/ecology lessons, teacher collaboration, and access to golf course science expertise.

Field studies and field trips- Students at all grade levels will have 2-4 total off-site field trip opportunities each year. All will have an academic purpose, and many of these experiential opportunities will be provided via our community partnerships. Experiential learning trips provide equity and access to our diversified student body.

Personalized Education Plans - Students achieving below grade level will have a plan of action to remediate deficiencies. The plan will contain a student's academic profile in the areas needing remediation, a timeline for remediation, and strategies that will be employed to support the student's remediation. The plan allows students to prepare/set academic and personal goals for the school year and allows teachers and parents to track student progress towards their goals. Parents will have access to academic reports through traditional means such as report cards and parent conferences, but will also be able to track academic progress of their student(s) through a web-based grade reporting program and continuous communication with an academic mentor.

Tutoring – The School believes that each student is unique in both their learning style and academic progression rate, so data will be used to drive instruction and remediation strategies. Likewise, data will be used to determine students in need of enrichment and accelerated learning opportunities. The school will provide tutoring sessions to individual students and/or small targeted groups of students with similar instructional needs.

Home Learning Policy – Teachers will be expected to grade, discuss, and comment on homework regularly. Attention will be given to both quality and quantity of home learning projects.

Additional Supports - Students identified as not meeting grade level expectations or making adequate progress will have additional core instructional time. They will also receive intervention supports through a protected block in the master schedule designed to provide Tier I, II and III levels of support. Student data and progress will be shared with parents in a timely manner in order to establish an ongoing school/home partnership of student support. Assessments used to measure a student's initial level of performance and ongoing progress will include: ongoing progress monitoring through the FCRR; I-Ready for Reading and Math; FLDOE provided tools (FAIR, Star Early Literacy, Benchmark Assessments IBTP); DRA and other inventories used by the School. Student progress will be tracked using a Progress Monitoring Plan (PMP) document.

The School will utilize the data shared through the CST (Child Study Team) to monitor student progress and will educate parents on the meaning, purpose, and impact of this information through the designated conferences and written reports that will be sent home and communicated as needed. Through detailed assessment of academic performance, using standardized test scores and additional appropriate assessment tools, the School will:

- Identify students who are below, on, or above grade level and will communicate this information to parents;
- Identify students not making adequate progress on the Florida Standards and the Next Generation Sunshine State Standards and institute applicable measures for improvement;

- Communicate to stakeholders the baseline, intervention strategies, and efficacy of the interventions. All meeting decisions and outcomes will be communicated to stakeholders throughout the MTSS process in order to maintain open communications and to help parents better assist their child(ren). Student data and meeting notes will also be tracked on the on PMP document.
- Report student progress throughout the academic school year via a standards-based means of grade assignment for report cards using the Florida Standards and the New Next Generations Sunshine State Standards and by providing parents with copies of other student assessments that measure their grade level proficiency. For example: FCRR; I-Ready; FLDOE provided tools (FAIR, WSS, Benchmark Assessments IBTP); DRA and other inventories used by the School.

C. Research Base

Describe the research base used to design the educational program.

As outlined in the mission statement, The School’s students will be prepared to be responsible, caring and productive members of an ever changing, global society. The STEM initiative will drive student engagement and creativity that will result in increased academic achievement and skill development. To accomplish this mission and support all learners, it is important to align the educational plan with current research and best practices. The School’s Educational Plan and STEM initiative are based on research that supports STEM education for all learners, STEM as a current and growing global occupational field, and the vital need to cultivate STEM skills and technology fluency. These three broad categories drive each subsection of the educational plan. Based on the School’s program mission, Sarasota’s coastal Florida location, and our committed community partnerships, our STEM brand will be marine science focused.

STEM Framework Definition: Science and Technology are understood as the basis of what the world must go forward with, to be analyzed and developed through Engineering and applied Mathematics. It is a contextual curriculum where the subjects are coordinated to support each other under a formal educational structure of how science, technology, engineering, and mathematics relate to each other in the real world.

Stem For All Learners

“Inspiring all our students to be capable in math and science will help them contribute in an increasingly technology-based economy, and will also help America prepare the next generation of STEM professionals—scientists, engineers, architects and technology professionals—to ensure our competitiveness.” - Arnie Duncan, 2010

As a student-centered school of choice, the School aims to provide quality STEM education to all learners who choose to attend. The School’s program is aimed at preparing every child for the demands of the 21st Century and the global workforce offering opportunities for every child to reach his/her highest potential. The goal is that every graduate is college and workforce ready regardless of what vocation or career path they chose. This is done by augmenting the current, standard Florida curriculum, creating a seamless PK-8 curriculum delivered in technology-rich environments, using best practices and emphasizing assessment data to differentiate instruction in order to reduce the need for remediation in the later years of each child’s educational experience.

The School believes that by providing an engaging curricular program in STEM, students will have a stronger foundation of skills on which to build as they matriculate through the program.

A STEM education can open many doors for students - even students who don't pursue a STEM career. The truth is that STEM encompasses the most engaging, hands-on subjects in our schools. STEM classes develop those soft skills that so many careers need, and so many students lack – skills like communication, problem solving, critical thinking, creativity, and data analysis (Waldron, 2016).

K-12 STEM education encompasses the processes of critical thinking, analysis, problem solving, and collaboration in which students integrate the processes and concepts in real world contexts of science, technology, engineering, and mathematics, fostering the development of STEM skills and competencies for college, career, and life . This idea is supported by a statement from engineeringforkids.com wherein they state “STEM education creates critical thinkers, increases science literacy, and enables the next generation of innovators. Innovation leads to new products and processes that sustain our economy. This innovation and science literacy depends on a solid knowledge base in the STEM areas...STEM activities provide hands-on and minds-on lessons for the student. Making math and science both fun and interesting helps the student to do much more than just learn.” It is critical to provide such opportunities to all learners. STEM education helps to bridge the ethnic and gender gaps sometimes found in math and science fields. Initiatives have been established to increase the roles of women and minorities in STEM-related fields. STEM education breaks the traditional gender roles (Engineering for Kids, 2016).

An extensive amount of research currently exists regarding effective practices for improving student learning. This research will form the School’s pedagogical foundation for instruction. Teachers are also expected to implement research-based instructional strategies through teaching their own content areas in order to advance achievement in each area. In addition to alignment of teacher pedagogy, teachers also guide students to understand the benefits of a STEM education. “Students should be advised on the merits of taking as many math and science courses in middle and high school as possible. And these courses need to be taught by engaged and enthusiastic teachers using hands-on and minds-on activities. Making science and math courses fun and interesting will not only help students to learn, but might also plant the “seed of interest” that could grow into an exciting and rewarding STEM career.” (Science Pioneers, n.d.)

It is confirmed that “knowledge is learned when students are engaged”. (Dewey, 1933) Motivation is an equally important catalyst for learning. The catalyst for motivation is engagement. Practices that stimulate motivation in response to instruction include engagement, rigor, and purposeful feedback. The educational plan and model at the school is predicated upon providing students with a curriculum plan that is engaging, rigorous, that integrates all core content areas of study, and the incorporation of technology as a tool as well as area of study. Students will be challenged to achieve improved and increased levels of performance and will be supported along the way as needed. The project based learning provides additional opportunities for students to demonstrate learning and mastery in addition to standardized assessments and the courses in technology, and robotics will provide them multiple forms of timely and relevant feedback.

The School's STEM initiative is intended to create valuable learning experiences that are accessible to all students. All young people should be prepared to think deeply and to think well so that they have the chance to become the innovators, educators, researchers, and leaders who can solve the most pressing challenges facing our nation and our world, both today and tomorrow. But, right now, not enough of our youth have access to quality STEM learning opportunities and too few students see these disciplines as springboards for their careers (U.S. Department of Education, n.d.). Providing a rich and rigorous STEM VPK-8th grade program will provide our students every opportunity to be successful in the globally competitive world they are entering. The School's Educational Plan is to prepare our students to be responsible, caring, and productive members of an ever changing, competitive global society. In addition to career and life readiness, STEM is involved in our daily life. STEM is important because it pervades every part of our lives. Science is everywhere in the world around us. Technology is continuously expanding into every aspect of our lives. Engineering is the basic designs of roads and bridges, but also tackles the challenges of changing global weather and environmentally-friendly changes to our home. Mathematics is in every occupation, every activity we do in our lives (Engineering for Kids, 2016). In alignment with this research, The School's Educational Plan is designed to meet the needs of all learners and prepare them for the constant inundation of STEM exposure they will be in contact with throughout their lives.

Stem As A Current And Growing Global Occupational Field

STEM is equally defined by learning strategies and competencies. It is strongly associated with skills, abilities, work interests, and work values (Carnevale, Melton, and Smith, 2011). Skills include foundational content skills, such as mathematics; processing skills, such as critical thinking and self-awareness; and problem solving skills, such as evaluating options and implementing solutions. Abilities are defined as enduring personal attributes that influence performance at work, such as creativity, innovation, reasoning, collaborative skills, and oral and written communication. Work values are individual preferences for work outcomes, such as recognition, responsibility, or advancement. Work interests are defined as individual preferences for work environments such as environments that are artistic, enterprising, or conventional. There is a growing demand for these competencies throughout today's economy beyond the traditional STEM occupations, highlighting the importance of implementing a broad STEM strategy across K-12 education in America (Carnevale et al., 2011). In a world that's becoming increasingly complex, where success is driven not only by *what* you know, but by what you *can do* with what you know, it's more important than ever for our youth to be equipped with the knowledge and skills to solve tough problems, gather and evaluate evidence, and make sense of information. These are the types of skills that students learn by studying science, technology, engineering, and math—subjects collectively known as STEM (U.S. Department of Education, n.d.) The School's STEM program will provide our students with opportunities to develop these skills, helping them to become more globally competitive. It is a convergence of these competencies with self-knowledge, adaptability, and a commitment to lifelong learning that make students ready to “achieve a fulfilling, financially-secure and successful career” in an “ever-changing global economy” (Career Readiness Partner Council, n.d.).

Math and science literacy for American 15-year-old students dropped steadily over a decade compared to students in other countries, according to an international assessment. More than 90 percent of middle school students in the U.S. are taught math or science by a teacher working outside a field of expertise, according to the National Center for Education Statistics. That can

have dire consequences in young minds, research shows. Johns Hopkins University researchers found that if students begin to get off track as early as sixth grade, it can mean years of struggle and might jeopardize odds of graduation.

The future needs of global business and industry are evolving dramatically. According to the U.S. Bureau of Statistics (2013), STEM jobs are expected to grow over the next five years by 21.4 percent (versus 10.4 percent growth in the overall job market). Even students who do not seize the STEM jobs of the future will be asked to evaluate and vote on complex issues that require strong scientific competence. They will also be consumers of ever more sophisticated technologies. The saturation of technology in most fields means that *all* students – not just those who plan to pursue a STEM profession – will require a solid foundation in STEM to be productive members of the workforce. A recent study of factors in postsecondary degree completion by the U.S. Department of Education found that taking college-level math as early as possible improved a student’s chances of graduating from college with a degree. Starting STEM education in elementary school will give students that much more exposure and opportunity to develop the skills and competencies needed to lead successful careers and lives in the 21st Century.

STEM Skills and Technology Fluency

As evidenced above, the STEM field is growing globally. In order to prepare for the field, students will need specific 21st century STEM skills and be fluent in the use of varying technologies. Using engineering design principles to complete hands-on, problem-based projects also deepens the student’s understanding of processes and emphasizes many of what we now call 21st Century Skills (e.g., collaboration, critical thinking, and interpersonal communication) (Meyrick, 2011). The School’s Educational Plan includes development of these skills through STEM initiatives which integrate instructional practices throughout the content areas and electives. Teaching science and engineering in the integrated format also allows for other content areas to find natural places to integrate. Math teachers should plan and communicate with other teachers and with students to correctly time instruction for specific mathematics skills prior to needing specific skills for use in engineering or science instruction. Integrating social studies curriculum provides students opportunities to examine economic, political, and social issues that can directly or indirectly impact design decisions. Reading, writing, and speaking are important aspects of communication and should also play an integral role in curriculum alignment. Aligning the curriculum in this way helps students make purposeful and useful connections for math skills while they are building and practicing those skills in authentic learning environments, providing the learner with a clear lens to view the entire picture. (Meyrick, 2011).

The Educational Plan also includes inquiry-based opportunities through project learning, open ended problem solving, collaboration opportunities and business partnerships. All of which have the potential to increase in capacity as the School grows. Inquiry-based learning is another learning model where the students become scientists in order to discover information. The National Science Education Standards highly recommend this instructional approach. Not only are critical thinking and reasoning skills explicitly taught using the scientific inquiry process, but students also personify what it is like to research, test, discover, and think like a scientist (Meyrick, 2011).

“STEM is gaining increasing attention and support at both federal and state levels, for a number of reasons. First, the nation needs to increase the number of experts in STEM fields to drive innovation and keep the country competitive in the global economy. ‘If America is going to compete for the jobs and industries of tomorrow, we need to make sure our children are getting the best education possible,’ said President Obama recently. Second, the U.S. needs STEM-literate citizens who are knowledgeable enough in STEM subjects to understand, assess, and interpret basic data reported in the news and make informed choices in the marketplace. Third, the U.S. Department of Commerce reports that business and industry do not have enough candidates to fill key jobs in STEM fields, and they are resorting to hiring candidates from other countries to fill these positions” (White House Office of the Press Secretary, 2012).

Students’ academic performance and scores on standardized achievement tests in science and math have been presented repeatedly as the reasons students do not pursue Science, Technology, Engineering, and Mathematics (STEM) careers. According to the National Science Foundation, “...K–12 elementary and secondary school indicators clearly point out that the Nation is not seeing uniform improvements in student achievement in mathematics and science....there are far too many performance disparities in mathematics and science of students from disadvantaged populations, who lag far behind their peers. These disparities start as early as kindergarten, persisting across grades, and in most cases, widen over time.”

There is a growing body of research suggesting US students are falling behind in math and science education. US students rank 25th in math and 21st in science skills internationally, according to a recent Organization for Economic Co-operation and Development report. Additionally, the 2010 ACT College Readiness Report states that only 43 percent of graduating seniors are ready for college math, and only 27 percent are ready for college science. Furthermore, only 32 percent of U.S. college undergraduates are graduating with a bachelor's degree in science or engineering. Because of this, the U.S. faces a critical shortage of students in these areas. The School’s Educational Plan will be a rigorous VPK-8th grade STEM program which will provide our students with the opportunity and skills required to be competent STEM consumers and for STEM careers to be a viable option as they progress through their education and lives.

Both private and public sectors report that 21st-century workers require skills that many of today’s graduates don’t have. Students need more in-depth knowledge of math and science, plus the ability to integrate and apply that knowledge to solve the challenges facing our nation. Children who study STEM also develop a variety of skills that are essential for success: critical thinking and problem solving, creativity and innovation, communication, collaboration, and entrepreneurship, to name a few. A number of K-12 programs currently leverage STEM pedagogies. However, a 2014 study published by the American Society for Engineering Education identified several characteristics of quality STEM programs:

1. The context is motivating, engaging, and real-world.
2. Students integrate and apply meaningful and important mathematics and science content.
3. Teaching methods are inquiry-based and student-centered.
4. Students engage in solving engineering challenges using an engineering design process.

5. Teamwork and communications are a major focus. Throughout the program, students have the freedom to think critically, creatively, and innovatively, as well as opportunities to fail and try again in safe environments.

The School's Educational Plan is aligned with the above referenced research for the purposes of successfully enacting the School's Mission and Vision.

D. Schedule

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

Included as attachment B

E. Explanation of Services

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

The School's educational program is designed to address the Florida Standards and Next Generation Sunshine State Standards (NGSSS) with an emphasis on Science, Technology, Engineering, and Mathematics (STEM) initiatives. The ultimate goal is to maintain research based best practices with modern, innovative technology-rich STEM resources. The School will use research based curriculum materials that are aligned to the Florida Standards and NGSSS to ensure that the students are experiencing lessons that are anchored to the grade level and content specific standards. The STEM initiative will couple with these materials to engage and challenge students on a daily basis. The curriculum is data-driven and therefore modified to serve the needs of the student population. The objectives in the School curriculum are built upon the Florida and Next Generation Sunshine State Standards as adopted by the State of Florida.

Teachers will be required to document instruction of the Florida Standards and the Next Generation Sunshine State Standards in all lesson plans and include ELL and ESE strategies/modifications and accommodations. Lesson plans will identify specific objectives taught and benchmarks met as listed in the curriculum. Accountability measures will be set in place to ensure teachers are providing the differentiation required for students during instruction and assessment. The lesson planning guides require instructors to specify the standards and learning objectives for students which drive the intent of the instructional lessons. Student mastery is expected at the end of a lesson or unit and teachers will collaborate to ensure the refinement and improvement of future lessons. Administrators will check lesson plans and conduct frequent classroom walkthroughs (CWT) to ensure that curricular objectives are being documented and taught appropriately. In order to support the curriculum delivery that implements research-based strategies and innovations to raise student achievement, the School will have the following processes in place:

- Performance-based curricular objectives in alignment with the Florida Standards and the Next Generation Sunshine State Standards;
- Curriculum Pacing guides of essential standards - based on nine-week intervals, in each content area;

- Annual review of curriculum to ensure a year's worth of learning of all state benchmarks;
- Research-based instructional practices;
- Focus on differentiated instruction to be respectful of different learning styles;
- Integration of technology across all major disciplines;
- Assessment data will drive instructional decisions and will be used to plan interventions;
- Ongoing professional development workshops;
- Before and after school targeted tutoring for remediation;
- STEM-based aftercare program that offers an extension of STEM activities to enhance the overall curricular program and offer continuity;
- Targeted interventions for struggling readers and students performing below grade level;

Support for Curriculum Delivery - The school will have the following processes in place to support the delivery of the curriculum:

- Pre-implementation professional development and workshops that are vendor and consultant delivered to ensure staff competency and readiness with the materials and methods;
- A prescribed Multi-Tiered System of Supports (MTSS) that identifies at-risk students, targets specific skill deficiencies, tracks student progress through the intervention process and refines the interventions until acceptable progress is made or the student is referred for additional assessment;
- Protected time in the master schedule for interventions;
- Curriculum/instructional pacing of essential standards in major core content areas will be utilized and based on nine-week intervals. The School will utilize Sarasota County's year at a glance standards based pacing guides to ensure all Next Generations Sunshine State and Florida Standards are met and course content material is covered striving for mastery within specified timeframes;
- Continuous review of curriculum implementation and student mastery to ensure a year's worth of learning via teaching of respective Next Generation Sunshine State and Florida Standards;
- Ongoing evaluation of instructional staff is conducted through frequent classroom walkthroughs - wherein administrators will ensure that all teachers are utilizing best practices and implementing the instructional initiatives with fidelity;
- Assessment data will be utilized to make instructional decisions and plan interventions;
- Students will be assessed through the use of Sarasota County Public School's Assessments that are accessible to Charter schools, teacher-made assessments, end of chapter assessments, embedded assessments, FAIR Assessments in reading three times per year, with OPMs given if a student performs below the threshold, and I-Ready based assessments purchased through the School's curricular program;
- Ongoing relevant professional development workshops to help educators target student learner needs;
- Before and after school targeted tutoring for remediation or acceleration, in accordance with student learner needs;

- Integration of long term thematic projects across the curriculum;
- Focus on differentiated instruction to be respectful of different learning styles; and
- The School’s curriculum will require students to interact with each other, apply curriculum to real-life situations, and use a variety of technological tools that extend beyond the classroom, leveraging Google Education platform.

Meeting the Needs of All Students

The School’s curriculum is designed to serve students of all ability levels. All students at the School will be encouraged to maximize their academic potential by taking the most rigorous program in which they can be successful. Students in need of remediation, or not making adequate progress towards mastery of the Florida Standards and Next Generations Sunshine State Standards, and/or students with special learning needs (e.g. ELL students and ESE students) will have access to a protected block of time during school hours for interventions. Additionally, tutoring services will be provided during non-school hours to accelerate and/or remediate student achievement. In further sections, the School’s plan for meeting the needs of ESE, ELL and Gifted students will be presented in greater detail.

The School will serve students of all ability levels, and therefore, students in need of remediation or students who do not demonstrate grade level performance (as evidenced by earning a 1 or 2 on the FSA/EOC exam, or not passing an EOC, and classroom/school based assessment, as applicable) will receive services as part of the MTSS process, in reading and/or mathematics. This process will be documented on a school-wide Progress Monitoring Plan (PMP). Similarly, a PMP can also be initiated for science and writing by the teacher to target strategies for remediation of deficiencies in those areas. The School, in consultation with the student's parent, will develop the PMP as a means to assist the student in meeting state and district levels of proficiency. Each plan will include provisions for intensive remedial instruction through protected intervention time, extended school day activities, tutorial programs, and/or referral to the Child Study Team. Exceptions might be an ELL student who has participated in the ESOL program for less than two years; and/or an ESE student whose IEP dictates otherwise and therefore the IEP supersedes the PMP criteria – in those situations, these students would not be required to be included in the school wide PMP process. All documented services will be provided as outlined in student learning plans such as EP, IEP, 504, ELL, Speech/Language, etc.

The School will serve all students from the community at large without regard to gender, race, religion, heritage, or exceptionality. The School’s STEM initiative will meet the needs of all students by providing teachers with the resources, technology and support to offer students the opportunity to master the grade level expectations of the Florida Standards in a variety of ways. The School will embrace and celebrate students of all ethnicities and cultures. The core literacy program is Wonders, but the School will supplement the reading selections with texts sets and high interest titles for students in all grade levels that emphasize non-fiction selections in science, history, sociology, biographies and multicultural celebrations. The School will provide ample college readiness opportunities for its student population.

Teachers will deliver instruction using research based and best instructional practices. They will follow the gradual release model of “I Do, We Do, You Do” to ensure students receive direct instruction, adequate time for practice, and individual assessment for mastery. All teaching

strategies will incorporate literacy throughout the day and will focus on meeting the needs of all students.

Ongoing communication regarding the child's progress will occur between the School and the parents. Examples of such methods include discussing student needs through the respective documentation and communication processes for development and update of Educational Plans (EPs), Individualized Educational Plans (IEPs), and English Language Learner Plans (ELLP), as applicable. Other less formal reporting tools will include progress reports, report cards and conferences. The School will encourage and maintain an open channel of communication with parents and other stakeholders at all times. The Google Ed Platform helps to increase communication opportunities and protocols by offering voice to email calls, messages and auto replies. This platform also helps parents and students stay organized with assignments, grades, and important reports or updates.

The instructional strategies outlined above are designed to meet the learning needs of all students. The School intends to implement an MTSS program modeled after the Sarasota County MTSS plan approved and implemented in 2015. Included in each tier are the following four steps:

- **Step 1** - Identify the problem.
- **Step 2** - Analyze the problem and determine why there is a discrepancy.
- **Step 3** - Establish a performance goal for the student, develop an intervention plan to address the goal, and monitor the student's progress during implementation.
- **Step 4** - Use research-based data, collected during the progress monitoring, to evaluate the effectiveness of the intervention. Once effectiveness has been evaluated, the MTSS team determines if additional intervention is needed and/or adjusts the intervention to support student progress.

MTSS Three Tiered Model -

Within the MTSS structure, resources are aligned in direct proportion to student needs and are depicted into a three-tier model that uses increasingly more intense instruction.

- **Tier 1:** Core, Universal Instruction & Supports: General academic instruction and support is provided to all students in all settings.
- **Tier 2:** Targeted, Supplemental Interventions & Supports. More targeted instruction/intervention in addition to supplemental support, in addition to differentiated/small group instruction. Identified students will receive a minimum of 20 additional minutes of instruction to provide instructional support.
- **Tier 3:** Intensive, Individualized Interventions & Supports. The most intense instruction and intervention based upon individual student need. During this stage, intervention frequency is increased and one to one support is provided as needed.

DEFINITION OF TIERED INTERVENTIONS

(florida-rti.org)

(MTSS) is a term used to describe an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need. “Need-driven” decision-making seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency.

Tiered interventions are instructional activities that target specific skill deficits that have been identified by data. Students’ responses to these activities must be monitored regularly and modified as indicated by the data. Since academic engagement time (minutes per day of quality instruction) is the best predictor of rate of progress, acceleration of skill acquisition requires minutes *in addition to* Tier 1 instruction. Therefore, Tiers 2 and 3 intervention require that the total number of minutes of instruction (Tier 1 instruction plus intervention) is greater than the number of minutes of instruction provided to the majority of the students for that targeted skill.

Tiers 2 and 3 are differentiated by the intensity of the intervention. An increase in the number of minutes of exposure to quality instruction/intervention and/or the narrowing of the focus of instruction would be defined as “more intensive instruction.” Tiers 2 and 3 interventions can be provided in the general education classroom by the general education teacher, in the general education classroom by a supplemental instruction teacher (such as an ESOL teacher, reading interventionist, ESE teacher, etc.) or outside of the general education classroom. Tier 3 instruction is characterized by the greatest number of minutes of instruction available in a building and the narrowest focus of that instruction. Tier 3 instruction is provided to individual students or to very small groups. Approximately 20% of the student population typically requires Tier 2 intervention and from 1 to 5% requires Tier 3 intervention.

The CST will consist of the School administrator, the CST Coordinator, general education teacher (s) and the parent(s), ESOL Coordinator (as applicable). The School’s CST Coordinator will ensure that the CST protocol delineated in the Sarasota County Manual will be followed when addressing the needs of students with academic, behavioral, and/or social-emotional difficulties.

The CST will assist teachers in providing additional interventions for students with learning, emotional, social, and behavioral problems in school, primarily within general education classes. The evidence-based instruction is provided to students typically in a group format. The determination of “who” provides the instruction and “where” the instruction is provided is based on a four-step process: HOW much time is needed each day to accelerate the skill development, WHAT instruction/intervention will be provided during that time, WHO will provide the instruction/intervention and WHERE instruction occurs. (florida-rti.org)

The Child Study Team (CST) will be comprised of grade level team leaders, administration, ESE Facilitator and other members deemed appropriate. The CST will review benchmarking data, formative and summative assessments to measure student progress. Data will be used to determine students in need of remediation and interventions. Data will be reviewed by the CST (including parents) to move students through the tiers of intervention and document progress or lack thereof. Students who do not progress or close achievement gaps will be given additional supports in the classroom and additional intervention sessions. Ultimately a student who does not make progress will be recommended for additional evaluation for services.

Section 4: Curriculum and Instructional Design

A. Core Academic Curriculum

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

The School will use many of the same curriculum resources used for the core content areas as Sarasota County Schools that are research based and have demonstrated academic achievement and value in core content areas with unique supplemental resources to integrate STEM. The school uses Florida Department of Education (FLDOE) textbooks aligned with State Standards and/or national standards to ensure our students will be successful in district and state mandated assessments. The STEM curriculum is aligned with the Florida Standards and Next Generation Sunshine State Standards for each subject and grade level expectations. It will also be integrated throughout the instructional day in core courses and will be the primary curriculum delivered through our focused electives offerings and after school enrichment programs. Literacy will be the focus across all content areas and integrated throughout the curriculum planning. By utilizing similar materials as Sarasota County for core subjects, staff will be able to participate in county and state offered professional development and will have the opportunity to build relationships, and PLC's, with colleagues on and off our campus. These materials include challenge and intervention supplemental materials that will be incorporated to address the needs of special populations of learners, such as Gifted, ESE 504, and ELL students. The School will have professional development for teachers on CPALMS, a widely used resource for grade level lesson plans, activities, enrichments and scaffolding support. CPALMS has continued to grow over the past few years into a resource that is diverse and robust, tied directly to the Florida Standards and Next Generations Sunshine State. CPALMS provides staff, administrators, students, and parents a variety of appropriate tools and information designed to help students achieve higher levels of academic performance. Teachers will follow the pacing guides suggested by Sarasota County adhering to the grade level standards identified in the year At-A-Glance per grade level and content area posted in the curriculum/instruction department for Sarasota County Schools. Following the recommended year At-A-Glance pacing guides in the County will help the School measure student progress and utilize similar benchmark assessments

to document academic growth and achievement. The School will include additional planning guides to incorporate the STEM activities and electives.

All of the curriculum materials planned for implementation are aligned to Florida Standards or National standards and are inclusive of a "bridge" or crosswalk to help teachers define appropriate grade level standards of instruction as they introduce new units and topics.

We have created a general frame for year one K-6 grade scope and sequence which covers the core content areas and a supplemental plan for STEM electives which includes Legos, Robotics, Coding and project-based learning modules for Marine and Environmental Sciences through curriculum provided by our community partnerships.

The faculty will follow the pacing guides built around grade level standards and write lesson plans accordingly. Teachers will be required to include interventions, accommodations, and ELL and ESE strategies to ensure each student is receiving the support needed to meet the set objectives. The lesson plans will be submitted to school leaders and returned with feedback for ongoing improvement, as needed. In addition to implementing the core curriculum, the School will provide unique curriculum to meet the STEM initiative. These materials include Legos, robotics, coding programs, hands-on math programs, technology infused and interactive lessons, inquiry-based problem solving, community partnership value-added activities (marine and environmental science focus), and cross-curricular project based learning opportunities. Shared planning occurs, as well as best practice sharing, to ensure that every educator is able to select the most successful instructional strategies that will yield the greatest student results.

Each year we will review student performance and school wide data to identify areas of success and deficiency and revisit the scope and sequence for instruction as well as the curricular program to drive continuous improvement. We expect to tweak the scope the sequence and classroom materials over the next 3 years as we grow through eighth grade to ensure appropriate vertical alignment of materials and expectations.

B. Materials and Reading Focus

If the curriculum is fully developed, summarize curricular choices (e.g. textbooks) by core subject and the rationale for each. Include as Attachment C, a sample course scope and sequence[1] for each core subject for each division (elementary, middle, and high school) the school would serve.

The curriculum is developed in all content areas and aligned with that selected by Sarasota County to ease the transition for all students and to encourage collaboration and align with assessments. The curriculum selections also enable the school to provide more accessible Tier 2 and 3 support and ongoing progress monitoring that can be documented. The School will monitor and adapt as the state transitions through new adoption cycles.

Content Area	K-5	6-8
Reading	Wonders	Florida Collections
Math	Go Math!	Florida Glencoe Math
Science	StemScopes/Fusion	STEM Scopes
Social Studies	Studies Weekly Wonders	Grade 6: My World History Grade 7: Civics, Economics and Geography Grade 8: History of Our Nation

If the curriculum is not yet fully developed, describe any curricular choices made to date and proposed curricular choices (e.g. textbooks, etc.) and explain the plan for how the curriculum will be completed between approval of the application and the opening of the school. This should include a timeline, milestones, and individuals responsible for included tasks. Also, describe the focus of the curriculum plan and explain how the curriculum will be implemented. Include what core subject areas will be offered and provide evidence on how the curriculum will be aligned to Florida standards.

N/A

Provide evidence that reading is a primary focus of the school and that there is a research-based curriculum and set of strategies for students who are reading at grade level or higher and, independently, a curriculum and strategy for students reading below grade level. Include the school's reading curriculum as Attachment D.

Reading proficiency is among the highest priorities of the School. The School has adopted the use of Sarasota County's K-12 Comprehensive Research-Based Reading Plan. Teachers and staff will be trained and have access to a wide variety of instructional practices and materials that build and reinforce grade level appropriate English language arts skills in the core component areas as outlined by "Just read, Florida" as part of fldoe.org:

- Phonemic awareness (knowing that words are made up of sounds)
- Phonics (the link between sounds and letters)
- Vocabulary (what words mean and how to say them)
- Fluency (the ability to read words accurately and quickly)
- Comprehension (the ability to understand what you read)

Examples of instructional practices and materials include close reading, reciprocal teaching, structured independent reading, writing in response to reading, vocabulary development and acquisition, Scholastic Reading Inventory, cooperative learning groups (think/pair/share, turn and talk, learning stations/centers), graphic organizers, and school purchased physical materials.

The Educational Plan encompasses all content areas with a foundational focus on the reading competencies as well as increased learning opportunities for all students in accordance with the prescribed purposes of a charter school found within F.S. 1002.33(2)(b)(c). The reading proficiency of each student will be a priority for all school staff. The ability to read at grade-level or beyond empowers learners to access English-language arts and content-area texts as well as communicate effectively through writing. All subject area teachers will have the knowledge and instructional capacity to incorporate a literacy focus into their specialty. Systematic instruction of reading comprehension will be emphasized. Teachers will be expected to provide direct comprehension instruction, teaching students to understand a text and its relevant application as it pertains to existing knowledge and the outside world. It is the School's expectation that all

teachers address, and instruct, reading and writing skills across the curriculum. Students will also develop a deeper appreciation between reading and writing through anchor text, high-interest text materials, student selected texts when appropriate, thinking maps, graphic organizers, research opportunities, and authentic cooperative learning experiences. Teachers will utilize blocks of instructional time to provide direct and meaningful instruction, followed by group and peer activities for practice, individual practice with scaffolding and support, and closing/reflective activities to check for understanding.

The School's curriculum will serve students of all ability levels in accordance with the Florida Department of Education's Florida Standards. Using data from published reports via the FLDOE and other assessments (I-Ready), the School will measure its own progress towards meeting the academic performance of its student population. Remedial students and students with special learning needs will have access to Tier 2 and Tier 3 interventions and supports, supervised study time and tutoring after school to accelerate their progress. In addition, students performing at or above grade level will be offered opportunities to maximize potential and advance progress through acceleration and enrichments. Teachers will use the Progress Monitoring Plan document to record time spent with individual and small groups of students for interventions based upon deficiencies identified through data driven metrics.

Literacy is a primary focus within education in the State of Florida, as it is a cornerstone for instruction in all other subject areas. The School will promote this focus by meeting or exceeding Florida's *Reading Program Specifications* through the following practices:

- Reading instructional practices will be founded on researched based best practices;
- A systematic, direct approach to instruction will provide skill scaffolding;
- Students will actively engage in learning during instructional time;
- The MTSS model will be used to identify and correct reading difficulties in a timely manner;
- Content area instruction will be infused with effective reading strategies;
- Reading will be taught, reinforced, and practiced throughout all content areas. This will help to foster higher student literacy, critical thinking, reasoning skills, and knowledge application across all core subject areas;
- Teachers will be given ongoing professional development in reading instructional best practices, as well as be supported by the instructional leadership team.

The School will support the "Just Read, Florida!" initiative in assisting all students in becoming successful, independent, and comprehensive readers. Adopting the Sarasota County Public School's Comprehensive Research-Based Reading Plan will provide teachers with a systematic framework for literacy instruction. The School's text selection will be modified, as necessary, to align to standards based changes, assessment changes, and other modifications for the duration of the charter.

The reading program will cover the Florida's Formula for Reading Success 6 + 4 + ii + iii as outlined by the Florida Department of Education State Literacy Plan (<http://www.fldoe.org/core/fileparse.php/7539/urlt/strivingreaders.pdf>)

This formula includes:

- Six essential components of reading:
 - Oral language
 - Phonemic awareness
 - Phonics
 - Fluency
 - Vocabulary
 - Comprehension
- Four types of assessment:
 - Screening
 - Progress monitoring
 - Diagnostic
 - Outcome measure
- Initial instruction (ii) based on scientifically based reading research that is explicit, systematic, scaffolded, differentiated and print rich.
 - Minimum 90 minute reading block.
 - Incorporates 6 instructional components of effective reading instruction into a comprehensive and cohesive instructional design.
 - Use assessment data to plan for and provide instruction including coordinated instructional sequences, whole group/small group/whole group, differentiated instruction.
- Immediate intensive interventions (iii) provided for students based on the area(s) of need through flexible grouping, targeted and intensified instruction, extended time, and more frequent progress monitoring. This may include:
 - Small group or one-on-one instruction.
 - Students with reading deficiencies- Minimum of 20 minutes/day until deficiency is remedied.
 - Print Rich Environment - Each class will maintain a classroom library to include a collection of quality literature that includes material written at varying reading levels and in a variety of genre forms, inclusive of both fiction and nonfiction. This collection will offer students reading material that will support their individual interests and abilities. Frequent successful reading experiences using appropriate texts will provide the opportunity to improve their reading proficiency with regard to fluency, vocabulary, and comprehension. The books in the classroom library will be attractively displayed to exhibit an inviting accessibility to all students. Teachers will organize classrooms to afford students ample opportunities for, and easy access to, reading materials during literacy center time within the daily reading block.
 - Word Walls - Teachers will create effective word walls that consist of high frequency words, word patterns or phonic elements, and interesting, exciting

- words. Students will use word wall during lessons and activities to practice recognizing words quickly and accurately.
- Reading Stations - Reading stations will be set up throughout the room in various areas that allow students to work independently or in a small group setting, using instructional materials to explore and expand their literacy. During this time student are engaged in a variety of activities that reinforce and extend learning without the assistance of the classroom teacher. Students will practice reading, writing, speaking, listening, and working with letters and words. Manipulative such as magnetic letters and sound letter cards are used to increase active participation and provide additional guided practice through multi-sensory approaches.
 - Independent Reading - Increments of independent, sustained silent reading will be included in the reading classroom to help students build stamina for increasingly longer and more challenging text. Teachers must monitor for engagement. Reading logs, reaction journals, text talk, book passes or story summaries help students make connections to text. Teachers will use this time to confer with students one on one to measure individual progress, check for understanding, implement OPM tools and provide additional scaffolding for students.

The results of assessments, teacher-made tests, and screenings through the various core programs will be used to determine the level of mastery in reading, writing, mathematics and science for all students. This information, coupled with the results of the prior year standardized tests results and student records, will be used to determine the best educational setting for students (e.g., appropriate course selection, tutoring, referral for special services). The School's STEM initiative is designed to meet the needs of all learners by providing multiple learning opportunities in a project-based and technology infused environment with a purposeful inclusion STEM community partnerships. All of these components have demonstrated positive results in increasing student learning.

Apart from providing the specific services listed in a student's IEP, EP, and/or ELL plan as applicable, the School's faculty will differentiate instruction as necessary and will offer tutoring services or other such assistance to ensure all students remain successful. Students not making adequate progress will be identified and the following measures will be instituted:

All students not making adequate progress will be placed on a Progress Monitoring Plan (PMP) and specific strategies to remediate any learning deficiencies will be implemented.

Reading strategies in the content areas will be provided to students in addition to those taught during language arts classes. Students consistently demonstrating non-mastery of benchmarks on teacher generated quizzes, chapter tests, projects, investigations, and/or poor academic progress will be targeted for supplemental and intensive instruction intervention. This plan requires active participation from the student, the parents, and specific teachers in order to ensure continuous student improvement. This initiative allows each student to have ownership and understanding of his/her learning style and allows each student to track and monitor his/her progress/achievements. The PMP will be comprised of specific, measurable, individualized goals

for that student, as well as the strategies and any needed services to be implemented in order for the student to achieve the specified goals.

Data examples include data from screenings, progress monitoring, and diagnostic assessments already in use in the district. Teacher recommendation should also be considered. New research suggests that fluency is not a strong predictor of a student's ability to comprehend text in middle grades and high school. Caution is suggested in using fluency data for placement into reading interventions in the upper grades.

Supplemental Intervention Reading Programs (SIRP) will provide instruction that primarily focuses on one single essential component of reading, oral language, phonemic awareness, phonics, fluency, vocabulary, OR comprehension) intended to extend beyond the initial instruction of a Comprehensive Core Reading Program (CCRP).

The School may incorporate the following approved research-based programs as needed for interventions and tutoring dependent upon student needs at each grade level:

Grades K-5:

- Fountas and Pinnell Interventions
- Running Records/DRA
- SRI (Scholastic Reading Inventories)
- I-Ready

Grades 6-8:

- Fountas and Pinnell Intervention Series
- Read XL
- Journeys
- I-Ready
- Middle School Reading Courses -

The skills and strategies taught align with Florida Standards for reading at the appropriate grade level, specifically those benchmarks that are assessed by the Florida Standards Assessments and End of Course Exams (FSA/EOC). Reading strategies in the content areas are to be provided to students in all grades in the middle school. These strategies should be in addition to those taught during language arts classes.

Middle school students who score at Level 1 or Level 2 on FSA/EOC reading, and have intervention needs in the areas of decoding and/or fluency, will have an extended block of reading intervention. This may occur through a double block of intensive reading or by blocking together a class of intensive reading with another subject area class.

C. Additional Standards

If the school will adopt or develop additional academic standards beyond those mandated by the state, explain the types of standards (e.g., content areas, grade levels). Describe the adoption or development process. Select one grade level and

subject area as an example and explain how these additional standards exceed required standards and contribute to meeting the mission of the school.

N/A

D. Research Base

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

The School will be using the Florida Standards and the Next Generation Sunshine State Standards. Based on these, the School will use state-adopted text and researched-based supplemental materials proven effective with student populations in their current programs throughout the state. The School ensures that all courses are delivered with integrity to course content outline, that material is taught sequentially, consistently and in a rigorous format, and that teachers cover concepts and utilize materials that are appropriate for mastery of Florida Standards and Next Generation Sunshine State Standards.

As noted in the sections above, the School will use research based instructional practices to deliver the selected curriculum which include a combination of traditional teaching strategies such as direct instruction, scaffolding for student practice, an emphasis on project-based learning, STEM integration across the curriculum, and STEM community partnerships. In addition to the core curriculum that includes a resource to teach Reading/Language Arts (with a phonics component for emergent readers), Mathematics, Science, and Social Studies, the School will supplement these materials with a variety of technology for educational purposes (Interactive whiteboards, Mimio teach sets, online science and math modules and videos, technology, engineering curriculum, coding programs, Vex kits and robotics.)

The selected curriculum materials are based on current research and were chosen to align with the School's Educational Plan. Each program is built to give students the opportunity to master grade-level Florida Standards and Next Generation Sunshine State Standards; including enrichment and remediation as needed.

The selected reading program, Wonders, is based on current and ongoing research that is aligned with the School's educational plan. According to "Wonders Success Brochure" from McGraw Hill Education (2016):

Wonders is built on an extensive academic research base that yields results for educators and students. Wonders constantly updates its research base with new, important insights about literacy learning. Informed by these insights, we continually develop:

- Instructional enhancements Techniques for tailoring instruction, such as differentiating for model lessons to give all students equal access to core content
- Innovative features and components
- Tools that help students master essential skills, such as close reading; writing to sources; research and inquiry; and reading, writing, speaking, and listening
- Professional Development resources

- New white papers that draw on our authorship team’s latest research to help educators deepen their knowledge and refine their teaching techniques
- Wonders materials, instruction, and guidance prepare educators to master ongoing shifts in state standards.

The selected elementary math program, Go Math!, has shown that classes with “relatively medium or high implementation were associated with more positive student outcomes on state standardized tests, illuminating the potential for GO Math! to have a positive impact on student scores when the program is used as intended. Teachers using GO Math! rated the program significantly better than comparison programs.” (Eddy, et al., 2014). The study further states that “Houghton Mifflin Harcourt (HMH) utilized past evidence-based research to identify and establish five major research strands that were incorporated into the GO Math! Program: Writing to Learn, Vocabulary, Scaffolding, Metacognition, and Graphic Organizers.” (Eddy, et al., 2014). These embedded strands enhance the instruction of mathematics while simultaneously incorporating strategies that support reading and writing development.

Selection of the science program, STEM Scopes, is supported by findings from the State of Texas 2015-2016 STAAR™ (State of Texas Assessment of Academic Readiness) Release Tests, that “have revealed that STEMscopes district-users in the state of Texas have higher passing rates than districts that do not use STEMscopes. Analyses were using data from the 2015-2016 school year show that STEMscopes districts had a passing rate of 73.3% vs. 69.2% for districts without STEMscopes on the science STAAR. Subgroups including economically disadvantaged, Latino, LEP, and Bilingual/ESL students demonstrated that these populations had significantly higher passing rates in STEMscopes districts” (Accelerate Learning, 2017).

The School’s partnerships with Mote Marine Laboratory, Riverview High School, and a “First Green” partnership with the Bobby Jones Country Club will work to support the STEM initiatives as well as the educational plan. “Through community partnerships community-based learning may be incorporated into school curriculum. This community-based learning engages students in high standards which impacts the learning process” (Wilson, 2017). “The involvement of community partners in learning provides meaningful content to students as it occurs in meaningful places for students. It allows students to be active in the decision making processes” (Wilson, 2017). Community experts work with school staff to align learning experiences with the Florida Standards and NGSSS. Strong community partnerships will provide our students and teachers with STEM expertise, tools, lessons, applied learning opportunities, relevance, and experiences that we would not otherwise have access to. Mote Marine Laboratory will provide intensive professional development for our teachers in an ongoing and prescriptive way as appropriate for the modules and projects our students are completing. Riverview High School will anchor our environmental sciences and support our marine biology programs through ongoing collaboration with our staff. Our teachers will also have the opportunity to include community partner experts in their PLC groups to deepen lesson planning, instructional practices and reflection as well as foster the flow of information between the multiple parties. Expert teachers in STEM disciplines, Technology and Engineering in particular, will assist classroom teachers to implement the supplemental curricular pieces to ensure the fidelity of the program.

Great care was taken in the selection of our chosen curriculum materials, founded in research and best practices, and alignment to the Florida Standards and the Next Generation Sunshine State

Standards. Additionally, these curricular choices are in direct alignment with the School's mission and vision.

E. Non Core Curriculum

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

In addition to the core content areas, Sarasota STEM Academy will offer fully integrated STEM components, with a marine science focus, for learning enhancement and increased student engagement. As such the School will provide supplemental curriculum choices to support the mission of the school. The additional STEM curriculum that will be provided, and integrated throughout the instructional program, will include:

Marine Science - Students will have the opportunity to gain skills such as, but not limited to, problem solving, collaboration, task commitment, teamwork, environmental stewardship, technology fluency, and entrepreneurial applications. The School will implement vertically aligned curricular programs that scaffold students through a STEM skills continuum through implementation of thematic projects, engaging lessons, content application opportunities, hands-on inquiry, and community partnerships. We will emphasize and highlight a marine science focus, fully utilizing the marine science experts that we have as committed partners. For example, we will engage in ongoing projects themed around species collections, seagrass and scallop restoration, animal dissections, authentic partner organizational data, multi-use collection tanks/aquariums, and other relevant themes developed through school and partner collaborations.

Legos Educational Program - Legos Education provides a myriad of STEM activities for students in grades K-8 that blend grade level content standards with a technology infused delivery and hands-on projects to teach mathematical, science and engineering topics, concept through execution. The Legos program is a balanced curriculum that also incorporates literacy (Reading and Writing). The adopted program for Elementary students includes: WEDO STEM projects, Story Starter, Build to Express, More to Math and Simple Machines. Examples of these curriculum resources and projects are included in the appendices.

Engineering Is Elementary (EiE) - *Engineering and Technology Lessons for Children* developed by the National Center for Technological Literacy (NCTL) will be used by teachers to augment lessons, create interdisciplinary projects, and reinforce science concepts being taught in grades 1-5. The EiE curriculum is NOT an independent curriculum. Rather, since it is integrated with science the lessons assume that the students are studying or have already studied the science concepts that are then utilized in the engineering lessons. Each EiE unit is paired with a science topic or topics from the general standards-based curriculum.

Tig Tag (<http://www.tigtagcarolina.com/>) - Tig Tag is an online video resource that helps teach science to elementary students in grades K-5. Tig Tag's 600 videos offer spectacular footage from NASA, CBS, the BBC, and other sources, and all are original and purpose-made. It also includes ready-made lesson plans as well as a library of images, diagrams, worksheets, and quizzes that help ensure a memorable experience. It also includes ready-made lesson plans as well as a library of images, diagrams, worksheets, and quizzes that help ensure an engaging and memorable experience is created for the learner.

Twig (<https://www.twigcarolina.com/>) - Twig has a comprehensive set of 3-minute videos, each combining rigorous research with stunning visuals to support inspirational science and math teaching in the classroom for students in grades 5-8. The more than 1,000 videos offer spectacular footage from NASA, CBS, the BBC, and other sources, and all are original and purpose-made. Twig provides teachers with several avenues to differentiate learning. ELLs benefit from having images and vocabulary that connect, and dyslexic students have the benefit of hearing and seeing notes simultaneously. Students who have attention disorders can easily be refocused with the short videos. Quizzes come in two levels, to differentiate between your at-grade-level students and above-grade-level students. Twig is one additional avenue for the School to challenge students and to provide them with technology infused educational resources purposefully identified to meet the STEM initiative in a variety of meaningful ways.

PLTW - The School will adopt Project Lead The Way (PLTW) in the middle school grades with potential to expand programs into elementary school over time as necessary. The School administration and selected teachers will work as a team to select electives from PLTW that best fit the needs of the School community. Available tracks of study include engineering, biomedical science, and computer science. In addition to hands-on, project-based curriculum, PLTW programs include high-quality professional development training that provides teachers with the support and resources they need to devote more time to inspiring students. Designated teachers will spend several days at training preparing for the new courses and learning from other PLTW teachers across the country. Project Lead The Way (PLTW) is a nonprofit organization that provides a transformative learning experience for K-12 students and teachers across the U.S. (www.pltw.org)

Special STEM Electives Descriptions:

Grade 6 Exploration of Production and Technology - As part of the requirements of this elective students will be participating in the *FIRST* LEGO League Competition. The best way to summarize *FIRST* LEGO League is to say that it is a robotics program for 9 to 14 year olds which are designed to get children excited about science and technology -- and teach them valuable employment and life skills. FLL is used in a classroom setting but is not solely designed for this purpose. Teams, composed of up to ten children with at least one adult coach, can also be associated with a pre-existing club or organization. The coaches DO NOT need any technical experience. In FLL, the children do the work, and the work is programming an autonomous robot (using the LEGO® MINDSTORMS® robot set) to score points on a thematic playing surface, creating an innovative solution to a problem as part of their project, all while being guided by the FLL Core Values. These three elements - the Robot Game, Project, and FLL Core Values - make up what is called the yearly Challenge. Like any other organized “sport”, teams also fundraise, create a team identity, and go on field trips.

Grade 7 Research VEX Robotics - The VEX Robotics Design System offers students an exciting platform for learning about areas rich with career opportunities spanning science, technology, engineering and math (STEM). These are just a few of the many fields students can explore by creating with VEX Robotics technology. Beyond science and engineering principles, a VEX Robotics project encourages teamwork, leadership and problem solving among groups. It also allows teachers to easily customize projects to meet the level of students’ abilities.

Students also participate in the VEX Robotics competition. The VEX Robotics Design System was developed and engineered with co-curricular and extracurricular robotics competitions specifically in mind. This program is specifically tailored to bring the magic of robotics competition into the classroom. Robotics can be used as an engaging way to integrate all facets of STEM education into the classroom and head-to-head competition as a natural way to capture students' attention.

Grade 8 Research SimCity (Future City Engineering)- This flexible, cross-curricular educational program gives students an opportunity to do the things that engineers do—identify problems; brainstorm ideas; design solutions; test, retest and build; and share their results. This process is called the engineering design process. With this at its center, Future City is an engaging way to build students' 21st century skills.

As part of this elective students will participate in the Future City competition. The Future City Competition is a national, project-based learning experience where students in 6th, 7th, and 8th grade imagine, design, and build cities of the future. Students work as a team with an educator and engineer mentor to plan cities using SimCity™ 4 Deluxe software; research and write solutions to an engineering problem; build tabletop scale models with recycled materials; and present their ideas before judges at Regional Competitions.

F. Supporting At Risk Learners

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

Interventions based on a Multi-Tiered System of Supports (MTSS) will be implemented for all students performing below grade level expectations, and failing to make adequate gains, in any content area as evidenced by multiple forms of data. This additional contact with students is critical for those who need a structured practice environment beyond core instructional time, as well as continuous feedback throughout the learning process both at home and in school.

Students identified as needing additional support in core content areas will have prescribed and protected time for interventions (Tier 2 and Tier 3, in addition to Tier 1) support throughout the day as well as extended day tutoring provided by the school. Teachers will be trained to utilize the research-based instructional activities and progress monitoring tools available from the Florida Center for Reading Research (FCRR) as well as tools included with curriculum materials for math, science, and writing as appropriate. The Student Centered Activities and Empowering Teachers Instructional Routines will be used to scaffold the students towards mastery and to provide them with alternative opportunities to learn the material, practice the skills and master the standards. Teachers will also use a variety of assessments and supplemental instructional resources to scaffold learning as needed based on the child's specific areas for improvement. Student progress will be tracked using a Progress Monitoring Plan (PMP) document. The School will follow the Sarasota County SPP, which will dictate the specific promotion/ retention criteria students must meet.

The Child Study Team (CST) will meet to review data of the students being monitored under this MTSS model and to determine the appropriate course of action. Students making adequate gains will continue with support they are receiving or move to Tier 1 and be monitored for future

progress. Students failing to progress adequately will be given more intensive interventions, additional resources and opportunities for learning. Ongoing Progress Monitoring activities and assessments will be used to help teachers document student performance, and identify effective means of teaching core content areas for struggling students. The CST will review all data with the teachers and work together to find ways to support these at-risk students and provide the additional resources, curriculum and professional support to help them grow. The meeting decisions and outcomes will be shared with parents/guardians throughout the process in order to maintain open communications and to help parents better assist their child(ren).

Additional resources will be available at the School for students that require additional support outside of regular instructional time. Teachers will offer tutoring at no charge to student as part of their expected before and/or after school responsibility. These blocks of support time will mostly be during drop off and pick up times as a convenience to our students and parents. These sessions are included in the operating budget and are applied to those students requiring extra intervention to close the achievement gap between present levels and expected learning outcomes. Teachers will use a supplemental curriculum in small group settings, targeted to student skill deficiencies, as determined by diagnostic and formative data. Homework and classwork assistance is offered during specific hours throughout the day for students in need of extra practice and support. Teachers will be available during times outside of instructional blocks. These tutoring times will typically be offered during the school arrival and dismissal time slots, as a convenience for students, parents, and teachers.

Section 5: Student Performance

Performance Goals

A. Expected Baseline

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

The baseline levels of academic achievement, established during the first academic year, will be compared to academic achievement levels in prior years, whenever prior data is available. This will help ensure a more accurate achievement baseline and assess rates of prior academic progress for the School's students. Other than standardized test scores, other baseline data may include report card grades, attendance records, and behavioral records (including in school and out of school suspensions as well as exemplary behavior). Individual ELL Student Plans will be obtained for English language Learners (ELL). In the case of ESE students, Individual Education Plans (IEP) will be secured to ensure that the IEP can be fully implemented by the School's ESE support model and team.

Educational goals and performance standards will be measured using specific measurable objectives for the 2018-2019 school year based upon historical performance of the students

expected to enroll in our school. Based upon the intended location of the school, our student demographics will mirror the county. The 2015-2016 Sarasota County Data:

District Number	District Name	English Language Arts Achievement	English Language Arts Learning Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains	Mathematics Learning Gains of the Lowest 25%	Science Achievement	Social Studies Achievement	Middle School Acceleration	Graduation Rate 2014-15	College and Career Acceleration 2014-15	Total Points Earned	Total Components Points	Percent of Total Possible	Grade 2016	International Baseline Grade 2015	
58	SARASOTA	66	55	43	69	62	44	66	78	55	79	60	677	11	62	99	A	A

Based upon the identified 5 mile radius for the School site, we anticipate the minority and free/reduced percentages to be higher than the district averages and overall proficiency to be lower than the district averages. Our goal is to improve the academic performance and growth of the students we intend to serve.

All data will be made available to teachers and parents who will assess progress against the baseline data and provide appropriate services to successfully attain the Florida Standards and the Next Generation Sunshine State Standards, as appropriate. For each student who does not meet state performance levels in reading, writing, mathematics, and/or science, the School, in consultation with the student's parent, will implement a school-wide Pupil Monitoring Plan (PMP) to assist the student in meeting expectations for proficiency. For each year in which a student scores at Level 1 on FSA/EOC Reading, the student will receive remediation the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. Reading courses shall be designed and offered pursuant to the comprehensive reading plan. For each year in which a student scores at Level 1 or Level 2 on FSA/EOC Mathematics, the student must receive remediation the following year, which may be integrated into the student's required mathematics course.

Teachers will use all data available, for both general education and special education students, to set baselines and assess student progress in comparison to classroom collected data and progress monitoring data. Baseline data will also be utilized to determine the level to which educational goals and performance standards have been met. This measurement of student growth will also be utilized to quantify how well the specific measurable objectives, identified in the charter school application, were met during the first year of operation. This first year baseline data will also be made available to stakeholders and the community at-large as we communicate year one goals for review.

Pre- and post-testing in Year one, as well as reports from previous school records, will be collected as baseline to measure progress in Years one, two, three, and beyond, and as an integral part of the planning and refinement of instructional strategies.

Baseline data will include standardized test scores, report card grades, attendance reports, behavioral records, and IEP /EP and or ELL Plans (as applicable). This data will be compared to current data at the end of each school year. For example, FSA/EOC 2.0 Scores from 2018 will be compared to FSA/EOC 2.0 Scores from 2017.

Based on the school’s philosophy of providing differentiated instruction, that respects the differing learning styles of students, the school will use data (state and district requirements, report cards, test scores, past performance and comporment data) as factors for placement into the appropriate cohorts in an attempt to set students up for success. Ongoing internal audits (Interim Progress Reports and Report Cards, FAIR, FCRR, I-Ready, FLDOE provided tools, Ongoing Progress Monitoring of student performance, including beginning of year baseline, mid-year, and end-of-year assessments) will be utilized as reflective and guidance tools for cohort and course placement.

EDUCATIONAL GOALS AND PERFORMANCE STANDARDS -

- Math and science scores will ultimately (in 5 years) grow 3% higher than the district average, based on the supplemental curriculum resources we’ll employ and the dedicated time devoted to math and science throughout our standard day
- Reading: growth of the lowest quartile, will be 2% higher than the local schools and district average.
- Math: growth of the lowest quartile be 2% higher than the local school and district average
- Each subsequent year, **a minimum increase of 2% in proficiency will be expected** on all State exams, as we continue to develop program, teachers, and students.
- Long term, the School will receive a “High Performing Status” designation from the State of Florida
- All students will make at least 1-year’s worth of academic gain in each core subject measured based on initial and final benchmarking assessments

B. Mission-Specific Goals

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

In addition to academic goals, the School will designate other measurable goals for School performance. These include climate, attendance, and attrition surveys collected from parents, students, and staff.

1. At least 85% of our incoming Kindergarten children from our VPK program will be “ready” for Kindergarten. This number will be expected to increase each subsequent year, by 3%, until greater than 95% of our students are “ready”.
2. At least 80% of the parents/guardians of our enrolled students will indicate a high level of satisfaction with their child’s schooling experience. This will be evidenced by positive feedback on the Stakeholder Satisfaction Survey, which will be administered in the second semester of the 2018-2019 school year.
3. The School will achieve a 90% average attendance rate during year one, and increase this rate by 1% each year with the ultimate goal of achieving at or above a 95% attendance rate at the end of five years.
4. At least 85% of the staff in year one will report that they are highly satisfied with their position in the School, and would like to continue working at the School.

Staff satisfaction will continue to increase by 3%, or higher, in each subsequent year of operation.

5. Student and Staff attrition will decrease over time:
 - a. Student re-enrollment will be at least 90% following year one, and will continue to grow by at least 3% each subsequent year.
 - b. Staff attrition will be less than 15% following year one
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 the charter school, and that the specific measurable objectives for the School are achieved. Other methods of assessing student mastery of performance outcomes will include, but will not be limited to, facilitator observation, peer and self-evaluations, teacher-made tests and quizzes, projects, presentations, exhibitions, portfolios, and attendance rates. The student portfolios will show not only the student's "best" work, but also drafts of student work that will demonstrate progress.

Perhaps most importantly, as part of the School's mission to provide a true STEM initiative, student participation and performance (demonstration of growth and mastery) in the STEM components will play a very integral role in assessing the School's collective performance. Students will be expected to continue to grow in the standardized tests for Math and Science, but they are also expected to show increased gains and superior performance (to their peers in non-STEM programs) in the areas of engineering, technology. We expect our students to successfully participate in school wide, local, regional, state, and potential national levels of competitions. Key elements of the STEM initiative include the following:

- Participation in the local and regional/state STEM Fair and Science Fair offered through the district. Student recognition will be expected to increase from year to year. Students will also participate in the Sarasota County sponsored STEM/Engineering competitions, such as robotics, rollercoaster design, etc... Many of the projects will be expected to have an extensive marine science focus, based on our extensive community partner expertise.
- School based, local, regional, and state competitions for *FIRST* Robotics, VEX and Mindstorm. A certified technology teacher or an industry professional, in the case of enrichment, will facilitate. Coding classes and enrichments will result in students having the ability to participate and successfully compete in coding competitions, live app development competitions, etc... A long term goal would be for students to create live "apps" that the school could push out to our families and host on our website and network.
- Participation in online competitions through the Mathletics program. This will afford students the opportunity to compete onsite against peers, then locally, regionally, nationally and ultimately, internationally. Students will be encouraged to access the program regularly, improving their math fluency and grade level mastery. The challenging and competitive environment will spark additional motivation, resulting in greater time on task, and ultimately greater math fluency/achievement. Students will be recognized and rewarded for participation and performance.

- The School will adopt Project Lead The Way (PLTW) in the middle school grades with potential to expand programs into elementary school over time as necessary. The School administration and selected teachers will work as a team to select electives from PLTW that best fit the needs of the School community. Available tracks of study include engineering, biomedical science, and computer science.
- Provide curricular and extracurricular programs that infuse science, technology, engineering, and mathematics in order to increase student engagement, academic performance, and student innovation.
- Provide all students with access to technology based instruction, the engineering design thinking process, and hands-on learning opportunities in science and mathematics.
- Partner with private businesses and community agencies to enhance the opportunities available for students to work on service learning projects and ongoing community based research projects that are meaningful to the community and that provide real life applications to classroom instruction.
- Implement vertically aligned curricular programs that scaffold students through a STEM skills continuum. For example, differentiated instruction using Lego robotics, robotics challenges, coding activities, relevant STEM application opportunities, and marine / environmental science explorations that leverage the expertise of our community partners.

Placement and Progression

C. Placement Procedures

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

Student placement in each grade level will be in accordance with the requirements set forth in the Sarasota County School's *Elementary and Middle Schools Student Progression Plan (SPP)*.

Student placement in each grade level will be in accordance with the requirements set forth in the Sarasota County School's *Elementary and Middle Schools Student Progression Plan (SPP)*. A copy of the approved Sarasota County Progression Plan will be posted on the school website for parent review and will serve as the basis for placement and progression decisions within the school in cooperation with district support personnel as needed.

The principal is responsible for appropriate initial placement of students according to the Student Progression Plan. The Principal will work with the leadership team to use baseline data and records provided to place students who transfer from non-district schools, private schools or home education programs. In the absence of appropriate records, the principal shall temporarily assign the pupil to the grade deemed to be proper until a copy of the student's official record is received or proper grade placement is otherwise determined. It is the intention of the School to meet student academic needs in an age appropriate setting whenever possible. The principal may reassign students during the school year if teacher evaluation and test scores indicate the need for reassignment.

“If a student transfers from a school or program other than a regionally accredited institution or with inadequate or incomplete records, placement will be based upon the information available, including any or all of the following:

- student’s age,
- a review of all existing school records and home education records (e.g., student portfolio, annual evaluations),
- a review of the previous educational program including, but not limited to, time spent in a program and curriculum requirements of the program,
- a test on grade level or individual subject-area objectives or competencies to be identified by the principal,
- an interview with the student and/ or the parent(s)/ guardian(s) by the principal or designee(s),
- teacher judgment of classroom performance during a probationary period to be established by the principal.”

Students in the ESOL program will be placed following the guidelines established in the Sarasota County Public School’s ESOL District ELL Plan. Students in ESE will be placed and serviced according to the goals, resources required and accommodations written in their IEP.

D. Progression Plan

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

The School will implement and follow Sarasota County’s Student Progression Plan with regards to Middle School Placement, Promotion and Retention.

The School will implement and follow The Sarasota County Board approved Student Progression Plan to place, promote and retain students in grades K-8.

E. Graduation Requirements

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.

N/A

F. Parent Communication of Criteria

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

Student promotion and graduation criteria will be communicated to students and parents in a variety of ways and intervals. The SPP from Sarasota County will be posted on the school website for easy reference for families. The School will also include the general promotion requirements in the student/parent handbooks that parents will receive and return an “acknowledgement of receipt” form. Student performance will be reported through quarterly report cards and interim/progress reports both of which will require a parent signature. Students who are failing courses, or failing to make adequate progress will have additional letters of notification for parents to read and sign that acknowledge students identified for Tiers 2 and 3 of

MTSS and those who are at-risk for retention. Finally, parents will be invited to attend a number of formal events at the school including curriculum nights which will define and address promotion criteria and grade level expectations as well as data conferences in which student data on district, state and internal benchmarking assessments will be shared by the teachers and the students. Students will play an integral role in their progress by receiving feedback from teachers on tests, quizzes, projects and participation.

The School will use the Sarasota County Focus information system to document and track student data and both students and parents will have access to the information including all academic, attendance, and behavior data.

Assessment and Evaluation

G. Interim Assessments

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

In addition to the mandatory assessments, the School will use benchmarking assessments to measure student progress throughout the year. These assessments are intended to measure student progress towards mastery of the Florida Standards and new Florida Next Generation Sunshine State Standards. The following assessments are included with curriculum materials that align with the grade-level appropriate standards:

- These assessments for Reading include:
 - I-Ready 3 times per year
 - Reading Wonders Diagnostics (as needed)
 - Fountas and Pinnell Benchmark Assessments
 - FAIR ToolKit assessments offered through OPM and FCRR
- The assessments in Math include:
 - I-Ready 3 times per year
 - GO Math unit assessments
 - Math inventories
 - IXL as appropriate
 - SAT 10 when available
- School-Based Assessments in all Courses will include:
 - Weekly teacher-generated quizzes
 - Monthly teacher-generated chapter tests
 - Midterm and Final Examinations
 - Portfolios and presentations
 - Class participation rubrics
 - Quarterly projects /Investigations

H. Data Usage

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

The comprehensive assessment program will be used to inform stakeholders (students, parents, and teachers) about where a student is succeeding and what areas need strengthening. Assessment will serve as a feedback system to guide teachers in lesson planning and differentiating instruction. Additionally, it will guide students in understanding full mastery of each respective standard and it will keep parents informed about student progress through specific learning objectives.

Expectations are that students will progress at least as well as they did before attending the charter school, and that the specific measurable objectives for the school are achieved. The School Instructional Leadership team – consisting of the principal, assistant principal, grade level team leaders, ESE and ELL teachers, and other support as needed --- will monitor and analyze data to maintain a data analysis/problem solving process that brings out the best in our school, teachers, and our students. **The leadership and CST teams will meet weekly to:**

- Evaluate data in order to make data-driven instructional decisions;
- Review progress-monitoring data at the grade level and classroom level to identify students and their academic levels/progression;
- Identify professional development that will enhance student achievement levels/progression;
- Collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new programs and skills;
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Student performance in the classroom will also be assessed through authentic measures such as portfolios, project rubrics, and student presentations evaluated by the classroom teacher. Teachers will work in grade level teams, with the leadership team, to disaggregate data. This will allow the School to track student progress and identify academic trends in the classrooms. Students not making adequate progress towards the standards, evidenced in teacher made evaluations, will also be identified and appropriate measures for improvement will be instituted. Students will be monitored through the MTSS process as designed by the Child Study Team and tracked on an individual Progress Monitoring Plan (PMP) document. Ongoing communication between the School and the parents will be maintained through online reporting Systems such as, web-based grade book (*Focus*), progress reports, parent conferences, and written/oral communications that make assessment results more digestible and comprehensible for our parents. Ongoing internal audits (Interim Progress Reports and Report Cards) of student performance, including beginning of year baseline, mid-year, and end-of-year assessments, will also be utilized as reflective and guidance tools.

I. Training and Data Leadership

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

Teachers will receive initial and ongoing training to help them analyze, interpret and use data to drive instruction in the classroom. All teachers will receive training from relevant vendors of purchased physical materials, when possible, to help fully implement the programs with accuracy and fidelity. School leadership, and members of the CST, will provide professional development and support for all teachers to help interpret student data and to measure Ongoing Progress Monitoring (OPM). In addition, they will provide training and support, as needed, for the use of accessible tools and relevant resources. Staff will be identified who can lead this data-driven instructional program, and be provided with additional trainings as needed. Teachers will receive training from a consultant on implementing the I-Ready assessments and using the student data to drive change and planning in the classroom. School leadership will continuously work with teams to support ongoing efforts in regards to how the School will use data to improve student achievement.

The School Instructional Leadership team – consisting of the principal, assistant principal, grade level team leaders, ESE and ELL teachers, and other support as needed --- will monitor and analyze data to maintain a data analysis/problem solving process that brings out the best in our school, teachers, and our students. Administrators will check lesson plans and conduct frequent classroom walkthroughs (CWT) to ensure that curricular objectives are being documented and taught appropriately. In order to support the curriculum delivery that implements research-based strategies and innovations to raise student achievement. The lesson plans will be submitted to school leaders and returned with feedback for ongoing improvement, as needed. Instructional leadership will assist teachers in planning and executing thoughtful thematic units of study to blend the STEM initiative with the required Florida Standards and Next Generation Sunshine State Standards in each grade level.

Mote Marine Laboratory will provide intensive professional development for our teachers in an ongoing and prescriptive way as appropriate for the modules and projects our students are completing. Riverview High School will anchor our environmental sciences and support our marine biology programs through ongoing collaboration with our staff. Teachers will have the opportunity to include community partner experts in their PLC groups to deepen lesson planning, instructional practices and reflection as well as foster the flow of information between the multiple parties. Expert teachers in STEM disciplines, Technology and Engineering in particular, will assist classroom teachers to implement the supplemental curricular pieces to ensure the fidelity of the program.

J. Potential Correction Action Plan

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

The School leader is responsible for overseeing the academic program and initiatives including all student assessments. The School leader will work closely with the leadership team, and CST, to monitor student performance. This will begin with the fall baseline assessments and continue throughout the year. School leadership will also share data reports with the ESP who will provide reports to the Board at monthly meetings. Student achievement is a priority and data will be utilized throughout the year to monitor student progress. Data will be collected and interpreted for individual students, classroom cohorts, sub-groups, and school wide. This data process will

be driven by teachers, Child Study Teams, and school leadership to ensure consistent implementation and data usage. Should the School fall short of its initial projected learning targets, the leadership will work directly with relevant teachers, and the ESP will work directly with the Leadership to determine an appropriate data-driven course of action. The establishment of a *School Improvement Plan* will ensure school wide student assessment and performance data can be shared with parents, students and other stakeholders. The School Advisory Council (SAC Committee) will participate in the development of the *School Improvement Plan* to ensure input from all stakeholders, including teachers, students, parents and community representatives. The attainment of specific learning objectives, with supporting documentation, will be detailed in the School's Annual Report inclusive of sub-group data and copies will be made available to the charter school constituents on an annual basis. At the end of each year, the Board will also provide a review of the final school performance reports. The Board will then work directly with the ESP, and School leadership, to identify causes for deficiencies and provide solutions as appropriate. These solutions may include additional professional development for staff, additional curricular resources, changes to the master schedule, vertical alignment, and/or instructional practices.

K. Communicating Assessment Results

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

Student assessment and performance information will be shared with both students and parents on a continuous basis. The following are some detailed examples of the means that will be used for sharing this information:

- Student and Parent Reports from the FLDOE;
- Sharing of assessment results with individual students including formative and summative assessments;
- Progress reports, report cards and urgent updates or reminders via FOCUS, the School's grading and reporting system;
- Collaborative meetings to review data and progress as part of the Progress Monitoring Plan (PMP), if applicable to a student;
- Informal and formal individual meetings and conferences with students and parents to share gains and progress as well as to plan ongoing instruction;
- Sharing of instructional calendar with parents during orientation;
- Parent participation in the SAC Committee;
- Open, posted Board meetings and
- Sharing of the School Annual Report.

Students at the School will be encouraged to take an active role in their education by learning to monitor and evaluate their own work. Additionally, students will be consulted on the results and the impact on their current progress and choices in planning their academic program for the following year. Rubrics from project-based assessments and other classroom assessments will be used as teaching tools in the classroom, helping students to learn the value and process of self-evaluation. Individual meetings and conferences will be held to review student performance and assessment data as a part of a holistic approach to using student performance and assessment data to improve instruction and learning. Students in grades 3-8 will be responsible to lead parent

conferences to share their data and progress. In the first quarter, teachers will work with students to show them how to read data and to set goals. This information will then be shared with their parents to help facilitate a sense of ownership for their learning, as well as foster open and improved communication skills.

L. Protecting Privacy

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

The School will follow all requirements of FERPA contained in 1002.22 Education records and reports of K-12 students; rights of parents and students:

- Students and their parents shall have the right to access their education records, including the right to inspect and review those records.
- Students and their parents shall have the right to waive their access to their education records in certain circumstances.
- Students and their parents shall have the right to challenge the content of education records in order to ensure that the records are not inaccurate, misleading, or otherwise a violation of privacy or other rights.
- Students and their parents shall have the right of privacy with respect to such records and reports.
- Students and their parents shall receive annual notice of their rights with respect to education records.

All cumulative student records will be locked in a records room and shared as appropriate with staff as needed to review testing reports, evaluations, IEP/ELL/EP and quarterly grades.

Section 6: Exceptional Students

A. Projected Population

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

The School expects our students with disabilities population to mirror the overall population of students with disabilities in Sarasota County Schools. The percent of students with disabilities enrolled in Sarasota County Schools, for SY2016-17, was approximately 15.3%. Therefore, the School predicts the number of students with disabilities enrolled to be approximately 15.3%.

B. Equal Opportunity for Enrollment

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

Admission procedures will be the same for all students wishing to enroll in the School. Students with disabilities (SWD) and students served in English for Speakers of Other Languages (ESOL) programs shall have an equal opportunity of being selected for enrollment in the School – Section 1002.33(10) (f). The School will not discriminate on the basis of race, religion, ethnic origin, or exceptionality in any circumstance. Any student wishing to enroll will be required to

follow application procedures under the set timeline. The School will offer an open application period and all applicants who apply within the designated window will have an equal opportunity for admission. The School will utilize a database management system to execute a random lottery. Through this system of admissions, all students wishing to enroll have a fair and equal opportunity of doing so. The application for enrollment does not include any discriminatory or otherwise identifying information.

Marketing materials will include an explanation of the school highlights:

- Tuition-free
- Public charter school
- VPK
- Accommodations for students with “exceptionalities,” “disabilities,” and “limited English proficiency”
- Transportation
- Lunch Program
- Early and After Care Program

Specific information related to a student’s disability including copies of their IEP/504 and current assessments will not be requested or collected until after they have been given a seat in the school through the posted enrollment lottery periods.

C. Ensuring FAPE in LRE

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

The School hereby agrees to adopt and implement Sarasota County's policies and procedures with respect to ESE students. It is the School’s mission to place students in an environment where they can develop to their highest potential. The goal for Special Education is Achievement not Access.

Once enrolled, ESE students’ Individual Education Plans (IEP) will be secured to ensure that their IEP can be fully implemented by the School’s ESE support model. Our support model will be able to accommodate any student that can be normally serviced at a neighborhood school, provided they do not require a special placement in a centralized program within the district.

Free appropriate public education (FAPE)

A free appropriate public education will be provided to every exceptional student enrolled in the school. That is, free (no cost to parents); appropriate suited to individual needs of the child; public – provided by and paid for the public education system; education including extracurricular activities.

Operating under the auspices of Sarasota County as the Local Education Agency (LEA), the School will assume responsibility for programming and delivering related services to exceptional students, as identified in the student’s IEP with adherence and fidelity to Sarasota County’s policies, and with provisions further detailed in the paragraph that follows. The School does

acknowledge a need for a collaborative linkage with Sarasota County, especially with respect to the responsibilities that exist for providing a free appropriate public education to children with disabilities. The School will provide students with a full continuum of services both within the general education classroom and through resources and pull-out for additional services required such as; speech, physical therapy, occupational therapy, etc.

Least Restrictive Environment

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. Similarly, gifted students will be educated in an environment that promotes acceleration.

The school will utilize Sarasota County's policies and procedures with respect to serving students with disabilities, including the procedures for identifying students with special needs, developing Individualized Education Plans, and 504 Plans (as applicable), and providing a full range of services. ESE students will be provided with programs implemented in accordance with federal, state, and local policies (specifically, the Individuals with Disabilities Education Act (IDEA); Section 504 of the Rehabilitation Act of 1993; Sections 1000.05 and 1003.57, Florida Statutes; Chapter 96-186, Laws of Florida; and Chapter 6A-6 of the Florida Administrative Code). Additionally, the School will follow guidelines and procedures detailed in Sarasota County's *Special Programs and Procedures for Exceptional Students*. The educational program for exceptional students will include and adhere to the principles of the law as follows:

- **Appropriate evaluation** – Evaluations will occur within appropriate timeframes and in accordance with published guidelines. **Individual Education Plans (IEP)** - and Educational Plans - (EP) for gifted will be developed, and maintained and meetings will be held in accordance with the Sponsor's guidelines.
- **Parent/Student Participation in Decisions** – Including, but not limited to, giving consent for evaluation and initial placement, helping design the IEP, and helping the School to better understand their child.
- **Procedural Due Process** – A non-discriminatory policy regarding the eligibility, identification, location, placement, and evaluation process will be utilized. Adherence to procedural guidelines will also be utilized for all of these processes, in order to maintain the integrity of FAPE. When in question, due process hearings may be initiated by a parent or the district on the proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of a free appropriate public education.

The School believes that the least restrictive educational environment is the most effective placement for all of its students. Students will only be segregated from a class, with non-disabled peers, when the nature and severity of the disability prevents achievement in a regular classroom setting. An inclusion model, with ESE support, will be implemented as often as possible to support this belief. The school believes that the STEM initiative provides the model and the curriculum that truly enables all students to work within the least restrictive environment and offers all learners the opportunity to learn in a variety of ways, and most importantly, to demonstrate mastery and achievement in a variety of ways. The STEM model allows students to

find their success through hands-on projects, educational technology, open-ended inquiry explorations, and naturally differentiated learning opportunities. Students will be able to work more often in the inclusion model that is the right fit for their personal style of learning. Classrooms and working groups are designed to be flexible and fluid and the electives provide ample opportunity for choice. Our partnerships, and marine science focus, will also provide more application opportunities, relevance, and high-interest content. This model allows for collaboration between an ESE Specialist and general education teachers to provide a cohesive team for support of student progress towards IEP and grade-level goals through ongoing progress monitoring.

The School will work with Sarasota County Public Schools and seek advice and guidance with regards to the appropriate placement of each student with a disability. Decisions related to students with disabilities will be made with full regard to Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Act, and Free Appropriate Public Education (FAPE). The School accepts and agrees to implement Sarasota County's policies regarding Exceptional Student Education.

Developing Individualized Education Plans

Students will be guaranteed a free appropriate education and evaluation as well as consequent placement and implementation of an appropriate IEP. The written individualized education plan for each student will include measurable annual learning goals and behavioral goals that may involve the evaluation of behavior through a Functional Behavior Assessment (FBA) and the development of a Behavior Intervention Plan (BIP). Additionally, program components including specialized instruction and related services, goals, progress reports to parents on goals, diploma options, curriculum, whether standard and/or modified, and assessment may also be addressed therein. Supplementary aids, related services, necessary accommodations, and modifications will be clearly delineated in this written plan as well. The School will ensure that the appropriate personnel will be trained in using the IEP program that is currently being used by Sarasota County and shared information through Focus portals.

Instructional services for students identified as ESE will include modifications of the existing curriculum, methodologies, and materials. Accommodations will be provided by both the general education teacher and the ESE teacher team to facilitate student acquisition of the necessary skills and competencies as outlined in their IEP. It is expected that these interventions will allow students to achieve a variety of the School's regular program expectations, to the degree that is possible based on their level of exceptionality. Research-proven best practices, in the instruction of ESE students, will be implemented and instructional staff will be provided professional development opportunities as necessary. Teachers will be encouraged to implement differentiated instruction for all students and will have the opportunity to attend professional development workshops specific to the unique needs of their individual students.

504 Plan Procedures

A student is entitled to FAPE and may be entitled to Section 504 accommodations if he or she has a physical or mental impairment that substantially limits one or more major life activities. The Child Study Team will follow all established CST procedures in determining if a student needs to be referred for a possible 504 Plan and services. A 504 may be written and implemented

for a child who suffers from any medical, or related condition, that has a negative impact on their academic or behavioral performance.

The eligibility/ineligibility is based on a variety of sources. 504 eligibility sources may include teacher observations, information from parents, information from medical providers, standardized test scores, grades, and/or other pertinent information. Parents must receive notice of the Section 504 meeting and be invited to attend. Parents and students should be encouraged to attend the meeting and provide relevant input that helps the committee in making decisions. Section 504 teams, that convene for annual or interim meetings, should consist of the parents, the student, the school administrator or designee, and school personnel who are familiar with the student, such as the student's teacher or counselor.

D. Identifying Students

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

The MTSS implementation at the school will contribute to more meaningful identification of learning/behavioral problems, improve instructional quality, provide all students with the best opportunities to succeed at the school, and assist with the identification of learning difficulties and problems. The goal of any successful MTSS program is to increase and improve student achievement. Students who do not show adequate progress may be recommended for evaluation to identify specific learning or other disabilities that will qualify them for placement into the ESE program to receive additional services and supports.

The School will adopt the Florida MTSS model that is utilized by Sarasota County Schools. The MTSS model is fully outlined at the following website, <http://www.florida-rti.org/floridaMTSS/mtf.htm>, and is articulated below:

- The MTSS involves the systematic use of multi-source assessment data to most efficiently allocate resources in order to improve learning for all students, through integrated academic and behavioral supports.
- To ensure efficient use of resources, the School will begin with the identification of trends and patterns using school-wide and grade-level data.
- Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity.
- The MTSS is characterized by a continuum of integrated academic and behavior supports reflecting the need for students to have fluid access to instruction and supports of varying intensity levels.

The School will use the 4-step problem solving process as part of the Florida MTSS implementation. The 4 -step problem-solving model involves:

- **Step 1:** Define, in objective and measurable terms, the goal(s) to be attained (what is it we want students/educators/systems to know and be able to do).
- **Step 2:** Identify possible reasons why the desired goal (s) is not being attained.

- **Step 3:** Develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s) (based on data that verified the reasons identified in Step 2).
- **Step 4:** Evaluate the effectiveness of the plan in relation to stated goals.

In addition to the CST being a valuable resource for schools it is also a filtering process which serves to fluidly move students through the tiers of intervention, always evaluating and monitoring their response to these interventions and making data-based decisions every step of the way. It is a process that ensures the delivery of general education interventions first to address student's academic, behavioral and/or social emotional needs. The filtering then begins as students who continue to perform below standards and show inadequate response to general education interventions, even when provided with appropriate instruction and evidence based interventions, formally enter the CST process. Barriers to learning are identified and strategies to overcome such barriers are developed. A progress monitoring schedule will designate, and identify, the staff responsible for implementation of the necessary interventions and ongoing progress monitoring documentation. Parent(s)/guardian(s) are integral team members and provide data regarding developmental history and current functioning within the family and community units.

If the focused, evidence-based interventions attempted at all Tiers do not produce a satisfactory level of progress, as evidenced by review of the MTSS data and an analysis of any existing barriers to learning, interventions are modified and a comprehensive evaluation may be requested. Documentation of the various strategies and interventions employed in Tiers 2 and 3, as well as all data pertaining to progress monitoring, become part of the referral packet.

Referral Procedures - Prior to a referral for students suspected of having a disability, school personnel must make one of the following determinations and include appropriate documentation in the student's educational record:

1. For students who present speech disorders; severe cognitive, physical, or sensory disorders; and/or severe social/behavioral deficits that require immediate attention in order to prevent harm to the student or others, the implementation of evidence-based interventions (including the parent involvement in the intervention procedures) and the observations of the student would be inappropriate in addressing the immediate needs of the student.
2. The activities described in the general education intervention procedures above have been implemented, but have been unsuccessful in addressing the areas of concern for the student.
3. The parents of the child receiving general education interventions requested, prior to the completion of the interventions, that the school conduct an evaluation to determine the child's eligibility for specially designed instruction and related services as a student with a disability. In this case, the activities described in the general education interventions procedures are completed concurrently with the evaluation but prior to the determination of the student's eligibility for specially designed instruction.

In the instance significant risk factors are present or if the student demonstrates severe cognitive, physical or sensory impairments, or presents as a danger to self or others, an individual intervention plan should be developed as the child awaits the CST team evaluation.

E. Describe Programs

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

The School will serve students with disabilities whose needs can be met in the above-mentioned classroom environments, as it commits to educate all students in the community without regard to gender, race, heritage, exceptionality, or disability. Sarasota STEM Academy believes in the mission provided by the 2014 FLDOE report on Charter Schools' rights and responsibilities (FLDOE.org 2014) that states: Students can be active learners in 21st century learning environments when they have:

- Instructional supports that invite their engagement
- Instructional accommodations that change materials and procedure, but not the standards
- Assistive technology that ensures access to the standards and the curriculum

Students will be serviced, as dictated by their IEPs, via classroom push in services, resource pull outs, daily scheduled remedial time blocks, and school provided supplemental tutoring. Additional services may be provided when indicated in the student's IEP; for example, occupational therapy, speech, or language services, etc... These additional services may be handled internally, or contracted out depending on the nature of the service and number of students that need the support. As always, the School will partner with the district to ensure that our students are fully supported in the least restrictive environment.

An ESE Specialist will oversee all aspects of the School's Exceptional Student Education program and will work in collaboration with other ESE teachers, general education teachers, and ESE support staff to maximize instructional cohesiveness and ensure the least restrictive environment is provided to all ESE students according to need and exceptionality. ESE teachers will be hired as needed based upon enrollment and the program will be fluid in nature, dictated by the number of participating students and each student's individual needs. The School, in partnership with the district, will provide a full continuum of services "to meet the needs of students with disabilities for special education related services." Children with disabilities who attend public charter schools and their parents retain all rights under this part [34 CFR Sec. 300.209]

Appropriately certified and trained personnel will provide for the needs of all students through the ESE program that will be implemented at the School. Staff will be assigned to meet the needs of students as prescribed in their current IEP's and written in those who qualify for services during the course of enrollment in Sarasota STEM Academy including: academic remediation and reinforcement, Speech, PT, OT and other services. The School may elect to internally hire (full time) or contract for special services depending upon need and total enrollment of ESE students. An appropriate amount of financial and human resources will be identified in the

budget to support this continuum of services for students with disabilities. The School will work hand in hand with the District ESE Resource team in Sarasota County to cooperate in compliance and accountability measures, and to take advantage of training and support offered through the District. The School based ESE Facilitator will also coordinate IEP team meetings and compliance reports with the District Resource teacher.

F. 40-80% of Instruction with Non-Disabled Peers

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

The School will partner with the district to ensure a comprehensive and compelling plan for appropriate identification of students with special needs to ensure they are served in the least restrictive environment possible, have appropriate access to the general education curriculum and schoolwide educational, extra-curricular, and culture-building activities in the same manner as non-disabled students, receive required and appropriate support services as outlined in their Individual Education Plans and 504 plans. Students will be serviced, as dictated by their IEPs, using the process described above. For students in this category of services, additional resource pull out will be utilized as necessary. Additional services may be provided when indicated in the student's IEP; for example, occupational therapy, speech, or language services, etc... These additional services may be handled internally, or contracted out depending on the nature of the service and number of students that need the support. As always, the School will partner with the district to ensure that our students are fully supported in the least restrictive environment.

In addition to the above supports, the School's intent is to serve every student in the community who wished to attend, regardless of exceptionality or disability. As such, the School is willing to commit time and resources to modifying its facility in any way that further accommodates its students' needs in accordance with all applicable federal and state laws. Some possible modifications that may be made to accommodate student needs are:

- Adding elements (such as ramps and rails) to become ADA accessible
- Adjustments for visually or hearing impaired students
- Modifying physical classroom arrangements
- Visual stimulation variations in classrooms
- Assistive technology provisions
- Adjusting placement of classrooms/labs

G. Less than 40% with Non-Disabled Peers

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

In addition to the above supports, the School will work directly with the district and the family of a student with a disability, whose educational needs require a separate setting and other supports. The School will be proud to be a part of the full continuum of services provided by Sarasota County. The School will partner with the district, whenever necessary to find the most appropriate placement for a student to receive FAPE in a least restrictive environment.

H. Monitoring Progress

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

Not Applicable.

I. Staffing Plan

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

The School expects its population to mirror that of the County. Based on the 2016 Sarasota County LEA Profile, approximately 15.3% of Sarasota County students are receiving some form of ESE services. The School anticipates a similar enrollment. Upon review of the students' IEPs, the School will staff according to their independent needs.

Autism Spectrum Disorder	1.2%	Orthopedically Impaired	0.1%
Developmentally Delayed	0.3%	Speech Impaired	1.6%
Deaf or Hard of Hearing	0.1%	Specific Learning Disability	7.1%
Dual Sensory Impaired	0.0%	Traumatic Brain Injury	0.0%
Emotional/Behavioral Disability	0.6%	Visually Impaired	0.0%
Established Conditions	0.0%		
Hospital Homebound	0.1%		
Intellectual Disabilities	0.8%	Total Disabled	15.3%
Language Impaired	2.0%		
Other Health Impaired	1.1%	Gifted	12.9%

The budget contained within this application reflects the expectation to serve approximately 15% and to provide instructional staff, curricular resources and contracted personnel needed. It is expressly understood that these projections are estimates and the School is responsible to serve any and all students who enroll and can be served in our district partnered ESE support model, regardless of the actual ESE student population percentage.

Students who require Speech/PT/OT and related services would be served by contracted personnel. All students who require additional academic support, behavioral supports, and resource time will be served by onsite staff. The School's teaching staff will include the required number of certified ESE Specialist, based upon our ESE student enrollment population. Two to three would be the preliminary expectation, based on last year's ESE population percent for Sarasota County for SY 16-17. These ESE specialists will have prior experience in providing services to students with disabilities and will be responsible for the following:

- Maintaining IEP and 504 plans, including monitoring implementation with classroom teachers.
- Scheduling and following all due process requirements as outlined in Section 504 of the Rehabilitation Act and IDEA.

ESE teachers will instruct students with disabilities according to the level of support and special services as specified in each student's IEP. All teachers will be licensed and certified according to the specialized services they are providing. The number of students enrolled in the ESE programs will determine the number of teachers hired.

Additionally, we will have a Gifted instructor that will handle the anticipated gifted population that was present during the 2016-17 school year in Sarasota County public schools. Our gifted coordinator will be responsible for providing all of the required supports as described in our students' EPs, handle all required EP paperwork, and may provide elementary pull out enrichment services. They will consult with our gifted endorsed elementary and middle school teachers to further enrich our gifted student population. All gifted students will have access to advanced coursework and gifted endorsed teachers, but the exact model will be dependent upon the number of enrolled gifted students. We expect to have homogeneous gifted cohorts, matched with a gifted endorsed teacher.

J. Evaluating Effectiveness

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

Yearly IEP and/or EP evaluation meetings will be convened to evaluate the student's individual growth and progress towards goal attainment. During these meetings, each member of this team (parents, general education teachers, ESE or gifted teacher, contracted and service providers, leadership) will discuss the student's progress and gains based on the goals outlined in the IEP and/or EP. The team will determine whether enough growth was achieved to push the student further, or if the interventions and accommodations and services need to be changed or increased in order to appropriately serve the student. These meetings will serve as the best measurement of determining the overall effectiveness of the program, and the ESE and/or gifted services the student is receiving. Each IEP and/or EP meeting will require the review of student Present Levels of Performance, comparison of all available data to measure and document learning gains, and input from classroom teachers designed to inform the team about the student's current levels of mastery or progress towards grade level expectations. All students will be required to take the FSA and EOC's, as required by the State and district, so student performance on these standardized assessments will also demonstrate growth and effectiveness within the program. Evaluating the success of goal-attainment through IEPs and/or EPs will create a clear picture of how well the School is educating its ESE and gifted population. ESE students are expected (as all students) to make measurable gains in learning each year (a minimum of 1 year). Learning gains will indicate successful ESE supports and services. If the students are successful, the program is successful.

Additionally, the School will monitor student progress based on our in house diagnostics, that our students will take up to three times per year. These will be an additional data points that will help us determine if a student is making the expected one year of academic gains in their targeted goal areas. The School will also monitor and track the progress students make of their specific IEP and/or EP goals, as outlined in their individual plans.

K. Gifted and Talented

Describe how the school will serve gifted and talented students.

An appropriate Educational Plan (EP) will be created for all students who are identified as gifted as indicated by State Rule 6A-6.030191. During an EP meeting, a plan will be created to detail the specialized education needs for the student. Members in attendance of this meeting may include parents, the regular education teacher, a teacher of the gifted, an administrator, and a school psychologist. The School will adhere to the Sarasota County Schools delivery model for Gifted Services. Our School will provide service delivery in one or more combinations of the models below. Delivery will be determined upon actual enrollment of gifted students to determine if we can serve full classes of students by grade level. Gifted students will work together in the project-based modules, and will have the opportunity for acceleration and enrichment in core content subjects as well as STEM electives through Robotics, Mathletics, Odyssey of the Mind and other Academic competitions. The School will have a Gifted Coordinator who will help provide ongoing support for Gifted Service Delivery Models:

<http://sarasotacountyschools.net/departments/pupilsupportservices/default.aspx?id=44336>

The School plans to enrich our gifted students with advanced coursework, matching them in cohorts with gifted/high academic achievers, and providing them with a gifted endorsed teacher(s). If the numbers allow, gifted students will be placed in a gifted cohort and matched with a gifted endorsed teacher within their grade level.

Advanced Work Classroom (Full-time) – Students are placed in a classroom with other gifted children and a teacher qualified to work with gifted students. The class also includes students who are not identified as gifted but excel academically. This program option focuses on enrichment activities as well as instruction in grade level curriculum.

Consultation – A teacher of the gifted works with the general education teacher(s) to assist them in meeting identified needs of the gifted student. Materials and other resources are made available to the general education teacher by a teacher qualified to work with gifted students.

Gifted Education Referral Process

Referrals for Gifted are generally made by classroom teachers or by parent request.

Parent/Guardian(s) interested in beginning the referral process for any Exceptional Student Education program must be residents of Sarasota County or other counties in the state of Florida. Student files **cannot** be processed without proof of residency in Florida. Proof of residency requires written proof of address: a signed lease, electric bill, or water bill which includes your name, address and current date. There is a timeline that district and charter schools follow for gifted referrals and evaluations. Referrals for students that reside outside of Sarasota county in the state of Florida will be processed at the district ESE Department.

Gifted Screening

Any Sarasota County student may be referred for a gifted screening to determine the need for further evaluation. Students who meet the minimum score of 130 on an intelligence screening instrument may be referred for a full evaluation. Any student with a current psychological

evaluation that reports an intelligence quotient (IQ) that meets the IQ portion of the state criteria for gifted is exempt from gifted screening and may be referred by the school for gifted eligibility determination.

Gifted Eligibility Determination

The following three (3) items are the minimum required information according to the State of Florida that is needed before gifted eligibility may be determined:

1. **Standardized Test of Intelligence** This instrument must be administered by a certified/licensed psychologist. Criteria for eligibility requires an IQ score of two (2) standard deviations or more above the mean.
 - Examiners must utilize the most current version of the IQ test.
 - On the WISC-V the Full Scale Intelligence Quotient, General Ability Index, and Nonverbal Index are the only Index Scores that will be considered.
 - Clinical justification, in accordance with the test publisher's criteria, is required in those rare cases where a score other than the Full Scale/Composite score is being recommended for eligibility determination.
 - All assessment results must be presented in a written signed psychological report.
 - For students under the age of 7 on the date of the evaluation, the intellectual assessments must be current within one year.
 - For students 7 years of age and above on the date of the evaluation, the intellectual assessment must be current within three years.
2. **Gifted Characteristics Scales** This document is to be completed by at least one of your child's current academic teachers. Your Sarasota County district school will provide your child's teacher with this document. A majority of the gifted characteristics are required in order for the student to be found eligible.
3. **Evidence of Need for Services** Need is established by a review of student report card, effort, scores on state and district testing, scores on individual achievement testing, review of social/emotional needs and scores on the gifted characteristics scales.

In-State Transfers

Students may receive gifted services if they have:

1. A current Individual Education Plan (IEP) or Educational Plan (EP) which indicates gifted eligibility and services
2. Enrollment data verified by paperwork or by a phone call to the sending district's ESE department verifies the student was identified and eligible for Gifted Services.

Out-of-State Transfers

If a student who had a gifted plan that was in effect in a previous school district in another state transfers to a Florida school district and enrolls in a new school within the same school year, the new Florida school district (in consultation with the parents or legal guardians) must provide the student with services comparable to those described in the student's gifted plan from the

previous school district. Students who transfer with gifted eligibility from another state do not need to meet the requirements for continued services.

Additional Sarasota County criteria must be met in order to access a Gifted Magnet program such as Pine View. Residency in the state of Florida must be established by the deadline date listed above.

Students served in the gifted program will have an Educational Plan developed to address their learning strengths. Florida's Frameworks for K-12 Gifted Learners guide curricular modifications of the Florida Standards and Next Generation Sunshine State to create an appropriate level of challenge for gifted students (http://www.fldoe.org/bii/Gifted_Ed/).

The Educational Plan may include:

- Present levels of performance
- Goals, or short-term objectives
- Specially designed instruction to be provided
- How progress towards goals will be measured and reported to parents
- Student strengths and other considerations or special needs

In a review of research on gifted students in the regular classroom, Johnson and Ryser (1996) describe five overall areas for differentiation:

- modifying content
- allowing for student preferences,
- altering the pace of instruction
- creating a flexible classroom environment
- and using specific instructional strategies

The following have been established as effective strategies (Johnson & Ryser, 1996):

- Posing open-ended questions that require higher-level thinking
- Modeling thinking strategies, such as decision-making and evaluation
- Accepting ideas and suggestions from students and expanding on them
- Facilitating original and independent problems and solutions
- Helping students identify rules, principles, and relationships
- Taking time to explain the nature of errors

Curricular modifications for gifted learners are designed to address the need for more complex tasks, exposure to a broadened scope of information, an emphasis on multiple perspectives, more rapid pace of instruction, a greater focus on higher order thinking skills, and more sophisticated products/performances. A Gifted endorsed staff specialist will provide the instructional staff with strategies for meeting the additional needs of the student. The school will provide equitable access to services needed, and ensure provisions and accommodations are made for the student.

The School believes that it will be able to accommodate the needs of the gifted and talented through its many STEM course offerings and electives and enrichment of core curriculum, including STEM community partner opportunities. Students will have the opportunity to work in

ability level groups when appropriate on specific problems/projects that will enable them to experience a deeper dive into the content. Teachers will adjust the level, complexity, and pace of the curricula to meet student needs. The hands-on approach to instruction and the STEM infused curriculum with experiential learning and technology enriched academics will be a natural fit for these students in any grade level. Our model naturally lends itself to enrichment at all of the highest levels of Bloom's Taxonomy. Students who are truly gifted may demonstrate a myriad of different skills or strengths. The gifted students will have the opportunity to work on above grade level tasks and will be given appropriate extension and enrichment activities. Through our community partners, students receiving gifted services have the potential to participate in high level enrichment experiences. These experiences will be collaboratively designed with the student, teachers, and partners. Examples may include ongoing data collection with analysis, job-shadowing of experts in the field, and scientist mentoring for STEM projects/competitions.

The School Gifted Coordinator will track individual performance and growth by monitoring student progress towards the goals set in their Educational Plans and track progress on both formative and summative assessments. Gifted students will have yearly evaluations and team meetings. The team will review student progress towards goals and recommend additional modifications to the educational environment or curricular model as deemed necessary to challenge the student, meet the individual social and emotional needs of the student and to promote academic achievement.

Section 7: English Language Learners

A. How Requirements Will Be Met

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

All parents/guardians of students enrolling in the School will complete the Home Language Survey (HLS) to immediately identify students who require assessment for English for Speakers of Other Languages (ESOL) services. This standard form asks parents/guardians to answer three yes/no questions related to the home language and language background of the student. A "yes" response to any of the questions indicates assessment is required. Parents are advised that the student will need an aural/oral language assessment of English proficiency to determine eligibility and placement in the ESOL program if necessary. The student is then referred to the ELL committee for further screening. Based on the results of the WIDA assessment, if the student is found to be in need of ESOL services parents are notified of the placement and the student's new additional services will begin.

The School's ELL Committee may be comprised of an ESOL teacher/Coordinator, administrator, classroom teacher(s), and parent/guardian of the ELL student. This committee will be responsible for ensuring the School's compliance with the META Consent Decree and the identification and placement of ELL students, including maintaining consistency and fidelity to assessment administration. The committee will ensure that ELL plans are kept current and that students are being properly serviced. They will conduct performance review meetings as necessary to determine placement and/or promotion. Student performance will be evaluated in

the student's dominant language in addition to English assessments until independence in English has been reached.

The ELL Committee will strive to ensure proper and immediate placement of all students qualifying for ESOL services. The program of instruction will be effective in meeting the needs of the students it serves. The fall WIDA will be administered to determine which students need to be placed into the ELL program and a plan for their instructional needs and accommodations will be created by the ELL Committee.

English instruction will include the development of the four basic language skills of listening, speaking, reading, and writing. ESOL instruction will all be provided in English. Conversational language is typically mastered initially, with complex academic language requiring additional time and study to fully develop; therefore, ESOL services and assistance will be provided to support ELL students in all academic subject areas as outlined by the Sarasota County ELL Plan.

ELL students will be provided educational services in full compliance with the META Consent Decree. All students at the School will have access to the full range of programs and educational opportunities provided by the School, without regard to race, gender, religion, ethnicity, socioeconomic status, academic level, native language, disability, or current language proficiency.

The school 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, including listening, speaking, reading, and writing. Following state guidelines, the School will provide ESOL instruction as well as second language strategies in all other core subjects, including but not limited to, mathematics, science, social studies, and relevant electives.

At the elementary level, ELL students shall be provided basic ESOL programming for the minimum number of hours per day or week, as specified in the individual ELL student plan. Such plans shall specify that each student receive, at minimum, the amount of basic ESOL instruction that may include special or alternative language arts necessary to attain parity of participation with non-ELL students in language arts. The English Language Learner shall not receive less than the total amount of instruction received by a non-ELL student at the same grade level. Basic ESOL services shall seek to prepare students for reclassification as soon as the student has attained a sufficient level of English language proficiency and academic achievement according to the entry and exit standards.

B. Instructional Program

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

The School's STEM initiative will help serve our ELL students who will have an opportunity to use technology and hands-on learning methods in the classroom to support and scaffold their learning. Students will be served depending upon their needs and initial class identification. The School will have an ESOL facilitator onsite who will manage testing, placement, services, and ELL team meetings. The ESOL facilitator will communicate with the general education teachers

their students' needs and provide them instructional strategies, alternative materials and supports. This facilitator will also provide small group resource support for ELL students, as needed. These small groups will place with students of a similar home language, or students at a similar acquisition level together. The School will purchase bilingual dictionaries in every home language of our students and have classes and instructional groups to teach them appropriate use of the dictionaries. The School will also purchase additional materials that will help support the language learners such as picture cards, math/science manipulatives, vocabulary word workbooks, and the ELL packs that are aligned to the core curriculum. These ELL resources will include appropriate testing materials and intervention materials that support the learner on grade level standards towards mastery of the Florida Standards and the Next Generation Sunshine State Standards.

The School will have ESOL endorsed staff to support the English Language Learner in a variety of ways:

- Differentiated instruction that provides several learning options, or different paths to learning, which help students take in information and make sense of concepts and skills;
- Effective use of technology. Greater access to technology and computer-assisted learning will foster greater engagement, make learning more accessible, and scaffold instruction;
- Voyager Passport for ELL;
- Auditory, visual, and kinesthetic activities to reinforce concepts and directions (for example, incorporate movement into classroom lessons);
- Visuals in order to clarify meaning and check for comprehension;
- Hands-on experiments and activities that reinforce content through application;
- Experiential activities to build upon what students already know;
- Activities that are student centered and provide frequent opportunities for students to practice receptive and expressive verbal communication skills;
- Open-ended sentences that encourage students to speak and collaborate;
- Student role-playing techniques that require verbal and nonverbal communication skill practice;
- Cooperative group activities that will encourage ELL students to work with English proficient students and practice both speaking and listening;
- Summarize stories and illustrate them in order to check comprehension, and address different models
- Use of graphic organizers such as charts, tables, maps, graphs, timelines, and flowcharts, etc... These visual learning tools will stimulate verbal communication and simplify content;
- Use games that encourage verbal and/or written English language interactions; and
- Use manipulatives to help students understand concepts and make ideas more relevant and concrete.

C. Monitoring and Evaluating Success

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

An individual ELL student plan is required for each identified ELL student. The ELL plan may include, but is not limited to, assessment data, ESOL program participation information, schedule of instructional time, ELL committee information, and a PMP if needed. The ELL plan is to become a part of the student's permanent school record, not to be removed even once the student exits the program. The plan will document: the needs of the student, program placement, progress monitoring, evaluation results, parent meeting, and student exit procedures. In addition, post-program monitoring will also be documented in the plan.

ESOL Program Evaluation/Monitoring

The School will use performance accountability best practices to ensure compliance with State and Federal laws. The School has clearly stated goals and measurable objectives that can be achieved within budget for each major educational and operational program. The School is accountable for the achievement of individual subgroups. The assessment instruments used will follow the established guidelines of Sarasota County. The School will also utilize the WIDA to measure the growth of students classified as ELL students.

All ELL students participate in statewide assessments with the approved State accommodations. The School will review WIDA , FSA/EOC, and I-Ready scores to determine ELL progress and proficiency. The School will focus on ensuring the academic success of our ELL population. Additionally, classroom teachers will evaluate student achievement by monitoring daily performance, classroom grades, progress reports, and report cards throughout the year. Additional monitoring of student progress will be accomplished using alternative/authentic assessment. This will be completed by using portfolio development for the purpose of programmatic assessment and determining individual student needs. These ongoing monitoring processes assist in the evaluation of appropriate instructional programming.

Exit Criteria/Procedures

A student may be eligible for exit based upon teacher recommendation/observation. When this happens, the child's name is given to the ESOL assessor who is responsible for the reevaluation process and procedures designed to determine exit eligibility. Also, a student may be eligible for exit once the student reaches proficiency on each sub-test of the WIDA for grades K-2. For grades 3-12, a student must also score 3 or above on FSA/EOC reading or meet graduation requirements for a standard high school diploma. A student who has been classified as Limited English Proficient/ELL and enrolled in an ESOL program may be re-assessed utilizing additional information at the request of a teacher, counselor, administrator or parent. The ELL Committee may use other assessment information to determine that the student should be exited from the ESOL program if the committee determines that other instructional programs or a combination of instructional programs better meet the needs of the student. If it is determined, after reviewing data presented to the committee, that the student may exit the program, an ELL Recommendation Form must be completed and signed by the ELL Committee members present at the time of the meeting. The documentation of the assessment instruments used and the justification for such action shall be retained as part of the ELL student file. Copies will be given to the parents in the native language, when feasible.

D. Staffing Plan

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

The ELL population, the School will serve, will determine the staffing plan for the ELL program. An ESOL Coordinator will be assigned to be responsible for overseeing the ELL Committee and maintaining all documentation required for compliance. Other ELL instructors will be hired as needed based upon the population of ELL students at the School. All ELL instructors will be ESOL certified and highly qualified for the areas they will be assigned to teach. Teachers who provide primary language instruction will either be ESOL endorsed, or will be “tagged” to complete the state-mandated 300 hours of ESOL in-service training or the equivalent. The School will track each teacher’s progress and will ensure that teachers add the ESOL endorsement to their Florida teaching certificates once the training has been completed. Teachers of content areas, such as math, science, social studies, or computer literacy, will either have a minimum of 60 hours of state-mandated ESOL in-service training or the equivalent through college coursework. This training requirement will also apply to teachers of elective courses, such as, art, physical education, and music. Administrators and guidance counselors will also either have a minimum of 60 hours of state-mandated ESOL in-service training or the equivalent through college coursework. The School will ensure compliance of its staff with these requirements as spelled out in the META Consent Decree so that the staff has the ability to increase both the English language acquisition and the academic achievement of all ELL students.

The School will make every effort to provide a bilingual/biliterate paraprofessional, or teacher, proficient in the student's home language and in English, in order to assist in basic subject area tutorials. A volunteer may also serve this role and the responsibilities include but are not limited to:

- Assist ELL students in basic subject area classes;
- Function as a liaison between classroom teacher and ELL student; and
- Assist in providing home/language communication between the school and parent.

Section 8: School Culture and Discipline

A. Describe The Culture

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

The academic and personal success of students is at the forefront of all processes and procedures. The School recognizes that without a safe and orderly environment for students and teachers, these extraordinary curricular achievements cannot be made. The School will adopt and follow the policies and expectations contained in the handbooks included as appendices in order to stimulate a productive learning environment and to promote responsible citizenship. The School will follow the Sponsor’s matrix of consequences for infractions defined in the handbook.

In order to establish a thoughtful Climate and Culture for our campus, the School will implement The 7 habits of Highly Effective Students through The Leader In Me program to demonstrate a

leadership and service based community. The School will be provided formal training in TLIM and will create a school based leadership team (Lighthouse Team) designed to support and promote positive behavior throughout the school. Teachers will strive to use informal classroom management techniques that are proactive and diffuse issues before they escalate. Teachers will guide students toward responding appropriately to difficult situations. *The 7 Habits of Highly Effective Students* will be used as a resource tool and will complement the district code of student conduct. The School will utilize the corrective strategies appropriate to the level of misconduct as outlined in the district's Code of Student Conduct.

The School will aim to instill in its students a character education through the School's use of the book, *The 7 Habits of Highly Effective Students* by Stephen Covey. The School believes that if it can instill in students these seven habits then behavioral or disciplinary issues will be reduced. The behavioral/social issues we believe can be mitigated through character education and the 7 habits are:

- **Bullying** – Students will value each other and treat each other with respect. Through learning the value of listening to others, they will be able to value multiple points of view and communicate effectively.
- **Conflict resolution** – Students learn to build relationships effectively and turn conflict into “win-win” situations.
- **Obedience to teachers and attention to coursework** – Students will value goal-setting and prioritizing to achieve these goals. Students learn the connection between their coursework and their future goals. This promotes respect and collaboration between teachers and students.
- **Maintaining healthy habits** – Drug and alcohol prevention as well as prevention of self-harm (cutting, choking, etc.) will be highlighted through building healthy habits of body, heart, mind, and soul. Students learn the connection between decisions made now, whether healthy or not, and future goals and quality of life.

The 7 Habits of Highly Effective Students: This resource provides a framework for students to build effective life skills and habits into everyday interactions. Without directly calling itself an anti-bullying or anti-drug program, it incorporates strategies that teenage students can practice that will ultimately lead them down ethical and healthy pathways in life. The seven habits are:

- **Be Proactive:** Students learn to consider the impact of choices they make today on their future. They develop the value of positive thinking and saying “can” over “can't.”
- **Begin with the End in Mind:** Students are encouraged to map the paths to their goals. Students consider their goals for the future and make choices in the present that will lead to the achievement of those goals.
- **Put First Things First:** Students learn the value of prioritizing. They develop strategies to effectively organize their time to create balance in their lives.
- **Think Win-Win:** Students consider the feelings of both people in a relationship, themselves and the other person. Settling differences requires students to consider which solutions will allow both people to be winners.
- **Seek First to Understand, Then to Be Understood:** Students learn different styles of listening and how to be good listeners in order to be good communicators.

- **Synergize:** Students learn the value of teamwork and develop skills for working alongside others to accomplish more.
- **Sharpen the Saw:** Students learn how to take care of their bodies, hearts, minds, and souls. Specific strategies are developed to maintain balance and overall health.

The 7 Habits will serve as the foundation of the climate and culture of the School. Not only will all students be trained in the “expectations” for behavior, but the staff will as well. The School leadership expects the staff to serve as role models for students in every aspect of the student’s educational experience.

Students are expected to behave in ways that are acceptable and conducive to learning. Inappropriate behavior can generally be corrected when the home and the School work together. Teachers, parents, and students must foster a mutual respect for one another. Teachers will never use corporal punishment or offensive language.

B. Code of Conduct Policy

State whether the applicant intends to use the local school district’s code of conduct policy. If the applicant does not intend to use the local school district’s code of conduct policy, describe in detail the school’s approach to student discipline. If already developed, provide the proposed discipline policy or student code of conduct as Attachment G. Taken together, the narrative and code of conduct (if provided) should:

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

Regarding specific disciplinary actions and consequences, the School will follow the District’s Code of Student Conduct. All families will receive a written handbook outlining the Code of Conduct and all policies and procedures relating to it. The *Acknowledgement of Responsibility* contract will be signed by both parents and students within the first week of school to acknowledge receipt of the handbook and acceptance of the policies therein. In accordance with the Code of Student conduct, methods of positive reinforcement/rewards and or loss of privileges will be utilized. In addition to the district Code of Conduct, the School has a grievance procedure for parents to follow should a disciplinary decision become contentious. Also included in the appendices is a policy and procedures manual for Staff. Teachers are required to abide by the Florida Standards of Professional Practices and to ensure student safety and student achievement above all else. Copies of the proposed school handbooks are included in the attachments and all staff will follow the district mandates related to discipline for students with disabilities, due process, procedural safeguards for families and grievances at the school level.

Sarasota STEM Academy has a site based family handbook that explains the general policies and procedures of the School and the behavioral expectations by which we intend to be governed. Systems of rewards and consequences will be implemented by classroom teachers and followed according to code of conduct measures outlined by the Sponsor. Discipline measures will be fair and consistent, utilizing best practice techniques that promote student ownership of behavior. Students will be encouraged to take responsibility for their actions so that they may learn from their mistakes. The School commits to rewarding the efforts of its students, including positive reinforcement for students demonstrating exemplary behavior and conduct.

Section 9: Supplemental Programming

A. Extra and Co-Curricular Activities

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

Introduction

The School administration and staff will determine extracurricular and co-curricular programs based on the availability of a sponsoring/lead teacher, student interests, and funding sources. The primary programs the School plans to offer are described in sections 3 and 4 of the Educational Plan and are highlighted below. The frequency of these activities/programs will be dependent on staff and student schedules. Many academic clubs and competition teams will meet after school, and on occasional weekends. Students will also be expected to have 2-4 off site field trips annually, many of which will be offered through our community partnerships. Co-curricular programs will be those that complement and value-add to classroom studies through purposeful STEM and community partner driven programs. Extracurricular activities will be available as well. Extracurricular activities are considered activities in addition to curricular programs outside of school hours; such as, after school clubs, sports, enrichments, academic competition teams, etc.

The STEM initiative will provide co-curricular programs, routinely with a marine science emphasis, that will infuse science, technology, engineering, and mathematics in order to increase student engagement, academic performance, and student innovation. Students will have the opportunity to gain skills such as, but not limited to, problem solving, collaboration, task commitment, teamwork, environmental stewardship, technology fluency, and entrepreneurial applications.

The community partners will provide real life application opportunities for classroom instruction and provide potential avenues for enrichment outside the normal school day and hours. These programs will expand over time as the strength of our partnerships grow. Partnerships tend to start simple/non complex, until trust and rapport is built, which lends itself to a more deep and intricate partnership relationship. Our first two years we will be focused on fulfilling our partner promises, establishing a strong rapport, and building the foundation for future and more complex projects. By year three, we hope to have a true mutually beneficial partnership with our committed partners, allowing for some of the following curricular and co-curricular opportunities:

- Ongoing authentic research-based projects driven by student inquiries
- Increased field based experiential opportunities
- Complex service learning stewardships
- Job-shadowing/ scientific internships in the middle school grade level
- Increased mentorship from experts as students compete in local, state, and national competitions

Many of the partnered activities will supplement content tied to core classes, but as our relationship grows, more and more co-curricular options will become available to our students via our community partnerships. The majority of our co-curricular experiences will have a heavy marine science focus, and will be bolstered by our strong partnerships.

Ongoing Community Partnerships - Strong community partnerships will be utilized to provide our students and teachers with STEM expertise, tools, lessons, and projects that we would not otherwise have access to. Community partnerships are valuable for our students/teachers by providing relevance and real-world application opportunities. Projects will change and develop from year-to-year, based on partnership collaboration and student interest. (As defined previously in the Application)

Field Studies and Field Trips - Students at all grade levels will have 2-4 total off-site field trip opportunities each year. All will have an academic purpose, and many of these experiential opportunities will be provided via our community partnerships. Experiential learning trips provide equity and access to our diversified student body. These experiences will also provide relevance, increased rigor, exposure to real science/scientists, and high level enrichment opportunities for all students including our high achievers/gifted population.

After School STEM Clubs and Competitions -

- Lego Robotics
- Vex Robotics
- Odyssey of the Mind
- STEM and Math-based Competitions
- Drone Club
- Other Relevant Local/Regional Competitions

II. Organizational Plan

Section 10: Governance

A. Legal Status

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

International School of Excellence Florida, Inc., a non-profit Florida corporation, d/b/a Sarasota STEM Academy, is the legal entity that will operate the school. The Board is committed to the School's mission and is fully aware of the responsibility that is entrusted upon them as the holder of the School's charter. A dynamic and multifaceted Board of educators and business professionals will oversee the delivery of academic program and its operations. The Board understands its fiduciary responsibility to effectively and properly manage public funds. Clarity of roles and responsibilities within the board will be clearly delineated and in furtherance of the effective governance of the school. The Board will apply for federal tax-exempt status upon approval of the charter school application.

B. Provide Documents

Provide the following documents, if available, as attachments:

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

See attachments.

C. Governance Structure

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

The Board of the School serves as the ultimate decision maker on all school policies and specifically those that dictate action related to management and oversight of the school. The Board will provide clear policies and actionable items from democratic votes taken at advertised meetings, as well as informal advice and direction to the School's Principal and administrative staff on an on-going, continuous basis and when requested by school leadership. This strong level of involvement will continually revolve around oversight of school operations to ensure the execution of the school's mission and goals with complete fidelity. The Board will follow all applicable laws, policies related to charter schools established by the sponsoring school district and state, as well as established rules and procedures customary to charter school governing boards in Florida. The Board will contract with experienced professionals that can demonstrate success within the charter school industry to provide services conducive to a successful opening and continuing operation of the school. The Board will oversee the performance of the principal and contracted professional and hold them accountable to the school's mission, purpose and guiding principles.

The Board will oversee and manage the interaction and relationships between the principal, the management company and the authorizing district to ensure compliance with all applicable laws and the successful completion of the school's mission. The principal and management company will provide and present the Board with a full report on school operations, finance, initiatives and challenges at all Board meetings. The Board will delegate the day to day management of the school to the principal with the support of the management company. The management company will support the principal by providing financial, operational and HR support. This support frees up the principal's time to effectively deal with his/her instructional and leadership duties, as the instructional leader of the school. The Board will delegate this authority with care and strict oversight, following established best practices and without relinquishing its authority and responsibility as the school's governing entity. During Board meetings, the Board will provide the necessary clarification or direction to the principal and management company, in accordance with the school's mission and governing policies and procedures. Governing policies and procedures will be revised and updated following the principal's recommendations and in accordance with established best practices. The Board is committed to a philosophy of continuous improvement and will shepherd the execution of the AdvancEd accreditation process as a proven tool to continuous improvement. The Board may utilize the best practices of other AES managed schools, particularly the AGA Hollywood school, in a continuous effort to increase efficiencies and obtain economies of scale, while maintaining its full autonomy. This practice will ensure that the school will retain its local governance that focuses on the needs of its stakeholders and community, while obtaining the efficiencies and economies of scale that are common with larger organizations.

The members of the Board of the School shall serve as unpaid fiduciaries. At no time shall any member of the Board be employed at the school, contract for services, provide procured goods or otherwise receive remuneration of any kind whatsoever while serving on the Board. Board members may be reimbursed for reasonable expenses incurred for activities directly related to Board responsibilities. Such reimbursement shall be presented by the Board President and approved by a majority vote of the Board at a regularly scheduled and noticed public meeting. The Board is fully aware of their responsibility to provide effective and proper management of the School and be good stewards of the public funds allocated to the School. Some of the key functions of the Board are, as follows:

- The board meets regularly to address matters of policy, strategic direction, organizational performance and community impact.
- The board receives financial and other important information sufficiently in advance of the board meeting.
- The board meets regularly throughout the year, with a majority of directors in attendance.
- Board candidates are formally selected with an emphasis on the skills needed to advance the collective work of the organization.
- New directors receive comprehensive orientation and training after election to the board.
- Ongoing training is provided regularly to the board to ensure effective service by its directors.
- The board maintains active involvement through rotation of duties and/or term limits.

- Meetings deal primarily with policy formulation and the review and evaluation of the work of the organization. Routine matters, requiring board action but little discussion, are handled with dispatch. Some of these routine items may be placed on the consent agenda by the Board President.
- The committee structure reflects the organization's strategic priorities and changes, when necessary, to advance the mission. Committees are used effectively so that board members with relevant skills can focus on key issues.
- The board understands its legal obligations.
- The Board President will review the school's progress and needs with the school Principal on a monthly basis or as needed.

D. Board Meetings

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

The Board will meet on a quarterly basis or more often, as needed and will comply with all of the requirements governing public records and public meetings. Regularly scheduled meetings for the year will be posted on the school's website, Facebook page, newsletter and bulletin board. Both regular, as well as special meetings of the board of directors will be publicly noticed, in accordance with established open meetings and records law. Minutes of the meetings of the board of directors, annual budget and monthly financials will be published on the school's website in accordance with the records law. The school will respond to public records requests in accordance with the records law. The participation of parents, staff and the general public will be encouraged. Members of the public may sign up to speak on agenda items before the meeting begins. Their name will be called during the public speakers' portion of the board meeting. If they wish to speak to an agenda item, but did not sign up for it, they may request to do so. A motion and a second by board members to allow the speaker to address the meeting may be made, followed by a vote of the board. Board members and/or staff may address the public speakers' comments during the public speakers' portion of the meeting or during the discussion of the pertinent agenda item(s).

E. Board Composition

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

The Founding Board consists of six members. All members of the Board subsequent to the Founding Board Members named in the Articles of Incorporation shall be appointed by majority vote of the Board Members.

The President of the Board is Dan Kuhar. Mr. Kuhar is an educational leader with fourteen years of instructional leadership experience. Seven of those fourteen years has been in a leadership position at a STEM school. Mr. Kuhar spent ten years as a school leader in Hawaii where he helped develop and implement a successful STEM and Marine Science program. He holds a Masters Degree in Science Education and a Bachelor of Science Degree in Zoology. Mr. Kuhar brings a unique perspective to the Board having served both as a public school administrator, as well a board member of a charter school. He is well versed with charter school finances, facilities, curriculum, school based programs, human resources and leadership accountability.

The Treasurer of the Board is Phillip G. Alexander. Mr. Alexander has eight years of experience as a charter school staff member. He has participated in many charter school board meeting and served a charter school board liaison. Mr. Alexander has interacted with the charter school departments of two school district and understands the role and responsibilities of the charter school board. He will serve the board well as it supports school leaders, while holding them accountable for the success of the students they serve.

The Secretary of the Board is Patrick Scully. Mr. Scully resides in Sarasota and knows the community well. He is a data driven educator with both teaching and administrative leadership experience. Mr. Scully has held a non-profit board position where he was responsible for fundraising, events, budgeting and managing volunteers. Mr. Scully's combined school based experience in curriculum, testing, data analysis and leadership will serve the Board well as it provides the necessary support and oversight of the school leader. He also is very familiar with the compliance and reporting structure and relationship between the school and the District.

Board Member Glenn Alan Watcher has worked with students, teachers and parents for 32 years. He understands the role of a school based leader, as well as that of a charter school board member. Mr. Watcher will use his extensive experience to help the board and school build a cohesive sense of community and school culture. He will help the board to effectively balance the relationships between the school's stakeholders, its board of directors and authorizing District.

Board Member David Rosemond is a successful non-profit organization leader. He serves or has served on various non-profit boards, including United Way. Mr. Rosemond has interacted with public officials and boards during his entire professional life. He has had direct high-level positions with municipalities and the Florida Department of Transportation. Mr. Rosemond will provide the school and board with extensive public sector oversight, communications and compliance foresight and experience.

Board Member Fabio Galoppi is a seasoned project management specialist. He will provide the board with the necessary tools and experience to track the execution of the school's projects and priorities. Mr. Galoppi also is well versed with the effective use technology, websites and social media to enhance the Board's communications with its stakeholders. His experience will help the board assess the effectiveness of the school's principal and management company.

F. Board Member Selection

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

The Board has been selected from the community and areas of affinity/expertise that align with the Board and the school's needs and mission. The Governing Board of the School shall consist of no less than five (5) and no more than seven (7) members. The terms of each Board Member shall be staggered to facilitate continuity on the Board. Potential Board members shall be nominated annually by Board members and.

The five seats shall be as follows:

- - Seats 1, 3, 5 and 7: Three (3) year term appointed by the Board
- - Seats 2, 4, and 6: Two (2) year term, appointed by the Board

Board Members shall serve without compensation. The method for selecting members of the Board is designed to identify and select those persons who are qualified in terms of training, education, experience, credibility and respect. The members shall reflect the diversity of the community and be qualified in terms of training, education, and experience. While our ByLaws do not require the following, it is our goal that at we will have at least one board member for each of the following specific skill sets:

- education, training and/or experience in the field of finance or business
- in the field of law
- in the field of education

The Board of Board Members shall annually elect officers, including the President of the Board, from its membership, pursuant to procedures devised by the Board, except that the position of President and Treasurer shall be filled by Board members with a three (3) year term.

The Founding Board will transition to a permanent Governing group. A minimum of three founding board members will transition to the Governing Board. This will strengthen the governance of the school and support the start up phase and opening of school.

Terms of Office. The initial term of office for all Board Members shall commence with the execution of the Charter Agreement between Sarasota County and the School. After the expiration of the Board Members' initial term, all subsequent members' terms shall begin on July 1. Three year Board Members shall be eligible to serve three (3) consecutive three (3) year terms, but shall be ineligible for further reelection until one (1) year has elapsed. A Board Member may extend the second term by one year, if an only if, to serve a second consecutive year as Board Chair. All one year Board Members shall be ineligible for reelection until one (1) year has elapsed. Regardless of the foregoing, all Board Members shall continue to serve until their replacement has been nominated and approved to serve.

G. How Will Board Ensure Success

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

The Board structure and composition will link to the school's mission and strategic plan: Board recruitment and development activities will be matched with the requirements and demands called for by the strategic plan. The Board and the board development committee, reviews the mission, vision, goals and strategies, and identifies any new skills, knowledge, personal contacts and other attributes future board directors will need to possess in order for the Board to do its part in advancing the strategic plan. The board development committee will create a profile of the current board using a matrix with key factors that define sought-after expertise, knowledge, skills, experience, as well as relevant demographic factors. The Committee will use the matrix to complete the profile of desired new board members to aid in the recruitment process.

H. Board Members

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

Name	Current or Prospective Governing Board Member?	Role on Board (e.g. Member, President, etc.)	Submission Requirements
Dan Kuhar	Current	President	<u> X </u> Information Sheet <u> X </u> Resume
Glen Watcher	Current	Treasurer	<u> X </u> Information Sheet <u> X </u> Resume
Patrick Scully	Current	Secretary	<u> X </u> Information Sheet <u> X </u> Resume
David Rosemond	Current	Member	<u> X </u> Information Sheet <u> X </u> Resume
Fabio Galoppi	Current	Member	<u> X </u> Information Sheet <u> X </u> Resume
Phillip Alexander	Current	Member	<u> X </u> Information Sheet <u> X </u> Resume

I. Board Member Recruitment

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

The School will develop a year-round Board development and recruitment process that will build a public charter school leadership team around its shared values. On or before May 1 of each year and beginning with the second year of the school's operation, the Board shall name a three person Nominating Committee to perform the duties set forth below. Ninety (90) days prior to the expiration of a current Board Member's term the Nominating Committee shall nominate two or more persons to fill the seat. The Committee may conduct personal interviews of the nominees, if the Nominating Committee deems it helpful. The Nominating Committee shall advance its recommendations to the full Board no later than 45 days prior to the expiration of the current Board Member's term. The Board shall make the selection for the seat from the list of nominees forwarded by the Nominating Committee.

The Governing Board will carry out a plan, as follows:

- Board development committee: The Board will engage in an ongoing, year-round function of prospecting, contacting, recruiting, orienting, supporting, providing ongoing training, and evaluating Board Members. One (1) Board Member will be asked to chair this committee.
- Profile the current Board: The board development committee will create a profile of the current board using a matrix with key factors that define sought-after expertise, knowledge, skills, experience, as well as relevant demographic factors. The

Committee will use the matrix to complete the profile of desired new board members to aid in the recruitment process.

The Board will follow the provisions that are established by FLDOE for the approval of charter school governing board training pursuant to Section 1002.33, F.S., which states that every member of the governing body of a charter school operating in Florida shall participate in governance training. The Board's governance training will meet the requirements of this rule and be approved by the FLDOE. Each governing board member will complete a minimum of four (4) hours of instruction focusing on government in the sunshine, conflicts of interest, ethics, and financial responsibility as specified in Section 1002.33(9)(k), F.S. After the initial four (4) hour training, each member will, within the subsequent three (3) years and for each three year period after that to complete a two (2) hour refresher training (Rule 6A-6.0784, F.A.C.) on the four (4) topics above in order to retain his or her position on the charter school board. New members joining the School's board will complete the four (4) hour training within 90 days of their appointment to the board. The training course will be scheduled for the members of its Governing Board, in accordance with State law. All Governing Board members will be required to complete this or another similar approved course. The School's Principal will provide a copy of the board member's training report to the school's Sponsor within ten (10) days of receiving the report from the trainer. The Board will attend professional development workshops at educational conferences, such as the Florida and National charter school conferences.

J. Ethical Standards

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

The Board has established, adopted and communicated a rigorous code of ethics and conflict of interest policy for its members and all school site personnel. The members of the Board and the school's staff will abide by the Board's code of ethics. Board Members shall be responsible for avoiding any behavior or action that will result in a conflict of interest between their responsibility as a Board Member and their personal/professional interests, and will complete any and all forms and disclosures as required by the state, sponsoring school district and financial auditor. Board members may not participate in the selection or award of bids or administrative process if a conflict of interest exists. A conflict of interest exists when an "employee, officer, any member of his or her immediate family, his or her partner, or an organization which employs the parties indicated herein, has a financial or other interest in the firm selected for the award."

K. Advisory Bodies

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

A **Parents as Leaders** group will be formed to function as a PTO. The organization fund raises for short term needs and assists in the development long-range fundraising goals. Additionally, the organization holds two events annually to friendship-raise creating goodwill among school stakeholders. A **School Leadership Council** will be formed to solicit stakeholder feedback about school initiatives as well as to participate on the school's long-range strategic planning for both school improvement initiatives and Advanced Ed accreditation compliance. An **Athletic**

Committee will be formed to fund raise for inter-scholastic athletic clubs and teams. All advisory bodies and councils will interact on a regular basis with the school’s leadership and will be invited to participate in the meetings of the school’s board of directors. The committees will support the school principal and provide information and advice to the board.

L. Parent Concern Process

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

There is a skill to diffusing parent concerns, involving patient listening and empathy with the parent’s grievance. The Board will recruit a Principal that not only is an experienced school leader with knowledge of Florida School Law and Sarasota County’s Board rules and procedures, but a leader who is approachable by all stakeholder groups and utilizes active listening techniques and diligently attempts to reconcile disagreements as they naturally arise within schools from time to time. If after giving the parent an opportunity to communicate their concern, the Principal is unable to resolve the problem within his authority and legal/ethical boundaries, then the Parent may request an appearance before the Governing Board. The school’s grievance policy will be published in the Parent-Student Handbook and on the school’s website, and is attached as an appendix to the application.

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:

Name of the partner organization.

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

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

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

Not applicable.

Section 11: Management and Staffing

A. Organizational Charts

Submit as Attachment M organization charts that show the school governance, management, and staffing structure in

- *The pre-operational year;*
- *The first year of school operations;*
- *At the end of the charter term; and*
- *When the school reaches full capacity, if in a year beyond the first charter term.*

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

Please see attached organization charts.

B. School's Principal

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

The Board will publish and advertise the principal's job description and ask the management company to screen the candidates and present the Board with a list of finalists. The Board president and other board members will participate in the finalist interviews to identify a future school leader who will be intimately committed to the vision and the mission of the School. The recommended finalist will be presented to the Board at a board meeting for Board action. The Principal will serve as the instructional leader of the School and will motivate and support instructional personnel to strive for superior performance to engage students, and provide them multiple opportunities for growth and success, both academically and personally. The Principal will be responsible for setting the tone of the climate and culture of the School based on the tenets of The Leader In Me and to create a learning environment that is safe for all stakeholders and sets high expectations for students and staff alike. The future School Leader will have a history of measurable academic success and school performance and a history of having positive relationships with staff, families and community members. The School leader will have a firm grasp on the unique nuances of charter school operations and will be comfortable working for and reporting to the management company and ultimately to the Board of Directors. Only the Board will have the authority to hire and fire the principal, in accordance with Board approved and established policies and procedures.

C. Management Structure

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

The Board has contracted with Alliance Education Services, a not for profit company, to help identify a School Leader who will then hire the remainder of the instructional staff. Depending upon enrollment, the School will have additional administrative support for the School Principal and administrative office staff. The Principal shall be responsible for the day-to-day operation of the school in the areas of: safety and security for the School and providing a safe environment for students to learn, working with the teaching staff, addressing student-related issues, connecting with the parents and community members and overseeing the volunteering component of the School, and providing input and support for curriculum development. The Principal, along with the leadership team, will be responsible for ensuring the school is operating in accordance with the mission and vision set forth in the charter application and Sarasota County. The Principal and his/her leadership team will serve as Instructional Leaders, demonstrating mastery of the Florida Principal Competencies, to make all school-based decisions relating to the operations of the school. The School budget demonstrates the intent to provide the school with secretarial staff that will be responsible for supporting the principal and leadership team with the daily interactions with stakeholders. As an active member of the Florida Consortium of Public Charter Schools, the Board has determined to use many of the State approved policies and tools available to members. Included in the Appendices section of this application are the job descriptions for each of the key positions and sample contracts approved

by the Florida Consortium of Public Charter Schools and a pre-approved Salary Schedule for staff.

Additional Administrative and Support staff will be added as student enrollment increases in order to assist in the administration of the School. The administrative staff is responsible for curriculum implementation and fine tuning, supporting the instructional staff, interacting with students and directing dynamic parental and community involvement opportunities and activities. The administrative staff will be required to clearly understand and carry out their role as instructional leaders. They will make all school-based decisions, and help establish and implement procedures for the day-to-day operations of the school. The secretarial and administrative support staff will be responsible for providing the support mechanism to fulfill the daily needs of the school. The Principal, along with the leadership team, will be responsible for ensuring the school is operating in accordance with the mission and vision set by the Board and Sponsor. Job descriptions for key positions are found in the Attachments section of this application.

The School will incorporate the following elements of success into the fabric of the school’s day to day operations: Continuous School Improvement Planning; A focused and purposeful commitment to a STEAM program; Teacher and Leader Effectiveness; Curriculum Planning; Assessment and Data Driven Decision Making; Culture of Excellence focused on Academic, Data, Behavior, and Climate; Extended Learning Opportunity; Stakeholder Involvement and Communication.

The Principal, with the support of the administrative staff, will ensure that the operations of the school (resources, courses, policies) are in accordance with the mission and vision of the school. The proper selection, oversight and support of the school’s instructional leaders and teachers are one of the most critical components for the school’s success.

D. Staffing Plan

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

The staffing plan is, as follows:

Staffing	FY18	FY19	FY20	FY21	FY22
VPK Teachers	5	5	6	6	6
Elementary Teachers	28	28	29	30	31
Middle School Core Teachers	4	8	12	12	12
Instructional Support	5	6	7	8	8

Elective Teachers	3	4	5	6	6
School Leadership	1	1	2	2	2
Administrative Support Staff	3	3	3	3	3
Teacher Assistants	2	2	2	2	2
Non-Instructional Staff	1	1	1	1	1
Total	52	58	67	70	71

*The staffing of ESE personnel will depend on enrollment and exceptionality following Sarasota County’s teacher student ratios. The school anticipates that the majority of the ESE population will be students with Learning Disabilities. The staff to be hired must meet highly qualified status according to guidelines which involves in many cases dual certification, such Elementary and ESE or Subject Area and ESE. The staffing plan and projected operating budget will be adjusted in accordance with the final enrollment figures obtained during the October count. The VPK staffing model will comply with ELC standards and requirements.

E. Staff Recruitment and Development Plan

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

The Board will ask AES to help identify school leader candidates and to provide the initial screening and vetting of the top candidates. AES will then present the top candidates to the Board for final interviews and selection. The decision to hire the principal will be entirely at the board’s discretion and take formally at a duly noticed board meeting. The roles and responsibilities of the Board, Principal and Management Company are clearly delineated. The Board has and always will retain its authority as the governing and rule-making entity. The management company has specific central office support and oversight roles and responsibilities to assist the Board and support the Principal, as delegated by the Board. The Principal is the school’s instructional leader and will be given the authority and space to carry out the duties as delineated in the principal’s job description. Once hired, the management company will support the principal to ensure that all faculty members have the qualifications and certifications to meet the needs of the students served by the school. The Board will assess the performance of the principal and management company on an annual basis following established best practices and the tools provided by the Florida Consortium of Charter Schools. The Principal will implement the Board approved hiring policies and practices and share a spread sheet of new hires to the Board for informational purposes and will notify them of out of field waivers as required; active advertisements on targeted social media, word of mouth recruitment and partnerships with local universities to assign interns to the school who will be considered for possible openings that may arise based on their performance. The School will work through the network of teachers who are connected to Educational programs and Professional Development with Mote Marine and will conduct two job fairs a year to organize efforts that will recruit instructional experts to serve as

teachers at the school and increase the rigor and relevance of the teaching and learning; create a competitive salary schedule that includes performance incentives to attract high performing teachers; and utilize local media venues to advertise openings. The school will create and advertise a job description to attract instructional leaders committed to STEM and willing to work in an innovative, collaborative environment.

The Governing Board of the School will ensure that the hiring procedures focus on representing the diverse racial/ethnic background of the students it serves. All school-based personnel, including teachers, administrators and staff, will comply with Sarasota County's requirement for fingerprinting, background checks and drug screening prior to employment at the school. Included within the scope of work of the support services through AES is recruitment support that will be capitalized by the Board and school site administrators to attract and retain the most talented and highly qualified instructional staff available.

The Governing Board of the School will not authorize an individual to provide instruction in the school if they do not contain a certificate or license in Florida or if their license has been revoked or suspended. The School will adhere to the fingerprinting requirements outlined in Section 1012.32, F.S., and all employees will have to participate in a background check and drug-screening. The Governing Board will appoint a hiring committee to work with the principal in recruiting and hiring the staff to ensure alignment to the vision and mission of this charter. The hiring process for the school will be as follows: the Governing Board approves the Principal recommended by AES; the Principal works with a local and wide reaching network including universities to develop partnerships that will attract Highly Qualified Teachers and will appoint the hiring committee (inclusive of all stakeholders); the Hiring Committee will work with the Principal to advertise positions, develop interview questions for the positions available and conduct initial interviews. The committee will also verify candidate credentials and references and provide two recommendations to the principal of possible candidates to be hired; and the Principal presents a final candidate list (includes content experts such as department chair) to AES and hires the candidate of choice.

Section 12: Human Resources and Employment

A. Employee Relationships / Contracts

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

The School will be a not-for-profit, at-will, private employer and will not participate in the Florida Retirement System. The employees will be employed by the school. The School will provide a competitive compensation plan to attract and retain good, loyal and committed employees. The Board will promote a healthy, productive work environment that rewards creativity and performance. Regular full-time employees are eligible for holiday pay. Recognized holidays include those recognized by Sarasota County or as established in the annual school calendar by the Governing Board. All full time staff will be eligible to participate in the School's 401K savings and matching program.

B. Performance Evaluation

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

The School will participate in the Florida Consortium Public Charter Schools evaluation plan and tool to measure employee effectiveness and to determine appropriate raises and bonuses approved by the State. Included in the handbooks are approved policies and procedures for School governance and operations and Staff performance. The Principal and Assistant Principal (when relevant) will conduct all instructional and non-instructional observations/evaluations and feedback reports. The management company will utilize the principal evaluation tool through the FCPCS to conduct leadership evaluations and feedback reports. The Principal will seek advice and feedback from the management company related to renewals and/or terminations. The management company will share the Principal Evaluation Tool reports with the Board at the end of each School year to discuss contract renewals. The evaluations and feedback will identify areas in need of professional development or support for instructional staff and leadership. The Principal will provide school-based PD as needed and individual PD to improve instructional capacity when appropriate. The management company will be responsible for recognizing areas in need of support and development in leadership and to provide same.

C. Compensation Structure

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

The staff's overall compensation plan will include health, dental, vision and life insurance benefits for full time employees. The Board intends to contract with a human resource service provider for these benefits, pursuant to an RFP. These providers offer an array of benefit options for small to medium size employers. They facilitate the offering of a broader spectrum of coverage to full time employees, while reducing the time management cost of shopping for benefits and administering them. The Governing Board believes that the retention of staff is based on relationships developed and benefits provided. The Governing Board wants to ensure its' employees are provided with competitive benefits and employee services, within the School's financial parameters and responsibilities. The Board has worked on an approved Salary Schedule aligned with the District up to 15 years of service that provides flexible bands for salaries commensurate with experience and expertise. Experience and research dictates that when the employees have a good benefit package and a positive working relationship with their supervisors the environment is conducive to effective teaching and learning. A full compensation package of insurances, savings plans and benefits will be provided and salary increases will be managed according to the guidelines in the FCPCS process and in alignment with state statutes. The Board is committed to ensuring that its' leaders have strong interpersonal skills to promote professional growth among the instructional staff. This school culture of excellence results in high retention rates and high academic performance. In addition, the school will have a clear human resource process that demonstrates its commitment to employees by addressing their concerns. The Budget tool reflects an appropriate average for teacher salaries based on the salary scale and benefits identified here.

D. Hiring and Firing Procedures

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

All faculty and staff members will be hired through a comprehensive recruitment and selection process, including the criminal background checks required by the sponsor. The School is a drug-free workplace. Testing procedures and guidelines will be communicated to employees prior to implementation and will be consistent with those of the Sponsor. The comprehensive recruitment process includes, supervisor and peer interviews, teaching demonstrations (for teachers) when appropriate, and review of credentials, background checks and reference checks. The School will implement the Board approved policies for hiring which includes a thorough background check on employees inclusive of fingerprinting, drug screens and criminal records search through a third party vendor, Teachers and staff will be thoughtfully selected to fulfill the mission of the school. The School leadership position will be advertised, interviewed and vetted by Alliance Education Services. School leadership will be brought on board and provided support through the entire opening process of the School including hiring and training of all Staff. The teachers will be carefully interviewed and selected based upon their instructional pedagogy and interest in providing students a full STEM program. All staff will be certified in the content areas of their placement and all Electives teachers who serve in the Sciences, Technology, Engineering, Arts and Sciences will be specially trained for their classes and provided the curriculum they need to find success in the classroom. The advertisements for teaching staff will be placed locally, on the School's website, and on Teachers-Teachers and will be very specific to the culture the School intends to develop. The advertisement used to attract highly qualified, specialized instructional personnel committed to the STEM initiative will be published on the website, recruiting agencies and social media.

The School's personnel policies and procedures provide guidelines for the varied range of personnel related employment, evaluation, discipline, benefits and code of conduct issues, including dismissal. The policies will clearly set forth and communicate the principles of fairness and due process and will be in full compliance with all applicable laws and regulations. All staff members will be expected to adhere to the highest standards of conduct and behavior and set a positive example for all students. The School will adopt the Florida Department of Education's Code of Professional Practices. The Board will implement the approved Policies and Procedures manuals attached as an appendix. This policy handbook can be reviewed and modified as needed based upon changes in Florida or District statutes regulations or as needed to help develop and improve the School.

E. Personnel Policies

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

Personnel policies are found in Attachment R.

F. Unsatisfactory Performance

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

The school's vision, mission and objectives will be clearly delineated and communicated. Retention, recruitment and professional development efforts will look to motivate staff to embrace and embody the school's mission. The School will strive to promote a sense of enthusiasm and commitment as well as a strong belief in and understanding of the charter school concept. Most importantly, the entire faculty will be well versed in the 7 Habits of Highly Effective Students which will serve as the anchor for the climate and culture we intend to create. All staff members will be expected to adhere to the highest standards of conduct and behavior and set a positive example for all students. The school may terminate a staff member's employment when performance or conduct does not meet standards, in accordance with established and communicated policies and procedures. The instructional observation tools and student data will be used to determine if a teacher needs support in classroom management or pedagogy to grow. The Principal will assign the teacher a mentor (BT Mentor plan is included in the appendices) and re-evaluate the teacher periodically. In most cases employees will be given a reasonable opportunity to correct the problem. Once a corrective action opportunity is given to an employee and the school determines that the employee has failed to make the necessary correction, he or she will be subject to further discipline, including termination. A summary of the policies and procedures regarding probationary period, voluntary and involuntary termination, job performance, misconduct, and insubordination are included in the attachments. The Board will receive an annual report from the school's leadership on the staff's performance and teacher turnover to maintain high performance levels and to ensure that turnover is kept to a minimum.

Section 13: Professional Development

A. Professional Development

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

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

Alliance Education Services will ensure that effective and purposeful professional development is offered for staff and will provide initial and ongoing feedback in the curriculum, delivery model, STEM initiative and "Leader in Me" implementation. AES will secure additional consultants for expertise as needed based on collaboration and feedback from administration and staff.

The school based principal will be responsible for overseeing professional development activities. A professional development calendar will be created every year, prior to the student start date, in order to provide teachers/staff with initial, ongoing, and follow up trainings pertinent to their jobs. AES will help prepare the overarching PD plan, and goals, for the school ensuring alignment to the mission and the selected curriculum. Appropriate vendors and

specialists will be secured to ensure that all administrators and staff are prepared and supported in the model and materials.

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

Alliance Education Services will help create and implement the School's growth plan based on academic goals and achievement and performance goals set forth in this application. Training will be provided by AES, consultants, staff, members, publishers, etc. Professional development will be an ongoing commitment of the School and support will be demonstrated annually in the budget development process when 3rd party vendors are required. As a member of the FCPCS and candidate for AdvancED accreditation, the School will provide very thoughtful and purposeful professional development in support of the mission of the school, in alignment with the Florida Standards and Next Generation Sunshine State Standards and in support of improving student academic achievement at all times. This plan will take into account student achievement, school climate and teacher performance. Teacher performance will be measured by student growth and achievement as well as informal and formal observations by school leadership. The core components of professional development during pre-service planning, throughout the year and an on-going effort include the STEM initiative, vendor curriculum materials, reading strategies and pedagogy, content area instructional strategies, maximizing community partnership expertise, assessment and data interpretation. Each component directly supports elements of the Educational Plan that were detailed in previous sections.

Professional development for these components will be conducted as follows:

- Differentiated professional development will be offered. For example, whole staff, grade-level, and individual as determined by the School leadership and staff surveys to identify needs and interests in specific areas.
- Content specific training will be provided as needed with an instructional coach and/or instructional leadership as appropriate based on survey feedback, leadership observation, and/or teacher requests.
- Training in relation to purchased curriculum materials from vendors. For example, Reading Wonders series, Project Lead the Way, StemScopes, Go Math!, etc.
- Mote Marine Lab educators will work closely with Sarasota STEM Academy teachers and administrators to develop lesson plans that complement classroom curriculum and meet the Sunshine State Standards in science education with a specific focus on marine biology, environmental sciences, and related fields.
- Riverview High School will provide teacher support through PLC meetings with staff in relation to the marine science components of the School STEM initiative.
- "First Green" partnership with the Bobby Jones Country Club will provide support for the environmental sciences, through their stream ecology and golf course maintenance science programs.
- Professional development offered through Sarasota County Schools that is accessible to charter school teachers.
- The School leadership, and AES, will work together to select an expert trainer for professional development related to assessments. For example, I-Ready, FLDOE

assessment resources, benchmark assessments, etc... The expert trainer can be an exemplary teacher and/or educational consultant.

- Expert teacher(s) and/or School leadership will provide training related to the implementation/utilization of the Google Education platform.
- The School administrators will successfully participate in the staff development programs offered to increase the individual's skill and proficiency related to the assignment.

Professional development will be provided internally by expert staff members selected by the School leadership and AES. Internal professional development will take place during pre-planning, scheduled staff meetings, scheduled grade level meetings, content area/vertical team meetings, individual teacher meetings, and stand-alone trainings as needed. The schedule for this professional development will be determined by the School leadership as needed. Internal trainings will typically consist of an initial training with follow-up teacher support to ensure the fidelity of implementation. External professional development will be provided, as available, from vendors and educational consultants; for example, if additional expertise is required or when a curriculum program mandates specific training. External professional development will be scheduled during mutually agreed upon times between School leadership and the provider (community partner, vendor, and/or educational consultant). The effectiveness of the offered professional development will be measured through pre and post participant surveys, feedback questions, changes in instructional practices, and learner outcomes demonstrated by end of year assessments.

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

The School will require all staff to report to school two weeks prior to the opening of school for the purpose of becoming oriented to the various policies, methodologies and programs that will become the framework for the new charter school. Each year thereafter, teachers will report five days prior to school opening. This induction period includes training in the following areas:

- School safety protocols, policies, procedures, and ethics. This training will be led by School administration.
- Differentiated STEM initiative training as relevant to specific grade levels. For example, FIRST Legos training will be available to teachers leading that initiative while marine science training will be provided to applicable teachers, via community partners.
- Training for the MTSS process and related paperwork and support materials will be provided by selected school staff and/or through Sarasota County trainings that are available to charter school teachers.
- Teachers will be trained by School leadership on lesson plan expectations. This training will highlight how to document the standards addressed, as well as the accommodations and services provided.

- If available, curriculum vendors will provide professional development on how best to implement our purchased materials/programs. School leadership and AES will determine which vendor trainings are most pertinent and will schedule the vendors.
- Teachers will be introduced to the Google Education platform, and encouraged to explore the available options. Experienced Google Ed staff and/or leadership will be charged with demonstrating some of the more advanced features, and leading trainings throughout the year.
- Designated teachers will spend several days at certified PLTW trainings that will prepare them to instruct these rigorous STEM courses. These trainings take place off site, at various locations across the country. PLTW teachers will also receive ongoing support, that will be readily available, from PLTW's "Lynda.com". "Lynda.com" is an online professional development platform that will be available to our PLTW teachers throughout the year, as needed.

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

In the first year, teachers will report 2 weeks prior to school opening. Each year thereafter, teachers will report 5 days prior to school opening. Additional days for team professional development are built into the calendar which follows the Sarasota County operational calendar. Appropriate and relevant school-wide training will occur during preplanning, designated staff meetings, and teacher planning days. All staff will participate in school-initiated and other relevant and necessary workshops for professional development, and a member of the administrative team will coordinate, assist and monitor the staff development process. Each week, different leadership and team meetings will occur which may include prescribed or specific professional development or PLC meetings. Grade level common planning is also built into the master schedule to allow our teachers to work and plan together in a cross-curricular manner each week. Grade level teams may also elect to meet during another common block of time, such as before or after school. Content specific and/or vertical team meetings may take place during professional development days, designated staff meetings, before school, or after school. A calendar that demonstrated the PD and common planning time is included.

The professional development plan will include the following days, at minimum:

- 10 pre-planning PD Days for the start-up year and 5 pre-planning days in subsequent years
- 3 teacher planning/PD days as scheduled into the Sarasota County School calendar
- The equivalent of 3-5 days in total from the scheduled weekly teacher / PLC meetings

The School will provide its teachers with the unique opportunity to take ownership of the school's professional development needs. AES will ensure that effective and purposeful professional development is offered for our staff and will provide initial and ongoing feedback in the curriculum, delivery model, STEM initiative and the "Leader in Me" implementation. AES will work in tandem with School leadership to implement the evaluation tools provided by the FCPCS to determine areas of deficiency or weakness, and to celebrate highly effective instructional mastery. Teachers and administrators will collaborate to determine professional development opportunities based upon student data. Our teachers have a variety of professional

needs, just as their students do, therefore many different professional development opportunities will be provided throughout the year. Teachers will take their own strengths and future goals into account. This ownership over the decision-making process provides “buy in” and lets teachers know that their expertise is valued and appreciated.

Section 14: Student Recruitment and Enrollment

A. Student Recruitment Plan

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

The School’s Board and staff will make extensive efforts to address people where they meet, work, pray and play in order to communicate the opportunities available at the new school. Special effort will be taken to ensure that marketing, application and registration materials are available in multiple languages. All marketing materials and the School’s website will include the following statement: “Tuition-free public charter school”. A large-scale postcard drop will be created and sent out inviting parents to attend parent informational sessions. The postcards will be largely distributed to the 5-8 mile radius in which the School intends to serve in the Central North corridor of Sarasota County as described with targeted maps in Section 2. This area was selected due the fact that this growing population is not currently served by a STEM based charter school in the immediate surrounding areas, and this particular area only has 1 school of choice option North of Fruitville Rd. available for this population of students. The areas targeted for postcards and intensive marketing and recruiting efforts are included in the appendices as target maps. AES and local community supporters will engage the community through public presentations and partnerships with other local agencies such as Mote Marine, Riverview High School and Bobby Jones Golf Club and non-competitive schools. These postcards described have proven to be highly successful in the past. Local Board members, school leadership and invested parents will also work in a grass-roots effort to share printed materials with families and invite them to the open sessions.

The promotional plan to publicize the school will be designed to reach the entire community and, accordingly, all racial/ethnic groups within it. The school will implement a community awareness plan that will target all area elementary schools, area communities and homeowner associations. Presentations will include information about charter schools in general and specifically about the School’s curriculum focus and the application procedure. Flyers will be developed in multiple languages for distribution at area businesses, community centers, churches, and child care facilities. The School’s staff will contact social service agencies in the area that typically serve “harder to reach” families. Information brochures and applications printed in multiple languages and information will be presented regarding the School’s intent to provide Transportation and a Lunch Program. The School will ensure that there are no “built in” barriers for applications or attendance in the school. School personnel will solicit opportunities to meet with families served by these agencies for a “direct” opportunity to inform parents about the new school.

Finally, the School will create and share a variety of social media to inform the community about the new School. Facebook, Twitter, Youtube and Instagram will be utilized in a safe and professional manner to help share invitations to parent information sessions, and provide multiple forms of applications for enrollment. Parents will have the ability and opportunity to apply for a seat online through our application database system, or in person via hard copy. We will publicize the open enrollment periods and the lottery dates and ensure that there is equal opportunity for acceptance.

B. Racial / Ethnic Balance

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.

Students will be considered for admission without regard to ethnicity, national origin, gender, or achievement level. Although students will most likely come from the neighboring communities, the promotional plan to be followed in publicizing the school will be designed to reach the entire community and accordingly, all racial/ethnic groups within it. Marketing materials will be printed in the various languages that are representative of the targeted student population. The School will embrace all students, regardless of their racial, cultural, ethnic or religious orientation. This message will be clearly communicated in all oral presentations and printed materials. The School has adopted a non-discrimination policy and will include this statement in its advertisements and enrollment marketing communications:

“SARASOTA STEM ACADEMY is an Equal Opportunity Employer and a non-discriminatory educational provider. It is the policy of SARASOTA STEM ACADEMY to comply with all applicable state and federal laws regarding non-discrimination in employment and educational programs and services. SARASOTA STEM ACADEMY will not discriminate on the basis of race, creed, gender, sexual orientation, national origin or age in administration of its educational policies, admissions policies, athletic, and other school programs.”

C. Enrollment Policies

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

The School will be open to all eligible students residing in Sarasota and Manatee Counties with special recruiting efforts focused on those residents living within a five-mile radius of the school site. The school will not discriminate on the basis of race, color, sex, religion, national or ethnic origin, or disability in the admission of students.

The School will be nonsectarian in its programs, admission policies, employment practices, and operations. The school will not charge tuition or fees except for those fees normally charged by other public schools.

To ensure that the school is available to serve the residents of the school’s neighborhood, the school may elect to focus some of its enrollment efforts to target students residing within the community. The School will use the reasonable distance definition as provided under FS. 1002.33 (10)(4)(e). Such students shall be subject to a random lottery and to the racial/ethnic balance provisions described in subparagraph (7)(a)8 or any federal provisions that require a

school to achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the same school district. As provided for in Florida's Charter School Legislation, the School may also give enrollment priority to the following student populations:

- Students who are matriculating out of the School's VPK program;
- Siblings of students enrolled in the charter school;
- Children of employees of the charter school; and
- Children of Board Members of the School

Enrollment Timeline:

- February 2018 -March 2018: Initial student application period begins.
- March 31, 2018: First official lottery. If the number of applicants exceeds capacity, admission lottery will be conducted and Parents will be notified of child's acceptance to the school. Parents will be required to complete a letter of acceptance and will be enrolled into the School. If there is greater subscription than there are available seats a waitlist will be generated.
- April 1- June 30, 2018: Second registration period begins. If number of applicants exceeds capacity, lottery will be conducted. Parents of students enrolled during second registration period will be notified of their child's acceptance to the school.

Year two (2) and subsequent years:

Recruitment activities after the first year of school will commence at the end of the calendar year. The earlier enrollment period will enhance the effectiveness of the school's marketing and communications efforts and allow students and parents to more carefully weigh their options.

Lottery Process:

The School will have an open admissions policy as required by statute, unless the number of applicants exceeds capacity. During the initial open enrollment period, all applicants will be added to our database until the First Lottery. On the day of the First Lottery, the database will randomly select students for enrollment based on the number of seats available at each grade level. If the number of applicants is greater than the number of seats available, the remaining students will be placed on a waiting list for the Second or following lotteries. In such case, all applicants shall have an equal chance of being admitted through a random selection process conducted by the School's accounting firm in conformity with Florida's Charter School Legislation. All students in the lottery will be assigned a waiting list number should student seats become available or capacity increases. Any premature vacancies will be filled in the same way described above. If the number of applications falls short of the established capacity, supplemental registration periods may be held for the purpose of reaching student capacity. If the parent's response is negative or if there is no response then the School shall move to the next applicant selected in the lottery until all student vacancies have been filled. If for some reason, student spaces should become available after all names in the applicant pool have been exhausted, then the School will move to accept applicants into a new lottery pool and students on the wait list will participate in future lotteries for seats as available dependent upon grade level etc.

Section 15: Parent and Community Involvement

A. Parent Engagement Plan

Briefly explain the general plan to engage parents in the life of the school (in addition to any proposed governance roles described in previous sections of this application, if applicable) as well as plans for regular communication with parents about school matters. This could include building family-school partnerships to strengthen support for learning, volunteer

It is proven that parental involvement is essential to a student's success and therefore essential to the School. Parent surveys will be distributed annually to monitor general parent opinion and satisfaction with the school program and results of that survey will be included in the Annual Report distributed to all parents. Less than satisfactory parent ratings will be addressed.

Parent Involvement:

Research suggests that when both school and home share the responsibility for students' educational success, social and economic stressors are less apparent. Parental involvement in a child's education process is vital to ensuring that the students are not only being encouraged at school to be successful but that they are also being encouraged at home as well (Bowen, 1999). The School will provide parents with information in a timely manner and will provide resources to stimulate parental participation in their child's education. Parents will be encouraged to attend quarterly data chats and student led conferences, as well as student project exhibitions. Parents will also be strongly encouraged to volunteer in STEM based academic projects and activities to support the academic achievement and growth of each student. Parental involvement is critically important in fostering the success of students, so the school will make steadfast efforts to motivate parental participation.

The following are some detailed examples of the means that will be used for sharing information with parents and encouraging their participation:

- Progress reports, report cards and urgent updates or reminders via SIS, the School's grading and reporting system;
- Collaborative meetings to review data and progress as part of the Progress Monitoring Plan (PMP), if applicable to a student;
- Sharing of instructional calendar with parents during orientation;
- Parent participation in the writing of the School Improvement Plan;
- Creation of the PTO;
-
- Open, posted Board meetings and an assigned Parent Liaison

Examples of areas where parents and community members will be involved are:

- Quarterly Parent/Teacher Conferences – hosted in the evenings at the school for parents to discuss topics affecting their children's educational progress. These will be student led by students in grades 3 and higher
- Open Houses, Career Fairs, Special events - held yearly to maintain communication and active involvement between the school and community.
School Website, Monthly Newsletters, and Event Calendars – updated monthly to disseminate information and maintain open lines of communication

- Parent Teacher Student Association (PTO) –coordinates extra-curricular events involving parents, teachers, students, and community members

The Board and School Principal will involve parents in the decision-making process by:

- Sending a survey to parents to solicit input before a major policy decision.
- Convening a series of parent and community forums, chaired by board directors, to discuss a major challenge facing the School.
- Hosting monthly parent coffees to create informal opportunities to meet and hear parent concerns.
- Designing the strategic planning process for the school so that there are ample opportunities for parents and community leaders to participate and help shape priorities for the future.

The School will inform parents and community members of decisions affecting the School and its students in a timely and regular basis by:

- Conducting a breakfast briefing for civic leaders to describe the charter school’s unique educational program and its positive impact on student achievement.
- Writing personalized letters to all major donors that contributed to the School.
- Including a column written by the Board Chair or his designee in the monthly parent newsletter outlining key issues facing the school.
- Organizing a series of personal interviews by Board directors with the leaders of youth and family service agencies in order to explore opportunities for collaborative programs benefiting children enrolled in the charter school and their families.

B. Community Resources

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

Community Partnerships

AES, the members of the Board, and members of the SAC will be intricately involved in developing additional community partnerships beyond those already secured. **The local Board members will help build and cultivate partnerships that benefit the School community by identifying businesses that can support the STEM initiative and promote the program** through financial resources and human capital. The School will encourage community members to support our students through attendance at presentations, artistic shows, and academic competitions. The School will also encourage local businesses to provide onsite mentoring in the STEM initiative and to engage with students during projects, labs and the intentional community based service learning activities. The school will seek partnerships with community service organizations, such as area churches to inform community stakeholders about the proposed school and to determine where there may be other opportunities to develop working partnerships..

Ongoing Community Partnerships - Strong community partnerships will be utilized to provide our students and teachers with STEM expertise, tools, lessons, and projects that we would not otherwise have access to. Community partnerships are valuable for our students/teachers by providing relevance and real-world application opportunities. Projects will change and develop from year-to-year, based on partnership collaboration and student interest. (Existing partnerships with Mote Marine Laboratory, Riverview High School, and a “First Green” partnership with the Bobby Jones Country Club).

The community partners will provide real life applications to classroom instruction, infusing a unique level of relevance to our program. The long term partnerships that we have established should become more extensive as we move forward from year to year. Partnerships need to start simple, until trust and rapport is built, lending itself to more deep and complex partnership relationships. Our first two years will be focused on fulfilling our partner promises, establishing a strong rapport, and building the foundation for future and more complex projects. By year three, we hope to have a true mutually beneficial partnership with our committed partners, allowing for some of the following:

- Ongoing authentic research-based projects driven by student inquiries
- Increased field based experiential opportunities
- Complex service learning stewardships
- Job-shadowing/ scientific internships in the middle school grade level
- Increased mentorship from experts as students compete in local, state, and national competitions

C. Evidence of Demand

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

Letters of support are included in the appendixes attachment T

III. Business Plan

Section 16: Facilities

If the site is acquired:

A. Proposed Facility Description

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

AES has negotiated a Purchase and Sale Agreement for 8 acres of appropriately zoned land on North Beneva Road, north of Fruitville Road. The facility when complete will contain: three connected buildings that combined will measure approximately 70,000Sqft with a total of 50 classrooms, a full size gymnasium compatible with NHFS requirements for basketball and volleyball, and outdoor playgrounds. The facility scope will be based on previous plans that have been successfully deployed by AES for programs of this size and program. The layout will accommodate a logical separation of VPK, elementary (K-5) and middle (6-8) school grades. In addition, the buildings will include adequate resource rooms for the program, common areas for gathering (lunch, assemblies, etc.), and space for school leadership. The school site plan will also include, designated pick-up and drop-off zones, adequate stacking of vehicles and school buses and parking that meets code requirements. The District shall not be responsible for costs in the areas of facility construction or maintenance.

B. Compliance with Laws

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 School will comply with all applicable Florida Building Code and Fire Prevention Code. All building specifications as well as the final plans and site layout will be designed by a licensed architect and approved through the Sarasota County Planning department. Construction will be completed by a local, licensed General Contractor with pervasive experience in the construction of charter schools within a prescribed timeline. Having already met with the Sarasota County Planning department, we can confirm that the site will meet approval for educational use and is compatible with existing traffic and with local municipal/county planning. The construction contract itself will be in A1A format and include a Guaranteed Maximum Price as well as a schedule with a liquidated damage component that guarantees delivery to the school no later than July 15, 2018. These items are a tied to the facility financing approval. More information on the site is located under Attachment U.

C. Alignment With Program

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

The facility scope will be based on previous plans that have been successfully deployed by AES for programs of this size and program. The layout will accommodate a logical separation of VPK, elementary (K-5) and middle (6-8) school grades. In addition, the buildings will include adequate resource rooms for the program, common areas for gathering (lunch, assemblies, etc.),

and space for school leadership. The school site plan will also include, designated pick-up and drop-off zones, adequate stacking of vehicles and school buses and parking that meets code requirements. The classrooms will be individually designated with compatible FISH identification numbers, are each approximately 700-800Sqft in size, and between the two buildings comport a total number sufficient to meet and even exceed current class size requirements.

D. Anticipated Costs

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

See attachment U

E. Back-Up Plan

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?

AES will carefully monitor the construction progress schedule and will receive weekly updates from the developer as to the progress of the facility. However, should the construction progress not be sufficient to guarantee delivery of the school facility by July 15, 2018, a contingency plan has been established and will activate approximately four prior to the initial opening of school. The school has received offers from both Mobile Modular and ModSpace to construct a school facility on the land referenced above in the event that the primary facility is not ready for August 2018. The focus will shift to the development of a site which will suit the schools needs for a 1-3 year span, utilizing modular classroom space. Approximately five modular units of eight classrooms each would be required to open the school according to the initial years VPK-6 plan. Additional units may be added should the school choose to remain at the alternate site for the following school year. Local churches and other similar organizations have been contacted to open dialogue in the event a second contingent location is needed. It is expected that no programs will be delayed should an alternate facility be used, and the school will encumber no lease payments or otherwise incur any debts for the primary facility until such time as the primary facility is ready for school use. The Board at that time will negotiate a transition plan in the academic and financial best interests of the school. Also, the school has a backup contract for an additional space in the event that the primary site is deemed unsuitable during the due diligence period prior to closing. Should these measures not guarantee a smooth and successful opening for students in August 2018, the school would ask for a planning year to complete the final construction project for opening one year later.

If the site is not yet acquired:

F. Facility Needs

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

G. Estimated Costs

Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs and include evidence of such (e.g. letter, MOU) as Attachment U.

H. Acquisition Strategy and Schedule

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

I. Back-Up Plan

Describe the back-up facilities plan.

Section 17: Transportation Service

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

The school intends to provide a sound yet efficient plan to transport students safely to and from school, with a focus on transporting a range between 25-40% of the total student population. Stop locations will be targeted to deliver service to students who primarily live between 2 to 4 miles of the school, and those areas of dense school enrollment where bus service would greatly reduce the vehicular traffic congestion at the school and surrounding community. Students who have transportation listed as a related service of their IEP will receive that service according to the conditions detailed within their IEP.

The school has several options available to provide adequate transportation services to the school community. AES has the ability to facilitate contracts with private bus transportation companies that work with existing AES schools in the Southeast with full service options that transport 300-500 students daily for an annual contract price ranging from \$140,00 to \$200,000. This price includes staffing, maintenance, route planning and support for TFTE verification. Should the school elect to operate their own buses, they have hundreds of pre-owned buses from which to choose and can make use of the financings available and articulated in Section 20, Budget. Florida Transportation Systems or a similarly equipped service company would be contracted for routine maintenance and inspections of these buses to ensure compliance with Florida law. Alternatively, the school may elect to purchase new school buses. School bus financing will be facilitated by the Carolina Thomas Bus company via their Daimler-Chrysler/Mercedes financing arm. Current finance rates are 5.6% for a 7-year term on 72 passenger-rated school buses, and payments are reflected in the budget as a component of the \$200,000 annual allowance for bus transportation. Conceptually, the school would also be open to considering a service contract directly with the school district for transportation service should that option ever become available. The school will also make its arrival-dismissal process available to local daycare and afterschool programs in the event there are children that attend both the school and the local extended day program in the outside community. Any and all transportation provided by the school will be offered at no cost to the student

Section 18: Food Service

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

An organized meal service that meets local health, state and federal regulations will be offered at the school site. Nutritious meals will be provided in accordance with The Healthy, Hunger Free Kids Act of 2010 and the USDA Dietary Guidelines of meal component and portion size requirements, or as otherwise required by federal law. The school will either prepare its own food in which case the school will have a food service preparation area with all of the necessary equipment for preparing and holding the food or the school will contract with a DOA registered vendor to provide the food and equipment necessary for holding the food at required temperatures. All meals will be distributed to students using a point of sale accountability procedure.

The school will apply to participate in the NSLP. Sponsorship and will provide free and reduced priced meals for eligible children. Eligible children are children from households with gross incomes within the free and reduced limits on the Federal Income Guidelines.

The School will process all necessary lunch applications; adhere to program operation and record keeping requirements; and use of the Florida Automated Nutrition System (FANS). The School will implement the following procedure for processing Free/Reduced Lunch Applications:

- Disseminate lunch applications to all students upon enrollment
- Collect lunch applications and make determination decisions on the applications, according to Florida Income Eligibility Guidelines, published in the Federal Register by Food & Nutrition Service, USDA;
- Enter determinations for each child into district mainframe or via direction provided by district;
- Provide students with notice of eligibility;
- Serve/Charge student lunches in accordance with determined eligibility;
- Submit claims for reimbursement within 30 days of the following month for each approved month of the school year once approved by the NSLP.

The School may contract with an independent provider, including the school district, to prepare and provide meals, or the school may prepare and serve the meals to students. If an independent provider is required, the school will solicit bids from registered vendors for food service. The private vendor selected by the school will prepare and deliver food to the school in accordance with standards established by the Florida Department of Professional and Business Regulations. The private vendor will be required to maintain and supply the school with equipment to hold the meals and daily records of all lunches served and current copies of inspection and insurance certificates.

The school facility will include a lunchroom or, at minimum, a seating area that meets state nutritional and sanitation standards. The School agrees to have two satisfactory health inspections conducted on a yearly basis, by the State Department of Health, County Department, as required, to maintain Permit for Food Service.

Section 19: School Safety and Security

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

School safety is a priority. In order to provide a safe and secure environment, the School will take measure to ensure:

- All staff has been cleared through a criminal history background check and fingerprinting process including a drug test
- All non-instructional personnel who will have access to the campus (contractors, service providers etc) will have passed a district background check aligned to the Jessica Lunsford Act requirements
- All doors on campus will remain locked throughout the day and will automatically lock after entering/exiting. These doors can only be unlocked through the combination panels on the door and only approved staff will have the combination
- All parents and volunteers are required to provide a license in order to gain access to the campus and the School will have a national approved “Raptor” system in place that screens all guests and prints visitor labels
- All staff will have picture ID cards at all times
- Students will have picture ID cards at all times
- Carline will be managed using identification and pre-approved car tags
- The registrar will maintain accurate records related to approved guardians who can sign students in and out of the School during regular school hours and extended school hours (early/aftercare) and who can receive records and information
- All student records will be locked and maintained under the auspices of FERPA
- Anti-bullying policies and reporting procedures for students and adults will be in place
- The School will implement its student and staff handbooks with expectations and policies and will adhere to the District Code of Conduct related to consequences, reporting of incidents and grievances
- Emergency plans and Crisis Management training for all faculty and students
- The School will implement a camera system that provides live and recorded footage of the interior and exterior of the School to mitigate negative incidents and to investigate and remediate any type of safety/security breach

A complete crisis management and security plan will be created and approved by the Board and shared with staff, district and law enforcement/support agencies prior to the start of school.

Section 20: Budget

A. Operating Budget

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

See attachment X

B. Start Up Budget

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

See attachment Y

C. Evidence of Funding

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

See attachment Z

D. Narrative Description of Budget

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

The school has developed a five-year detailed budget instrument that provides substantial information on the fiscal operation of the school presented in the Florida Redbook format. This draft assumes an increase of enrollment, staffing, purchases, and facility in the first five years of operation. The charts and tables indicate staffing levels to meet the needs of up to 890 students, with one grade level of students being added each of the first three years. The school budget is thoughtfully built to provide an accurate yet fundamentally conservative financial basis, ensuing that the school is sustainable over the long term. Four important aspects of the budget which protect the school against unforeseen negative revenue scenarios are: the first year FEFP is based on the 2017-2018, first calculation funding formula available as of July 2016 and is projecting flat (no increase) in the FEFP in years 2-5. There is a contingency fund built into the expense section of the budget, and the budget does not rely heavily on any outside sources of funds to operate, and those supplemental funds are based on actual returns for existing Florida charter schools, adjusted conservatively down. Similarly, the school's budget was developed based on per-pupil spending drawn from actual operations of existing charter schools located in Florida, particularly those operated by Alliance Education Services. Primary spending priorities are on expenses directly related to student instruction and a conducive learning environment. This

would include: salaries and benefits of instructional and support staff, instructional materials and supplies, contracted services for educational support, insurance, facility costs and related costs necessary to provide a safe and healthy learning environment for students. Secondary spending priorities are for those non-essential but beneficial expenses to improve student learning.

INCOME ASSUMPTIONS

- FEFP revenue is projected as flat for all 5 years.
- Capital Outlay Revenue begins in year three.
- The School will apply for the Charter School Start-up Planning and Implementation Grant but those funds were not included in the budget because they are not a guaranteed source of revenue.
- The school will contract with an outside food service vendor who is pre-approved to process Free and Reduced Lunch applications and serve within the guidelines of the National School Lunch Program. It is anticipated that the costs associated with this program will be cost neutral to the school. School staff is sufficient in number to assist and otherwise facilitate the breakfast and lunch service if necessary and is assumed to be all inclusive and cost neutral, thereby omitted from both revenue and expense sides of the school budget.
- Loans will be utilized to pay for those items that must be purchased before the school opens or at the beginning of the school year and to assist with cash flow needs. AES maintains a very strong reputation in the finance market and has established lines of credit for the school totaling 20-million dollars at sub-market rates to facilitate a smooth opening while ensuring that operating cash is not an issue and the facility and classrooms within are equipped to deliver the school program on opening day.

EXPENSE ASSUMPTIONS

- Teacher salaries are budgeted at an average starting annual rate of \$40,000 and increase in years two through five. In addition to these average base salaries, there is an \$100,000 placed into the salary expense for any additional needs not contemplated during the application process, additional dollars for those staff that are hired above the average salary.
- The budget includes a contingency of at least 2% annually. The expectation is that these dollars will not be spent and will be available at the end of the school year to use toward salary increases for school staff, and any other debt service pay down.
- FEFP increases in years 2-5 will be applied first toward salary increases for school staff.
- Any cash surplus at the end of the year will be applied first toward salary increases for school staff.
- Budgeting conservatively for salary increases yet earmarking externally driven factors such as FEFP as well as internal factors such as contingency offers protection to the overall school budget, empowers the school leadership to be wise with their fiduciary responsibilities and provides a direct conduit by which the school can sustain salary costs over the long term by tying it to annual FEFP increases. With salaries at approximately 50% of the overall budget, salaries can be increased at twice

the percentage of the overall FEFP increase without increasing net relative cost to the school.

- Fringe Benefits are estimated at 30% of salary.
- The School has budgeted monthly payments in years one-five for textbooks and other direct educational expenses, as well as payments on any and all Furniture, Fixtures, Equipment, and Technology that the school will need to deliver its education program. This equates to an overall capacity to carry in excess of 1.25 million dollars in an annualized lease or similar type financing arrangement at current market rates, which equates to over 2,000 dollars per student for educational materials and related technology to support the program.
- Rent is budgeted at \$900 per student to ensure proper balance of facility costs to overall budget, yet at the same time delivering a top quality facility on opening day. The Board will negotiate the facility lease on a per student basis to protect the financial integrity of the School as it relates to student enrollment.
- The cost for the required independent annual audit is included as a \$12,000 expense under General and Administrative Expenses, beginning in year two which contemplates payment for the first full year of the school's operation. The cost for payroll and accounting is included in the Financial Accounting line item.
- Transportation gross expense has been budgeted at a flat \$200,000 for an estimated 25-40% of the student population in years one-five. This will allow the school to contract for services until the school population is fully known based on actual registrations, then transition to an in house program at an overall lower cost relative to the increasing number of students that will be transported as the school continues to grow.
- Operation of Plant costs have been developed based actuals from other charter schools in operation.
- All expenses related to professional development for the staff is assumed to be part of the consulting fees to Alliance Education Services. As stated in the narratives in Education and Curriculum Plans, AES will be responsible to secure professional development for the staff for initial and ongoing development in the STEAM initiative, core subjects and all areas identified using the FCPCS evaluation tools.
- Variable costs are based on a per student basis and increase accordingly as student enrollment increases.
- The FFET and curriculum loan is a critical aspect of the school's financial model and a cornerstone of current schools' financial and academic success. AES has negotiated financing that allows schools to open with a full complement of furniture, technology, equipment and curriculum (including STEM-based curriculum) so that the school possesses everything it needs to students to be successful on opening day, while at the same time amortizing the cost over several school years to bring it in line with a traditional depreciation timeline. Examples of these types of items and the financings are included under Attachment Z. To support the beginning school even further, the repayment schedule begins with an interest only period, and then increases slowly over a five-year period.

Employee benefits are based on the recommended parameters of the FLDOE Charter Support Unit and are adjusted for prevailing local market conditions. The benefits currently offered by other local charter schools have been taken into consideration within the school's budget

constraints and parameters. Additional benefits that are budgeted and will be offered are: health insurance, retirement, FICA, unemployment taxes and workers compensation. The board has budgeted to pay for the employer's portion of employee's health coverage, which will be made available at the point of hire subject to the health insurance policy's waiting period and other provisions. Dependent coverage will be offered and paid for by the employee through payroll deduction. The Board will strive to remain competitive with local charter schools while protecting the financial integrity of the School. AES has a longstanding relationship with BB&T for its human resources, employee benefits, retirement and worker's compensation needs. The combined buying power offered by BB&T will allow the school to obtain a benefit coverage plan comparable to that offered by large companies. Insurance expenses are estimated based on actual schools and adjusted for prevailing local rates. Facilities and common area maintenance will be contracted out. The following guidelines were used to estimate the staffing, operations and facilities costs:

STAFFING

- The number of instructional staff complies with the class size reduction act.
- Included in the AES fees and inherent in some curriculum adoption costs are professional development offerings which further the curriculum plan of the school.
- Salaries are forecast using guidance from published Sarasota County pay scale of an average 5th year teacher in effect and charter schools of similar size and location.
- Human resources functions and payroll administration will be outsourced to a provider. The cost for these services is included in the ESP management fee.

OPERATIONS

- The school will follow the district's vendor and procurement policy in the procurement of supplies, equipment, construction, training, and other services.
- A monetary cap and threshold will be established for small purchases.
- Instructional material costs are based on consultations with various vendors and through analysis of other schools.
- The infrastructure to implement the school's vision is supported by the budget.
- The Board will negotiate benefits and other operational services.
- The spending priorities of the School are as follows:
 1. Personnel expenses.
 2. Instructional Resources
 3. Facilities costs
 4. Furniture Fixture & Equipment lease payments
 5. All other operating expenses, excluding the fee paid to the management company (if applicable)
 6. ESP management fees or educational consultant fees

E. Contingency Approach

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

As described in the budget narrative, AES has arranged for a long term loans for all necessary facility, furniture, fixtures, equipment, technology and curriculum to open and operate the school from its very first day. Additional capital needs are provided for in the cumulative annual operating budgets and borrowing power increases as the school grows in enrollment. Break Even Point of Student Enrollment: The Board has pre-identified approximately three hundred thousand dollars in salary and benefits for noncore instructional and related staff (or 17% of projected staffing costs), and three hundred thousand dollars in non-staffing related expenses (or 20% of projected non-staff related school expenses) that can be immediately reduced should enrollment not meet expectations, for a total of reduction to 70% of the original projected budget, or 500 student equivalent revenue. This enrollment would further reduce the core instructional teacher requirement by eight, reducing the actual revenue needed to break even by an additional three hundred twenty thousand dollars, for an overall composite reduction to 60% of anticipated projected revenue, or the equivalent of approximately 428 students needed to break even. Additionally, the facility itself is negotiated on a per-pupil basis and costs shift downward parallel to any gap between expected and actual enrollment which would allow the school to operate at approximately 50% capacity in year 1, or 357 students VPK-6. Should these proactive measures not fully ameliorate a deteriorating revenue situation, the Board and school leadership team through its established budget review process will identify potential expenses that can be reduced and act in the combined best interest of students and the financial longevity of the school. Should the revenue reduction be a result of lower than expected enrollment, the budget review will also include a reconciliation of current staffing needs and appropriate reductions in force (RIF) will occur within the first six weeks of school.

F. Explain Year One Cash Flow Contingency

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

As depicted in Attachment Z, AES has facilitated over 5 million dollars in loans that will support the school throughout its early years, particularly in years 1-5. These financings are available at any time during the school's operation: from charter application approval ongoing for the life of the school. This valuable resource when combined with enrollment-driven lease cost and the FFET and curriculum loan, provide the strongest protection available for a new charter school.

G. Monthly Cash Flow

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.

Attachment X and Y contain detailed cash flow projections from application approval through the end of Fiscal Year.

Section 21: Financial Management and Oversight

A. Internal Controls

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

The Board is the ultimate responsibility for the financial management and fiscal viability of the school, focusing on formulating sound financial policies and monitoring all major financial decisions, particularly during the formative years of the school. This financial oversight function consists of three main responsibilities:

1. The board will determine the financial goals of the charter school and monitor management's progress in achieving those goals.
2. It will establish sound financial policies and monitor whether the charter school's activities adhere to those policies.
3. The board will review the charter school's financial control systems in order to safeguard the resources of the school.

FINANCIAL GOALS AND OVERSIGHT

The Board will review and approve a preliminary annual budget prior to the beginning of the fiscal year. The Principal in conjunction with AES and the Board will prepare a school-site budget that will include anticipated revenues and expenditures based on student enrollment. The Board will minimally review and approve an updated budget on a quarterly basis with revisions as necessary. The Board's Treasurer will review monthly financial statements as well as expenditures that have not been previously authorized in the approved budget on a monthly basis and provide a formal report to the board each month. The board will also adopt a policy whereby the principal will need to seek prior board approval for expenditures over a pre-approved amount. The Board will oversee the Principal and remain responsible for all financial matters delegated to the principal. The Principal will manage the day-to-day operations and site-based finances, including expenditures and receivables.

The Board Treasurer, Principal, Business Manager, representative from AES, and whomever else the Board appoints, represents the Finance Committee of the school with each individual bringing experience and expertise in charter school financial management. The Finance Committee is commissioned by and responsible to the board for:

- Development of the upcoming fiscal year budget; presenting budget recommendations to the board;
- monitoring implementation of the approved budget on a regular basis with recommend proposed budget revisions; recommending to the board appropriate policies for the management of the charter school's assets;
- Developing and annually revising a three-year financial forecast and develop long-range financial plans based on the forecast in collaboration with the charter school's principal;

- Reviewing all grant proposals and when necessary recommending action by the board;
- Reviewing all non-budgeted expenditures and those over a set dollar amount to be determined by the board and recommending action to the board;
- Annually submitting financial objectives as part of the planning and budgeting process;
- Annually evaluating its work as a committee and the objectives it has committed itself to and report on same to the board;
- Provide monthly financial report to the board at regular meetings with recommendations for action.

At each board meeting, the monthly financial reports that detail the charter school's income, expenses and any surplus or deficit will be presented. The reports also highlight any deviations from the budget, projected revenues and any actions the charter school administrator takes to correct those deviations, as well as three critical components:

- Cash-flow projection worksheet. Covers a 12-month period and shows all anticipated financial obligations and expected cash revenues based on the existing work plan and budget. This worksheet helps to reveal if there will be any periods when funds will be insufficient to cover expenses. The worksheet should be updated each month to reflect any changes in cash projections.
- Balance sheet. This report shows the financial position of the charter school at a particular point in time. It summarizes the school's assets, liabilities (debts or payables) and reserves (equity or fund balance), which the board can use to assess the financial stability of the organization and to see whether its liabilities can be met.
- Income statement. Also known as a Profit and Loss statement or Budget vs Actual, this report presents an analysis of the net income or deficit of the charter school over a defined period of time. The board can use this report to assess the overall financial performance of the charter school by comparing actual income and expenditures with the budget. It can also be used to compare current income and expenditures with those of the previous year. Using this information, the board can advise the school to revise budgets or work plans or to take actions to reduce costs and/or seek additional revenue.

The school's Principal and AES will ensure the board or the board's Finance Committee receives the following information minimally on a quarterly basis:

- A report on the number of students currently enrolled compared with the number projected, and compared with the number in same period of the previous year
- A report on fund raising activities and results
- A list of critical items that might affect the financial viability of the charter school.

B. Governing Board Monitoring

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

The Governing Board will establish financial management policies and procedures to further safeguard the public money entrusted to its care, including: retaining services of a CPA for the

annual independent financial audit and review, approval of the audit report including audit findings and recommendations, In the event a financial recovery plan is necessary, the board will monitor it and ensure such plan is appropriately maintained, review and monitor the financial statements described above, and developing internal controls and similar policies to monitor and protect school funds and the employees that process them. A strong internal control policy will be guided by the following financial management principles:

1. Responsibility will be clearly established.
2. Adequate records will be maintained.
3. Assets will be insured and inventoried and appropriate employees bonded.

Internal accounting procedures for account receivables and accounts payables are, as follows:

- For receivables, all cash payments will be logged, coded by source and deposited daily. Daily deposits will be reconciled to cash receipts logs.
- Payments will be made only to approved vendors and must be appropriately authorized.
- Accounts Payable packages are prepared at the school site and authorized by the principal prior to delivery to the Financial Accounting vendor.
- Invoices over the Principal's level of authority are submitted to the board's Treasurer or Finance Committee with appropriate supporting documentation to substantiate the nature, account classification, business purpose, and amount.
- All checks over a pre-approved threshold, as established by the Board, will require dual signatures.
- Authorized signatures on checks are limited to the President of the Governing Board, the school principal or designee, as approved by the Governing Board.
- Bank statements will be reconciled on a monthly basis.

The School will utilize established procedures for cash receipts, cash disbursements and record keeping. Some of the financial controls include:

- Only one operating bank account will be maintained by the school (others may be maintained by the board Treasurer as practicable and approved by the board)
- All receivables will be deposited to the bank account on a daily basis intact, whenever practical. At a minimum, no receivables will go more than two days before being deposited.
- Printed, pre-numbered receipts will be issued for all cash received whenever possible.
- All payments will be made by check (except for occasional minor petty cash items). Printed, pre-numbered checks will be used and voided checks will be maintained to complete the number sequence.
- The principal, or his/her designate, will authorize all expenditures prior to any commitment being made regarding any school funds.
- A clear segregation of duties within the school leadership and office staff will be established so that no single employee or board member has the singular ability to receive and record revenues, and approve or issue payment.
- No checks will be pre-signed, and no signatory will also have authorization to enter invoices in the accounting system for payment and/or approve new vendors.

- All invoices will be reviewed and initialed for approval before a check is issued.
- All school liabilities will be paid promptly.
- All school related fundraising activities must be approved in advance by the principal.
- All funds associated with school-related activities will be administered through the school office.
- All outside groups with a relationship to the school (PTO, Boosters, etc.) will conduct activities in such a way as to be clearly distinguished from school-sponsored programs/activities.
- State sales tax shall be collected and reported when applicable.
- School financial records, including files for receipts, invoices, bank statements, and cancelled checks will be kept up-to-date and fully accessible at all times.
- Transfers to/from the school bank account may only be made by the signing officers.
- Any interest from a school account will be reported as receipts of revenue and as a result become a part of school funds.
- Bank reconciliations will be completed monthly. A printed copy will be reviewed and initialed by the principal, and a copy kept on file. Bank reconciliation will be performed by a financial accountant and will accompany the monthly financial statements.
- Bank statements will be delivered unopened to the Treasurer or President of the Board by a school staff member not involved in cash handling or recording of cash.
- A Balance Sheet and Income Statement will be prepared monthly, a printed copy reviewed and initialed by the principal, and a copy kept on file.
- Financial reports for all student activity or similar groups (i.e., yearbook, student government, etc.) will be prepared on a quarterly basis as determined by activity and distributed to the principal for review.
- All school property over \$750 and those collectively purchased items whose total is over \$750 will be inventoried and clearly tagged to safeguard the controls over the assets acquired, which in the event of the charter school's termination, would be required to be returned over to the school district.
- Under no circumstances are school funds to be used for personal benefit or gain of administration or staff.

PURCHASE ORDER PROCESSING – FINANCIAL CONTROLS

Day-to-day management of the school's finances will involve the principal with the assistance of the financial accountant, and the Finance Committee when practical or policy dictates. The principal will be responsible for the following:

- identifying needed services to maintain the instructional program and physical facility in top condition.
- Upon identifying a good or service, the principal will authorize a purchase order for procurement of a good or service within the established parameters of the principal's purchasing authority as granted by the Governing Board.
- Purchase requests in excess of the established principal's authority will be referred to the Finance & Audit Committee.
- Upon delivery and confirmation of ordered materials or the satisfactory completion of a service, the principal or his/her designee approves the packing slip, work order or

shipping bill and returns these with any invoice to the financial accountant for payment in the form of an Accounts Payable package.

- The financial accountant enters that the receipt of goods or services has been properly documented, and places the invoice amount into the correct general ledger code (GL). All GLs (both revenue and expense) are subject to the same level of control and a thorough record of each is maintained so that the board, principal and management entities have full visibility on all internal fund revenues and expenses via the itemized detail component of the monthly financial report as well as the summary component.
- All purchase orders are subject to review and approval for budget alignment as well as cost.

The school will provide monthly financial statements to Sarasota County including a statement of revenues and expenditures and changes in fund balances, prepared in accordance with generally accepted accounting principles. These will be provided on the dates required by the school board in the charter school contractual agreement between the school and the school district.

The school will provide Sarasota County annual audited financial reports each year. These reports will include a complete set of financial statements and notes thereto prepared in accordance with generally accepted accounting principles for inclusion into the board's annual financial statements, formatted by revenue source and expenditures and detailed by function and object, on or before the date specified by Sarasota County.

C. Audit Procedures

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

The Governing Board will utilize audits in carrying out its responsibility to assure the school's financial resources are properly managed. The board understands the fiduciary responsibility it holds in using public funds to provide its students with a free and appropriate public education. The Board will comply with all of the requirements set forth by the laws, rules and regulations at the Federal, State and district level.

The Board is fully aware of and will comply with the following:

An annual audit of the charter school shall be conducted by an independent public accountant licensed to practice public accounting in the State of Florida, and the charter school's independently audited financial statements shall be included in this report, which is due to the district by September 30th, or whatever date is identified within the charter contract of every year.

If an annual audit conducted by a certified public accountant in accordance with s. 218.39 reveals one or more of the conditions specified in s. 218.503(1), F.S. have occurred, or will occur if action is not taken, the auditor must notify the governing board of the charter school or charter technical career center, the Board, and the Commissioner of Education within 7 business days. If the Commissioner determines that the charter school requires a financial emergency plan, then the school is considered to be in a state of financial emergency, and must submit a detailed financial recovery plan with the District and the Commissioner of Education within 30 days.

The School will adhere to the audit selection requirements per Florida Statute and the Auditor General Requirements and ensure that the Audit Report checklist (§11.45(3)(a), Florida Statutes accompany the audit in a timely manner according to the dates agreed upon for audited and unaudited reports between Sarasota County and the board in the Charter. The auditor will understand and agree to the following in writing:

“That if an internal audit reveals a deficit financial position, the auditors are required to notify the charter school governing boards, Sarasota County, and the Department of Education. The internal auditor shall report such findings in the form of an exit interview to the principal or the principal administrator of the charter school and the chair of the governing board within 7 working days after finding the deficit position. A final report shall be provided to the entire governing board, Sarasota County, and the Department of Education with 14 working days of the exit interview.”

The Governing Board will comply with all of Sarasota County requirements for submitting the annual audited financial statements and will be prepared to cooperate fully with any additional information that may be requested. The Board will establish through the Finance Committee, in accordance with the Florida Consortium of Charter Schools, Technical Assistance Paper #2009-03, to assist in selecting an auditor to conduct the annual financial audit. Pursuant to section 218.391, F.S., the Finance & Audit Committee shall:

- Establish factors to use for the evaluation of audit services. Such factors shall include the ability of personnel, experience, and ability to furnish the required services. Compensation may be a factor; however, it may not be the sole or predominant factor used to evaluate proposals.
- Publicly announce a request for proposals. Include information on how interested firms can apply for consideration.
- Provide a request for proposal to interested firms with information on how the proposal will be evaluated.
- Evaluate proposals using the established factors.
- Rank and recommend at least three proposals deemed to be the most highly qualified in order of preference.

After the Finance committee has made its recommendations according to the procedures established in statute, the governing body shall select one of the firms and negotiate a written contract. The written contract must include, at a minimum, the following provisions:

- The services to be provided and fees or other compensations for such services.
- A requirement that invoices for fees be submitted in sufficient detail to demonstrate compliance with the terms of the contract.
- The contract period, including renewals, and conditions under which the contract may be terminated or renewed.

D. Maintenance of Accounting Records

Describe the method by which accounting records will be maintained.

Financial records including personnel files will be maintained and kept for those periods required by law. Most contracts, personnel records and other sensitive financial records will be copied and stored offsite in electronic form. The school will utilize the standard state codification of accounts as contained in the Financial and Program Cost Accounting and Reporting for Florida Schools as a means of codifying all transactions pertaining to its operations for both internal and external reporting. Financial reporting will be subject to any directives issued by the State of Florida and the local school district.

E. Ensuring Financial Transparency

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

The Governing Board will employ stringent financial reporting requirements, as follows:

- All financial transactions and records are scanned to a secure document portal that is available to persons authorized by the board.
- The document portal is organized to permit the view of each check's history including the purchase order and signed shipping invoice authorizing payment.
- A copy of the monthly bank reconciliation and financial reports (ledger detail, balance sheet, P&L) are maintained on the document portal and the bank register is updated weekly and posted to the portal. Restricted persons are also permitted online confirmation of account balances and activity to facilitate the monitoring of school funds 24 hours, seven days a week.
- Enrollment is monitored weekly by the school's registrar, and daily during FTE survey periods.
- The school will provide an annual financial report and program cost report information in state- required formats for inclusion in the district's reporting in compliance with §1011.60(1), Fla. Stat.
- The school will provide Sarasota County reports showing balance sheet, income statements, bank reconciliations, and any other documents as agreed to and provided in the Charter.
- Budgets that are approved via board action will be published alongside approved board minutes on the school's website.
- Monthly financials that have been fully reviewed and reconciled by the Finance Committee will also be published on the school's website.
- Annual financial audits will be published on the school's website.
- Annually, the school will review the most current budget and prior year financial audit at a school wide staff meeting and PTO meeting.

F. Anticipated Outsourcing and Costs

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

The school intends to contract with Building Hope for financial accounting services. This service contract includes processing of all Accounts Receivable (AR), Accounts Payable (AP), data entry, vendor verification, check production, bank reconciliation and financial statement drafting. AES has negotiated an annual contracted rate of \$60 per K-8 student per school year. Annual auditing services will be contracted via the process described above, and is anticipated to cost approximately \$12,000 per year. These amounts are within the school budget under attachment X. All other back office services will be completed by AES or otherwise paid for through fees collected by the ESP.

G. Financial Record Storage

Describe how the school will store financial records.

The School will maintain both student and financial records consistent with Chapter 119, Florida Statutes. Student records will be secured in a rated fireproof cabinet and only appropriate personnel will have access to those records. Retention schedules established by the records and information management program of the Division of Library and Information Services of the Department of State will be followed. Permanent or archival records will be kept in fireproof and waterproof safes, vaults or rooms fitted with noncombustible materials, if feasible, and in such arrangement as to be easily accessible. IEPs will be stored separately in a fireproof cabinet. Financial records including personnel files will be maintained and kept for those periods required by law. Financial records, including personnel files, will be maintained and kept for those periods required by law. Most contracts, personnel records and other sensitive financial records will be copied and stored offsite in electronic form.

H. Insurance Coverage

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 provide evidence of insurance coverage as required by Florida law, Sarasota County and in accordance with the timeframe as stated in the Charter. Insurance will only be obtained from an insurer (carrier) authorized by the Department of Insurance of the State of Florida or an eligible surplus line insurer under Florida Statutes. The insurer will have an AM Best rating of "A- "or better and financial size category of "IV" or better according to the latest edition of Best's key rating guide published by AM Best Company. Insurance coverage will be minimally as follows, unless agreed to differently by the school district and Board in the Charter Agreement:

- School Leaders Errors and Omissions, Directors and Officers, Educator Liability, Employee Dishonesty/Crime, Sexual Abuse/Misconduct \$1,000,000 per claim/\$3,000,000 annual aggregate, maximum \$25,000 deductible.
- Fidelity Bonds - The School will carry fidelity bonds on all employees whose duties include receiving or disbursing cash.
- Commercial General Liability Insurance - \$1,000,000 per occurrence/\$3,000,000 annual aggregate. Property damage liability will be on a first-dollar basis without deductible or self-insured retention. The maximum property damage liability shall be \$1,000.

- Automobile Liability Insurance - \$1,000,000 per occurrence/\$3,000,000 annual aggregate including all owned and non-owned automobiles.
- Worker's Compensation Insurance - Part 1 as required in Florida Statute and Part II shall have the following limits: \$500,000 each accident; \$500,000 Disease(s); \$500,000 Diseases, each employee; or, as required by Florida Law.
- Fire, Property & Casualty - Bldg. & Equipment Coverage Property coverage insurance will be carried on all real and tangible property with a value greater than \$750 and totaling the actual cost of the facility and its contents.
- Unemployment Insurance

The School will provide quality health insurance, secondary benefits and retirement to employees and eligible family members brokered through BB&T. As indicated in the Budget section of the application, the school is reserving 21% of salary cost to contribute toward health care insurance and retirement benefits for employees. BB&T will produce no fewer than three options related to health care plans, and those plans will ultimately be reviewed and approved by the Board.

Section 22: Start-Up Plan

- A. *Present a projected timetable for the school's start-up, including but not limited to the following key activities:*
- i. *Applying for and securing appropriate legal status (e.g. status as a state corporation, federal non-profit)*
 - ii. *Identifying and securing facility*
 - iii. *Recruiting and hiring staff (leaders, teachers, and other staff)*
 - iv. *Staff training*
 - v. *Finalizing curriculum and other instructional materials*
 - vi. *Governing board training*
 - vii. *Policy adoption by Board (if necessary)*
 - viii. *Recruiting students*
 - ix. *Enrollment lottery, if necessary*
 - x. *Establishing financial procedures*
 - xi. *Securing contracted services*
 - xii. *Fundraising, if applicable*
 - xiii. *Finalizing transportation and food service plans*
 - xiv. *Procuring furniture, fixtures and equipment*
 - xv. *Procuring instructional materials*

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

The School will implement the below detailed action plan that will assure the timely opening of the school. Special care and attention will be given to developing the innovative components of the School as outlined in the mission, educational and curriculum sections of the application and effectively communicating them to the School's staff and parents, throughout the timeline in the

action plan. The Board will work closely with AES, and experienced charter school developer, to facilitate the implementation of all components of the action plan.

Start-up Action Plan for August 2018 First Day Opening

Item	Timeline
State Corporation Filing	Complete
Site Selection - initial vetting of adequate facilities and due diligence	June 2017 - November 2017
Approval of application by school district	November 2017
Start-up Grant preparation	July-November 2017
Board participation in Florida Charter School Conference: board members will focus on governance and innovative programs	October 2017
Start-up Grant Submission	December 2017
Corporation filing 1023 for 501c3 approval	January 2018
School Board approval of contract	February 2017
Develop Board Policies & Procedures	January 2018- March 2018
Principal Begins Work	January 2018
Complete site plan, permitting and financing for facility and FFET	July - October 2017
Construction Begins	January 2018
Begin Marketing Effort for enrollment and community outreach, open enrollment period begins	January 2018
Teacher Recruitment highlighting the unique & innovative programs that promote teacher creativity and project based learning	February 2018 – July 2018
Parent Orientation Meetings highlighting the school's program	January 2018-July 2018
Finalize & approve Board policies & procedures	April 2018
Issue RFP for identified service contracts	April 2018
Open Enrollment Period Ends. First Lottery is held. Open seats post-lottery filled on a first come, first served basis	April 2018
Student registration period	April 2018 – August 2018
Selection and Hiring of staff per staffing plan	April 2018- July 2018
Coordinate summer and preplanning PD calendar for staff	April 2018 - July 2018
Finalize & Order Furniture, Fixtures, Equipment, Technology and Curriculum (paid for with funds from long term loan)	May 2018
Board Member required training	May 2018-July 2018
Complete pre-opening checklist	May 2018-July 2018
School Principal & Finance Officer FLDOE required training	May 2018
Facility construction complete, CO issued	June 30, 2018
501c3 approval received	July 2018
Delivery and installation of FFET. Curriculum materials delivered	August 2018
Staff orientation and PD, preparing for first day of school	August 2018

Addendums

Addendum B: Education Service Providers

An Education Service Provider (ESP) is an organization, either for-profit or nonprofit, that contracts with a charter school or a network of charter schools to provide comprehensive educational and business services. In addition to Addendum B, applicants must also complete Form IEPC-MIA if the governing board plans to contract with an ESP. The following section allows the applicant to demonstrate the ESP's track record of success and its ability to provide services for a new school(s).

ESP Selection

A. Why ESP?

Explain why the applicant is seeking to contract with an ESP rather than operate the school(s) directly.

The Board determined that in order to develop a high performing school it needed the broad level of services and experience of an ESP. The Board recognizes the complexity of managing a school and the high level of expertise required. The Board has contracted with Alliance Educational Services Inc. (AES) as an ESP with a special focus on curriculum development, instructional support, professional development and program fidelity in order to better support the school's mission.

B Why Selected

Explain how and why the ESP was selected. If this is the first time the applicant has contracted with this ESP, explain when and how the applicant learned of the ESP, what other ESPs were considered, and why the ESP was selected over other ESPs.

After careful research of a variety of local and national Management Companies, the Governing Board has selected Alliance Education Services to serve as the School's ESP. AES is a locally based, boutique consulting firm committed to supporting all charter school start up and operations that are in the best interest of the school. The Governing Board has identified AES as the preferred provider for these services based upon the experience and expertise of the founders/principals of the firm and the collective success they have each demonstrated in charter school openings and ongoing operations. In addition to the large number of charter schools they have supported as independent consultants, the founders of AES have been successful operations and support in over 15 schools in Florida over the past 10 years as Principals, Coaches, Region Directors and Professional Development Consultants for a variety of programs that were independently or corporately managed by other firms. The support services from AES are uniquely tailored to the School and Board they serve and they are intimately committed to the STEAM mission of Sarasota STEM Academy. This ESP has demonstrated the ability to open a school successfully by providing the full operational ESP services for another program, AGA Broward that opened successfully in August of 2015. AES successfully secured financing for start-up capital, secured a lease for a multi-phase construction of a 200,000 square foot facility to ultimately house 2300 students, and provided leases for over \$1 million dollars in FFE&T to support the STEAM initiative. They also implemented a highly successful marketing campaign that resulted in over 2000 student applications to open the school at full enrollment at the target of 938 students with a healthy, balanced waitlist. Finally, AES successfully secured a visionary

school leader and provided assistance in recruiting and hiring the entire instructional and administrative support staff.

Although this Governing Board (ISE) is independent from AGA Broward, we have full faith that AES is the premier ESP for Sarasota STEM Academy and will help us meet our mission to provide our students with a creative and challenging student-centered learning environment that focuses on science, technology, engineering, arts, and math (STEAM), implemented through a cross curricular delivery method that will encourage and enable students to become globally competitive.

C. Reference Checks

For applicants working with an ESP for the first time, provide summary information from reference checks conducted by the applicant (regarding the ESP), identifying each reference.

The Board received glowing recommendations for the quality of service provided by the ESP from Jose Garcia, Chairman of Mallard Creek STEM Academy, Julia Valent, President of Avant Garde Academy Broward and Susan Faris, President of Avant Garde Academy Hillsborough. All three references independently stated that AES excelled in its comprehensive scope of services and the thoughtful research based approach to managing the school's academic and operational needs.

D. Assessed Capacity

Describe whether and how the school's board has assessed the capacity of the ESP to successfully carry out the functions necessary to operate a high-quality charter school.

The Board assessed the ESPs capabilities through the use of references and an extensive interview process. The ESP's educational model met the Board's objective of having a personalized academic plan for students that uses current, individual performance data to drive instruction, and maintains a scope and sequence that promotes efficient student learning. Perhaps most importantly, the Board believes that the ESP will also instill in our students the understanding that their academic success must be integrated with their desire to become socially responsible and productive citizens within our growing communities. This is a key component of the school's vision.

Local Hiring and Training Practices: AES is committed to providing all of the resources and support a school community needs while empowering site based leadership to implement a top quality vision and mission for children, to own the decision-making and ultimate success of programs by developing visionary, expertise-driven servant leadership. All instructional decisions are made with one simple question in mind: "Is this best for students?" AES will train school staff with the understanding that integrity is the consistency between what we say and what we do. AES will identify school leaders and educators who have demonstrated measurable success in with previous schools and student populations, to serve in our schools and act as mentors to our new school leaders and educators.

Local Community Support: AES will develop partnerships with local and regional organizations that depend on STEAM-based workforce, and willing to offer their expertise and resources into

our curriculum model to provide our students with the technology, tools and knowledge they will need to be successful.

ESP Background

A. Mission

Provide the mission of the ESP and an overview of the organization's strategic vision, including, if applicable, a five-year growth plan, and rationale for managing new schools.

Alliance Education Services was founded in 2013 by Jennifer Lucas and Justin Matthews who wanted to provide a non-profit, philanthropic, organization to support charter school development and operations. Since 2013 AES has provided support to numerous schools ranging from leadership development, financing, and facilities development as well as full school operations. A current listing of schools that AES has helped is available on the AES website. (www.allianceedservices.org) AES is a non-profit, charter school support firm that was organized to provide local, responsive and comprehensive support to the School with a full range of services. It is not part of any large, corporate style, for profit management entity. The founding principal of AES is that: all of the School's financial resources remain at the School level to directly and positively impact the success of that school's program. AES does not leverage School resources towards the opening of future programs and does not rely on replication or expansion to sustain itself.

Alliance Education Services (AES) provides a wide range of support charter school programs, empowering schools and their faculty and with research-based expertise, educational best practice and curricular programs necessary to achieve success in an ever changing, highly competitive, increasingly global educational community.

AES Mission: To provide communities with increased school choice by creating a safe and inviting school, equipped with a focused and rigorous academic curriculum that ensures student success in an appropriately challenging environment.

AES Vision: AES believes that students, when provided with quality instruction utilizing sound research in an educational environment rich with best practices, will ultimately be successful.

AES Academic Program: The curriculum, focusing in Science, Technology, Engineering, Arts, and Mathematics (STEAM), will empower students to meet and exceed state standards of performance, and will provide students with the opportunity to deepen their learning through cross-curricular, interdisciplinary projects that will challenge and reward students while at the same time produce demonstrative exemplars of learning that has taken place at the school. The program incorporates STEAM throughout the educational process for all students beginning in Kindergarten with the purpose of adequately preparing students for high school, college and careers in a society that is increasingly dependent upon a highly skilled workforce to support our global economies and communities.

B. Leadership Team

Identify the ESP's leadership team and their specific roles and responsibilities. Include as Attachment BB an organization chart for the ESP.

The principals of AES possess extensive charter school support experience that the school’s Board of Directors believes will greatly enhance the success of the school. AES is headed by Jennifer Lucas, Justin Mathews and Frank Bolaños (resumes are attached). Frank Bolaños has a rich background in the planning and implementation of the mission, guiding principles and program integrity of non-profit organizations and charter schools. Justin Matthews has served as an educator for the past seventeen years. He has held the positions of CEO/Executive Director, Region Director, Founding Principal, COO, Head of Upper School, and Assistant Principal, while also serving as an elementary and high school teacher in his career. In addition to currently leading one of the largest and most successful K-12 charter schools, Mr. Matthews regularly works with multiple schools and state entities through his consulting firm Alliance Education Services and with AdvancED as a Lead External Review Evaluator. See attachment BB for the organizational chart of the ESP.

ESP Track Record

A. Evidence of Capacity

Provide evidence of organizational capacity to open and operate high-quality schools in Florida and, if applicable, elsewhere in accordance with the overall growth plan. Outline specific timelines for building or deploying organizational capacity to support the proposed school. If the ESP intends to build capacity and add positions during the term of this proposed charter school, include an organizational chart of the proposed growth within the ESP leadership structure as Attachment CC.

See attachment CC.

B. List of ESP Operated Schools

Provide a comprehensive listing of ESP-operated charter schools (current and past) by completing form IEPC-M1A, which can be found at <http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference> and attach as Attachment DD.

See attachment DD.

C. Success With Similar Populations

Explain the ESP’s success in serving student populations similar to the target population of the school. Describe the ESP’s demonstrated academic track record (provide specific academic results on all schools using Form IEPC-M1A, attached as Attachment DD).

The ESP’s track record is found in Attachment DD.

D. Terminations, NonRenewals, etc.

List and explain any management contract terminations as well as any charter revocations, non-renewals, withdrawals or non-openings that the ESP has experienced in the past five (5) years.

None (not applicable).

Legal Relationships

A. Arms-Length Negotiating

Describe how the school's governing board is independent from the ESP and self-governing, including evidence of arm's-length negotiating.

The Board will ensure compliance with all pertinent statutes regarding conflicts of interests, arms-length transactions and governance between the Board and ESP. All Board members will be trained on the roles and responsibilities by a Florida Department of Education approved trainer. The Board will reserve the right to terminate any vendor, including the ESP, based upon performance or failure to provide services. The ESP contract is a performance based contract with specific terms and service requirements. The Board is required to evaluate the ESP performance, set goals, provide feedback, ask for additional or revised service, and negotiate terms of employment. The ESP serves at the pleasure of the Board and can be terminated for poor performance or lack of performance. A full compendium of services is attached to the ESP contract which is included in the Attachments.

B. Subsidiary Relationships

Explain whether the school has or will have any legal or contractual relationships with any subsidiaries or other entities or individuals that are affiliated with or owned in whole or in part by the ESP. If so, identify the nature of those entities' business activities and describe how the governing board will ensure that any such relationships will not pose a conflict of interest or hinder the board's authority or ability to terminate the contract with the ESP.

The school will not have any legal or contractual relationships with any related parties to the ESP.

C. Supervisory Responsibility

Explain the supervisory responsibilities of the ESP (if any), including which school employees the ESP will supervise, how the ESP will supervise these employees, and how the school's governing board will oversee the ESP's supervisory responsibilities.

The ESP will have supervisory responsibilities over the school's Principal, as delegated by the Board. The ESP will work in partnership with the Board to manage the School's principal, budget and financial obligations. AES will provide a working budget to the Board for approval and will provide monthly reports and updates to the Board as well. The Board has approved a set of policies regarding financial roles and responsibilities as well as segregation of duties regarding financial controls which are included in the appendices. AES will operate according to the Board approved policies and will share control of the School's operating accounts. AES will secure a back office vendor who will provide additional internal controls by receiving, processing and remitting payments for all Purchase Orders and Reimbursement Requests. This 3rd party vendor will also prepare monthly accounting statements and manage a database of approved persons who can submit PO's, approve PO's within specified thresholds, and sign checks for School related purposes. It is AES's responsibility to select this vendor and work in collaboration with the Board to keep them informed, to seek approval of expenditures that meet the mission of this STEAM school, and to demonstrate financial controls with full transparency.

Although AES will secure necessary financing for facilities, leases, and start-up funds, the Governing Board will have final approval on all vendor contracts. This partnership lends an additional sense of transparency to the operations of the School and requires all parties to be involved, informed and committed to providing the school all of the resources required to ensure the School's long term success and viability by sustaining a healthy budget and a positive fund balance.

D. Financing Agreements

If the school's governing board intends to enter into a financing agreement (promissory notes, loans, leases, lease-purchase agreements, other negotiable instruments, or any other facility or financing relationships) with the ESP:

- *Ensure that such agreements are or will be separately documented and not part of or incorporated in the school management contract and do not hinder the governing board's authority and practical ability to terminate the management agreement and continue operation of the school.*

Any and all financing agreements will be separately and properly documented under the auspices of the school's independent attorney and reviewed by the school's independent auditor.

- *Provide evidence that the agreement was or will be reviewed by the governing board's independent legal counsel or attorney and subject to a fair market analysis.*

The financing agreements will be reviewed by the board's independent legal counsel.

- *Describe how such agreements will be repaid. Repayments should be reflected in the budget.*

Any and all financing agreements and promissory notes will include a repayment

Organizational Structure

A. Roles and Responsibilities

Provide a description of the roles and responsibilities of the ESP. This may include whether and how the specific roles and responsibilities set forth below may or may not be provided by the ESP, in order to summarize school- and ESP-level responsibilities. If some portions of a function are the responsibility of both the ESP and the governing board, please explain. The description should align with the management agreement with the ESP and provide a clear picture of what the ESP is responsible for.

- *Setting Performance Goals*
- *Selecting Curriculum*
- *Selecting Professional Development programs*
- *Data Management & Selecting Interim Assessments*
- *Determining Promotion Criteria*
- *Setting a School Culture*
- *Student Recruitment*
- *School Staff Recruitment & Hiring*
- *Providing Human Resources (HR) services (payroll, benefits, etc.)*
- *Fundraising*
- *Managing Community Relations*
- *Selecting and Providing Information Technology*
- *Managing Facilities*
- *Procuring Vendors*
- *Other Operational and Administrative Services, if Applicable*

The ESP and joint Board and ESP responsibilities are, as follows:

- **Setting Performance Goals: joint Board and ESP responsibilities**

- Selecting Curriculum: joint Board and ESP responsibility
- Selecting Professional Development programs: ESP responsibility
- Data Management & Selecting Interim Assessments: ESP responsibility
- Determining Promotion Criteria: joint Board and ESP responsibilities
- Setting a School Culture: joint Board and ESP responsibilities
- Student Recruitment: ESP responsibility
- School Staff Recruitment & Hiring: ESP responsibility
- Providing Human Resources (HR) services (payroll, benefits, etc.): ESP responsibility
- Fundraising: joint Board and ESP responsibilities
- Managing Community Relations: joint Board and ESP responsibilities
- Selecting and Providing Information Technology: joint Board and ESP responsibility
- Managing Facilities: ESP responsibility
- Procuring Vendors: joint Board and ESP responsibilities
- Other Operational and Administrative Services, if Applicable: joint Board and ESP responsibilities

Scope of Services: AES offers a variety of services, from an initial start-up charter school application, to specific and targeted levels of support for current schools in need of professional expertise. Services include, but are not limited to:

- Charter School Start Up; Initial Demographics study to determine community need and location of school; Authoring and submission of uniquely written Charter Application designed to meet the educational and social needs of the community; Negotiations with the Charter Authorizer throughout the review and approval process
- Application for eligible state and federal Charter School grants and privately funded grants accessible to the school based on the Charter application's provisions for students
- Facility procurement, design, financing, construction and management
- Identification, financing and implementation of furniture, fixtures, technology, educational resources and equipment)
- Community education and outreach to inform the local community about the school, answer questions for parents, business leaders and community leaders.
- Governance Training; Identification of and training of all school staff, including leadership
- Professional Development for all school staff
- Implementation of research based educational best practices that will ensure the school's long term success.
- Human Resources and Budget support for the school as well as training for staff
- Continuing oversight of all aspects of the school as requested by Governing Board to ensure continued school success
- Placement and compensation of School Director
- Professional Development for all staff and stakeholders, including school leadership in addition to Governing Board/Board of Trustees.
- Facilities procurement, renovation, design, financing, construction and management
- Logistics Support (technology/network, safety and security, traffic, permitting)
- Quarterly Budget Development and Revision

- Annual Review and Update of all Policies and Procedures; Annual School Profile, including Academic and other Data; Annual School Improvement Planning; Annual Leadership Evaluation
- Monthly Budget Review
- Identification of support services to the school, including RFP as needed
- Other services are needed that are critical to ensuring the school's long term success

B. Oversight and Evaluation Methods

Describe the oversight and evaluation methods that the board will use to oversee the ESP. What are the school-wide and student achievement results that the ESP is responsible for achieving? How often, and in what ways, will the board review and evaluate the ESP's progress toward achieving agreed-upon goals (e.g. external evaluator, surveys, or performance data analyses)? What are the conditions, standards, and procedures for board intervention, if the ESP's performance is deemed unsatisfactory?

The Board has approved a set of policies regarding administrative and financial roles and responsibilities as well as segregation of duties regarding financial controls which are included in the attachments. AES will operate according to the Board approved policies and will share control of the School's operating accounts. AES will secure a back office vendor who will provide additional internal controls by receiving, processing and remitting payments for all Purchase Orders and Reimbursement Requests. This 3rd party vendor will also prepare monthly accounting statements and manage a database of approved persons who can submit PO's, approve PO's within specified thresholds, and sign checks for School related purposes. It is AES's responsibility to select this vendor and work in collaboration with the Board to keep them informed, to seek approval of expenditures that meet the mission of this STEAM school, and to demonstrate financial controls with full transparency. Although AES will secure necessary financing for facilities, leases, and start-up funds, the Governing Board will have final approval on all vendor contracts. This partnership lends an additional sense of transparency to the operations of the School and requires all parties to be involved, informed and committed to providing the school all of the resources required to ensure the School's long term success and viability by sustaining a healthy budget and a positive fund balance. The Board will ensure compliance with all pertinent statutes regarding conflicts of interests, arms-length transactions and governance between the Board and ESP. All Board members will be trained on the roles and responsibilities by a Florida Department of Education approved trainer.

PERFORMANCE BASED: The Board will reserve the right to terminate any vendor, including the ESP, based upon lack of performance or failure to provide services. The ESP contract is a performance based contract with specific terms and service requirements. The legal contract between the Board and ESP states that: AES will implement the Charter Application and Charter Contract" during the entire term of the agreement. The Charter Application and Contract contain very specific school wide and student achievement goals.

ESP EVALUATION & BOARD INTERVENTION: The Board is required to evaluate the ESP performance, set goals, provide feedback, ask for additional or revised service, and negotiate the terms of employment. The ESP serves at the pleasure of the Board and can be terminated for poor performance or lack of performance. A full compendium of services is attached to the ESP contract which is included in the appendices.

C. Payment Schedule

Describe the payment schedule, including all fees, bonuses, early termination penalties, and any other compensation to be paid to the ESP.

The school will pay the ESP a service provider fee of 8% of total revenues.

D. Spending Decisions

Describe the types of spending decisions the management organization can make without obtaining board approval? What reports must the ESP submit to the board on financial performance, and on what schedule? How will the school governing board provide financial oversight?

The ESP may only make spending decisions that have been pre-approved by the Board in the Board approved operating budget. The Board has developed very specific policies and procedures, including SEGREGATION OF FINNACIAL DUTIES, to provide the necessary checks and balances and financial oversight. The ESP will provide the Board with a monthly report that summarizes the school's operations, including spending decisions, enrollment, parent/student issues and academic progress. A more detailed accounting will be provided by the ESP at the Board meetings.

E. Duration of Agreement

What is the term (duration) of the management agreement? Explain the conditions and procedures (including time frames, notice, and decision-making procedures) for renewal and termination of the contract? Describe the conditions that both the ESP and the school must satisfy for the management agreement to be renewed. On what grounds may the ESP or the governing board terminate the management agreement for cause? List any indemnification provisions in the event of default or breach by either party. If these provisions are addressed in the management agreement, the applicant may cite the specific sections.

The term of the management agreement is six (6) years (planning year and first five years of operation). The management agreement states that after the five-year term the Board "at its sole discretion" may choose to reengage the ESP or not. If the contract is renewed, there is a 180 day mutual cancellation notice requirement that may be provided on an annual basis. The ultimate authority of the Board is recognized on Section 1 on page one of the ESP contract which states that the "Manager shall be responsible and accountable to the Board for the administration, operation and performance of the Charter School in accordance with the Charter Application and Charter Contract. The Board shall be responsible for developing the school's vision, mission, guiding principles and policies and procedures.

Manager shall ensure that the school is implementing its educational program in a manner that is consistent with State and federal law, including requirements regarding content and subjects of instruction." This will ensure that the ESP will meet the high standards of performance that are detailed in the Charter Application and Charter Contract. The Agreement addresses performance and board monitoring on Sections 1 and 2 of page 1, as follows: "Manager agrees that the School may measure the success of the School on the basis of student achievement and by measures of parent and student satisfaction. Manager shall be required to present an intervention plan to the Board to address the academic deficiencies of the students, which may include additional resources and/or strategic activities for the School, as part of the Board's monitoring process."

F. Draft Agreement

Provide as Attachment EE, a draft of the proposed management agreement with the ESP.

See attachment EE.

Attachments

Attachment BB

ESP ORGANIZATIONAL CHART

ALLIANCE EDUCATIONAL SERVICES, INC.

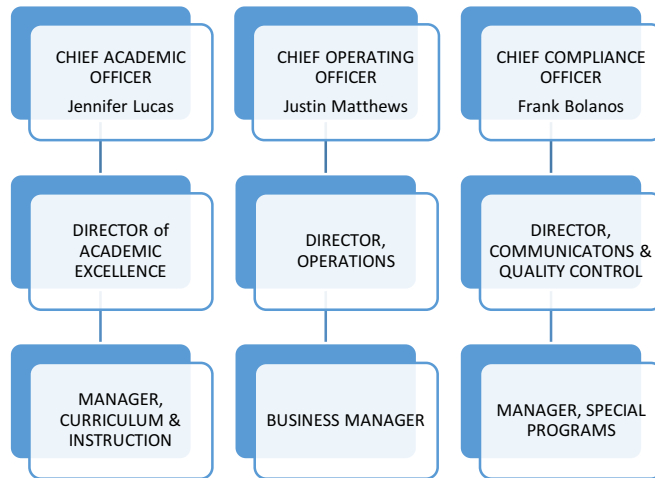


ATTACHMENT CC

ESP'S ORGANIZATION CHART AFTER ANTICIPATED GROWTH

ALLIANCE EDUCATIONAL SERVICES, INC.

2017-2022 SCHOOL YEARS



Applicant History Worksheet - Addendum A
Schools Currently or Previously Operated by Applicant(s)
 If applicant is established governing board, use Addendum B

Enter each applicant's full name below.	Identify the leadership role the applicant held with the school. Roles may include, but are not limited to, governing board member, superintendent, principal, or administrator.	District	School Name	MSID	Status as of the date application is submitted. For any school that is closed, please attach separate page explaining reasons for closure, with supporting documentation if applicable.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fdoe.org/ .	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as (\$25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing
Applicant Name	Role	District	School Name	MSID	Status (Active/Closed)	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Frank Bolanos	Manager	Broward	Avant Garde Academy of Broward	5791	Active	71/49%	C	Awaiting Audit	Awaiting Audit	Awaiting Audit
Frank Bolanos	Manager	Broward	Avant Garde Academy of Broward K-8	5015	Active	1184/49%	B	Awaiting Audit	Awaiting Audit	Awaiting Audit
Frank Bolanos	Manager	Osceola	Avant Garde Academy K-8	161	Active	308/100	C	Awaiting Audit	Awaiting Audit	Awaiting Audit
Frank Bolanos	Manager	Hillborough	Avant Garde Academy (opens Aug 2017)		Active		N/A			N/A
Jennifer Lucas	Academic Officer	Charlotte	Mallard Creek Stem Academy			554	N/A	N/A	N/A	Awaiting Audit
Jennifer Lucas	Superintendent	Durham	Voyager Academy	32L	Active	1345/20%	B	1.9MM	8%	
Jennifer Lucas	Principal	Manatee	Imagine Schools		Closed					
Jennifer Lucas	Principal	Hillborough	Hillsborough Academy of Math		Active	N/A	B	N/A	N/A	
Jennifer Lucas	Manager	Broward	Avant Garde Academy of Broward	5791		71/49%	C	Awaiting Audit	Awaiting Audit	Awaiting Audit
Jennifer Lucas	Manager	Broward	Avant Garde Academy of Broward K-8	5015		1184/49%	B	Awaiting Audit	Awaiting Audit	Awaiting Audit
Jennifer Lucas	Manager	Hillborough	Avant Garde Academy (opens Aug 2017)		Active					

Applicant History Worksheet - Addendum A
Schools Currently or Previously Operated by Applicant(s)
 If applicant is established governing board, use Addendum B

Enter each applicant's full name below.	Identify the leadership role the applicant held with the school. Roles may include, but are not limited to, governing board member, superintendent, principal, or administrator.				Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/ .	Unassigned Fund Balance from independent annual audit. Deficit fund balances should be reported in parenthesis. For example, an unassigned fund balance deficit should be reported as (\$25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by Total Revenue)	Applicant should indicate whether the independent financial audit included any of the following finding: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is Yes, please attach separate page explaining. If audit is not yet available, indicate with NA. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
		District	School Name	MSID					
Year -1									
Frank Bolanos	Manager	Broward	Avant Garde Academy of Broward	5791	158/81%	C	36,159	0.04%	NO
Frank Bolanos	Manager	Broward	Avant Garde Academy of Broward K-8	5015	934/45%	B	-516,736	-0.07%	NO
Frank Bolanos	Manager	Osceola	Avant Garde Academy K-8	161	461/100	F	28,810	16%	NO
Frank Bolanos	Manager	Hillborough	Avant Garde Academy (opens Aug 2017)				107,918	107%	NO
Jennifer Lucas	Academic Officer	Charlotte	Mallard Creek Stem Academy			554 N/A	N/A	N/A	
Jennifer Lucas	Superintendent	Durham	Voyager Academy	32L	1345/20%	B	1.9MM	8%	
Jennifer Lucas	Principal	Manatee	Imagine Schools						
Jennifer Lucas	Principal	Hillborough	Hillsborough Academy of Math		N/A	B	N/A	N/A	N/A
Jennifer Lucas	Manager	Broward	Avant Garde Academy of Broward	5791		C	36,159	0.04%	NO
Jennifer Lucas	Manager	Broward	Avant Garde Academy of Broward K-8	5015					
Jennifer Lucas	Manager	Hillborough	Avant Garde Academy (opens Aug 2017)						

Applicant History Worksheet - Addendum A
Schools Currently or Previously Operated by Applicant(s)
 If applicant is established governing board, use Addendum B

Enter each applicant's full name below.	Identify the leadership role the applicant held with the school. Roles may include, but are not limited to, governing board member, superintendent, principal, or administrator.				Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/ .	Unassigned Fund Balance from independent annual audit. Deficit fund balances should be reported in parenthesis. For example, an unassigned fund balance deficit should be reported as (\$25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by Total Revenue)	Applicant should indicate whether the independent financial audit included any of the following finding: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is Yes, please attach separate page explaining. If audit is not yet available, indicate with NA. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
		District	School Name	MSID					
Year -2									
Frank Bolanos	Manager	Broward	Avant Garde Academy of Broward	5791	N/A				N/A
Frank Bolanos	Manager	Broward	Avant Garde Academy of Broward K-8	5015					
Frank Bolanos	Manager	Osceola	Avant Garde Academy K-8	161		D			
Frank Bolanos	Manager	Hillborough	Avant Garde Academy (opens Aug 2017)		N/A				
Jennifer Lucas	Academic Officer	Charlotte	Mallard Creek Stem Academy			N/A			
Jennifer Lucas	Superintendent	Durham	Voyager Academy	32L					
Jennifer Lucas	Principal	Manatee	Imagine Schools						
Jennifer Lucas	Principal	Hillborough	Hillsborough Academy of Math						
Jennifer Lucas	Manager	Broward	Avant Garde Academy of Broward	5791	N/A				
Jennifer Lucas	Manager	Broward	Avant Garde Academy of Broward K-8	5015	N/A				
Jennifer Lucas	Manager	Hillborough	Avant Garde Academy (opens Aug 2017)		N/A				

Applicant History Worksheet - Addendum A
Schools Currently or Previously Operated by Applicant(s)
 If applicant is established governing board, use Addendum B

Enter each applicant's full name below.	Identify the leadership role the applicant held with the school. Roles may include, but are not limited to, governing board member, superintendent, principal, or administrator.				Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/ .	Unassigned Fund Balance from independent annual audit. Deficit fund balances should be reported in parenthesis. For example, an unassigned fund balance deficit should be reported as (\$25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by Total Revenue)	Applicant should indicate whether the independent financial audit included any of the following finding: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is Yes, please attach separate page explaining. If audit is not yet available, indicate with NA. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
		District	School Name	MSID					
Year -3									
Frank Bolanos	Manager	Broward	Avant Garde Academy of Broward	5791					
Frank Bolanos	Manager	Broward	Avant Garde Academy of Broward K-8	5015					
Frank Bolanos	Manager	Osceola	Avant Garde Academy K-8	161					
Frank Bolanos	Manager	Hillborough	Avant Garde Academy (opens Aug 2017)						
Jennifer Lucas	Academic Officer	Charlotte	Mallard Creek Stem Academy						
Jennifer Lucas	Superintendent	Durham	Voyager Academy	32L					
Jennifer Lucas	Principal	Manatee	Imagine Schools						
Jennifer Lucas	Principal	Hillborough	Hillsborough Academy of Math						
Jennifer Lucas	Manager	Broward	Avant Garde Academy of Broward	5791					
Jennifer Lucas	Manager	Broward	Avant Garde Academy of Broward K-8	5015					
Jennifer Lucas	Manager	Hillborough	Avant Garde Academy (opens Aug 2017)						

Applicant History Worksheet - Addendum A
Schools Currently or Previously Operated by Applicant(s)
 If applicant is established governing board, use Addendum B

Enter each applicant's full name below.	Identify the leadership role the applicant held with the school. Roles may include, but are not limited to, governing board member, superintendent, principal, or administrator.				Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/ .	Unassigned Fund Balance from independent annual audit. Deficit fund balances should be reported in parenthesis. For example, an unassigned fund balance deficit should be reported as (\$25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by Total Revenue)	Applicant should indicate whether the independent financial audit included any of the following finding: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is Yes, please attach separate page explaining. If audit is not yet available, indicate with NA. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
		District	School Name	MSID					
Year -4									
Frank Bolanos	Manager	Broward	Avant Garde Academy of Broward	5791					
Frank Bolanos	Manager	Broward	Avant Garde Academy of Broward K-8	5015					
Frank Bolanos	Manager	Osceola	Avant Garde Academy K-8	161					
Frank Bolanos	Manager	Hillborough	Avant Garde Academy (opens Aug 2017)						
Jennifer Lucas	Academic Officer	Charlotte	Mallard Creek Stem Academy						
Jennifer Lucas	Superintendent	Durham	Voyager Academy	32L					
Jennifer Lucas	Principal	Manatee	Imagine Schools						
Jennifer Lucas	Principal	Hillborough	Hillsborough Academy of Math						
Jennifer Lucas	Manager	Broward	Avant Garde Academy of Broward	5791					
Jennifer Lucas	Manager	Broward	Avant Garde Academy of Broward K-8	5015					
Jennifer Lucas	Manager	Hillborough	Avant Garde Academy (opens Aug 2017)						

CONTRACT FOR CHARTER CONSULTING AND MANAGEMENT SERVICES

THIS CONTRACT FOR CHARTER CONSULTING AND EDUCATION SUPPORT SERVICES (hereinafter referred to as the “Contract”) is hereby entered into this 15th day of July, 2016, by and between INTERNATIONAL SCHOOL OF EXCELLENCE OF FLORIDA, INC. (hereinafter referred to as “ISE”), a Florida Not for Profit Corporation, and ALLIANCE EDUCATIONAL SERVICES (hereinafter referred to as “AES”), a Florida Not For Profit Corporation. For good and valuable consideration, the parties hereby agree to as follows:

SCOPE AND LENGTH OF SERVICE

ISE chooses to engage AES as the sole Educational Service Provider for the Florida Public Charter application process, subsequent opening and requisite operation of a Florida Public Charter School during its planning year and the first 5 (FIVE) years of operation. This work will comprise dates ranging approximately from July 15, 2017 to June 30, 2023, after which time ISE at its sole discretion may choose to reengage AES for continuing Education Services. AES will implement the Charter Application and Charter Contract during the planning year, July 1, 2017 through June 30, 2018, and for the subsequent 5 (FIVE) years that the Charter School is in operation, July 1 2018 through June 30, 2023. After June 30, 2023, this agreement will automatically renew annually under substantially similar terms, unless termination notice is provided by either party 180 (ONE HUNDRED EIGHTY) calendar days in advance.

PAYMENT, TERMS AND CONDITIONS

1. Responsibility. Manager shall be responsible and accountable to the Board for the administration, operation and performance of the Charter School in accordance with the Charter Application and Charter Contract. The Board shall be responsible for developing the school’s vision, mission, guiding principles and policies and procedures. Manager shall ensure that the school is implementing its educational program in a manner that is consistent with State and federal law, including requirements regarding content and subjects of instruction.
2. Performance. Manager agrees that the School may measure the success of the School on the basis of student achievement and by measures of parent and student satisfaction. Manager shall be required to present an intervention plan to the Board to address the academic deficiencies of the students, which may include additional resources and/or strategic activities for the School, as part of the Board’s monitoring process.
3. Additional work not expressly included in this agreement and related to ISE Charter Operation will be considered outside of the scope of the agreement, and may be negotiated separately for payment as mutually agreeable by both parties.
4. During the planning year of the 2017-2018 school year (defined as July 1st, 2017 through June 30th, 2018), AES will begin all planning requirements including, but not limited to: recruiting and training staff (administration and administration support team), marketing for enrollment, conducting parent information sessions, building community and commercial

partnerships and procurement of furniture and curricular needs. AES will attend local or state training sessions as required by the Florida Department of Education or recommended for professional development for future staff. AES shall also work with ISE to secure additional goods and services, including, but not limited to: office space, furniture, technology, utilities, marketing, recruiting, office supplies and equipment and a registrar.

5. The funding for the goods and services outlined in paragraph 2 is as follows:
 - a. AES will advance funds necessary for the charter application, approval and planning year. ISE agrees to pay AES an amount not to exceed \$300,000.00 (THREE HUNDRED THOUSAND AND NO/100 DOLLARS)) for services rendered during the planning year. ISE also agrees to reimburse AES for all monies expended by AES in securing any third party goods or services. On or before July 31st, 2018, AES will provide ISE with an itemized bill for services rendered and additional monies expended during the planning year. ISE shall have the option to immediately repay these obligations in full or to execute a Note for repayment of the obligations over a certain period of time, not to exceed 10 years. The interest rate per year on the Note shall be equivalent to the number of years for repayment requested by ISE. Interest on the note shall begin on July 1st, 2018. By way of example, if ISE elects to execute a 7 year Note, the Note shall bear interest at the rate of 7% per year beginning July 1st, 2018. ISE shall be required to make equal monthly payments under the Note until the Note is fully satisfied. There shall be no early payment penalty under the Note.
6. During the 5 subsequent school years (July 1st, 2018 through June 30th, 2023), ISE shall pay AES a service provider fee of 8% of total revenues, whether from Local, State or Federal Sources. Said fee payments shall be made on a monthly basis on or before the 15th day of each month.
7. In the event of a budget shortfall, AES will provide short term loans to cover any and all deficits incurred by the school, and will develop a repayment schedule that allows the school to meet its other financial obligations.
8. It is expressly understood between the parties that the service provider fees contemplated under paragraph 4 are in addition to the potential Note payments contemplated by paragraph 3.
9. In the event that either party has to institute legal action to enforce the terms of the Contract, the prevailing party in that action shall have the right to recover its reasonable attorney's fees and costs in that action.
10. Florida law shall govern the interpretation of this Contract. Venue shall be proper in Florida.
11. This Contract contains the entire agreement between the parties and supersedes any verbal agreements or prior negotiations between the parties. The provisions of this Contract may only be modified in writing properly executed by both parties.

ATTACHMENT B

CALENDAR AND SCHEDULE

As per Florida Statute, each School must provide 180 days of instruction or 1,025 of instruction to students consisting of six instructional hours each day. Elementary students will attend School from 8:00-3:00 each day and middle school students will attend from 8:00-3:00 pm to allow our students additional instructional time including a focus on the Arts and a prescribed MTSS block as needed. All students will have protected time for interventions and acceleration throughout the day to hold the School accountable for MTSS and differentiation for the accelerated and gifted students. Sample Master Schedules are included. You will see instructional blocks, electives, remediation and recess/lunch and Leader in Me. You will also see examples of the electives wheel.

Students will receive instruction in the areas of Reading/English Language Arts, Mathematics, Science, Social Studies, Engineering, the Arts and Physical Education in grades K-5 and English/Language Arts, Social Studies, Mathematics, Foreign Language, Science and STEAM electives in the middle school grades 6-8. In addition to core courses, and depending on the grade level, all students will have additional coursework in Computer Education/Technology/Coding, Legos/Robotics, Foreign Language, Visual Arts, and Music on a rotating weekly basis in K-5 and alternating blocks for the middle school grades, 6-8. The schedule may vary, for selected students, if further intervention is provided in reading and/or mathematics based on students' individual needs.

After school tutoring as mentioned previously is scheduled through the Aftercare program but is offered at no cost to students selected by teachers in need of additional support.

The Aftercare program is a STEM-based program that will mirror the academic program of the School and incorporate a wide variety of STEM enrichment activities. Aftercare will be available to all students from VPK-8th grade for a fee and will have a clearly defined calendar of activities, events and classes that will extend and enrich the STEAM program. Expert vendors will be brought in to work with students and to provide additional opportunities for learning and practicing in the Arts as well as STEM subject areas.

Annual Calendar

The School will follow the annual public school calendar of student days established by County. However, the school offers an extended academic day which will allow students to receive over 1200 instructional hours per year. All student holidays will mirror those of the district, but professional days for staff may vary. The school may require supplemental professional development workdays for staff during pre-planning and throughout the year to ensure best practices in the classroom and to give teachers the opportunity to implement innovative curriculum appropriately in the classroom. The School Yearly Calendar will also include quarterly data chats and student led conferences as well as student presentations of completed project work. This section will be created in conjunction with our School Leadership team and parent stakeholders during planning year.

Elementary Schedule
ATTACHMENT B

	Kinder-1	First-1	Second-1	Third-1	Fourth-1	Fifth-1
8:30						
8:35		Rtl Enrich				Rtl Enrich
8:40			Lang. Arts			
8:45						
8:50		Specials				Specials
8:55						
9:00	Math					
9:05						
9:10						
9:15				Reading	Reading	
9:20						
9:25			Social Studies			
9:30		LIM				
9:35						
9:40						
9:45						
9:50						
9:55						
10:00	Recess	Math	Specials			
10:05						
10:10						
10:15				Lang. Arts	Lang. Arts	
10:20						Reading
10:25						
10:30				Lang. Arts		
10:35					Specials	
10:40						
10:45						
10:50						
10:55	Reading					
11:00						
11:05				Social Studies		
11:10						
11:15						
11:20			Reading			
11:25						
11:30						
11:35				Rtl Enrich	Lang. Arts	Lang. Arts
11:40		Reading				
11:45						
11:50						
11:55						
12:00				Recess	Lunch	Lunch
12:05						
12:10	Specials					
12:15						
12:20			Recess		LIM	Recess
12:25						
12:30			Lang. Arts			
12:35						
12:40	LIM		LIM			
12:45		Lang. Arts			Lang. Arts	
12:50						
12:55	Rtl Enrich					
1:00						
1:05						
1:10						Social Studies
1:15						
1:20				Lang. Arts	Recess	
1:25						
1:30	Lunch	Lunch				
1:35			Science	Specials		
1:40						
1:45						
1:50						
1:55						
2:00	Science	Science				
2:05						
2:10						
2:15						
2:20					Reading	Reading
2:25						
2:30						
2:35						
2:40						
2:45	Social Studies		Math			
2:50						
2:55						
3:00				Reading		
3:05						
3:10		Social Studies				
3:15	Lang. Arts					
3:20						
3:25		Recess			Social Studies	Lang. Arts
3:30			Rtl Enrich			

6th Grade Schedule

	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
ELA	Planning	ELA I	ELA I	ELA I	ELA I	ELA I Honors	Planning
Reading	Reading	Reading Honors	Reading	Reading	Reading	Planning	Reading
Math	Course I	Course I	Planning	Course I	Pre-Algebra	Course I	Course I
S.S.	World History	World History Honors	World History Honors	Planning	World History	World History	World History
Science	Earth Space	Earth Space	Earth Space	Earth Space Honors	Earth Space Honors	Earth Space	Planning
P.E.	602 Advanced	Planning	601 Advanced	604	605	606	603
Technology/Critical Thinking	604	606	603	602 Advanced	Planning	601 Advanced	605
Intensive Reading	8th Grade	8th Grade	7th Grade	6th Grade	Planning	6th Grade	7th Grade
Intensive Math	6th Grade	6th Grade	7th Grade	7th Grade	7th Grade	7th Grade	Planning

Specials Schedule

Specials Teachers' Schedule		
7:45	8:30	Arrival
8:50	9:30	5th Grade
9:45	10:25	2nd Grade
10:30	11:10	4th Grade
11:15	11:45	Lunch
11:45	12:25	Kinder
12:30	1:10	1st Grade
1:15	1:55	3rd
2:00	2:40	Misc
2:50	3:30	Planning

Lunch Schedule		
11:14	11:39	Middle School
11:41	12:06	4th and 5th Grade
12:11	12:36	
12:38	1:03	2nd and 3rd Grade
1:05	1:30	Kindergarten and 1st

ATTACHMENT B

VPK Schedule; DAILY ROUTINE CURRICULUM COMPONENTS

VPK Portion of the Day: 8:20 a.m. – 11:20 a.m.

ALL daily routine components must be covered and times are not flexible

Enrichment Portion of the Day: 11:20 a.m. – 1:50 p.m.

VPK COMPONENTS

Greeting Time: 8:20 a.m. – 8:35 a.m. (15 minutes)

Greeting time provides a smooth transition from home to school and gives children and adults a chance to share important information. As children arrive quiet areas will be accessible. Daily sign-in, one-week calendar, and message of the day strategies will be implemented.

Meeting Time: Oral Language & Vocabulary/Phonological Awareness

8:35 a.m. – 8:50 a.m. (15 minutes)

Teacher and paraprofessional will follow the Houghton-Mifflin Harcourt (HMH) Curriculum

Teacher's Guide.

Small-Groups: Literacy & Math 8:50 a.m. – 9:20 a.m. (30 minutes)

1st Group Time 8:50 a.m. – 9:05 a.m. (15 minutes)

2nd Group Time 9:05 a.m. – 9:20 a.m. (15 minutes)

The teacher and paraprofessional will implement the small-group math and literacy components as indicated in the HMH Teacher's Guide. The teacher or paraprofessional will introduce the math concepts to his/her group while the other adult reviews the literacy portion with his/her small group. The children switch adults after 15 minutes. The math component focuses on number sense, number and operations, patterns and seriation, geometry, spatial relations, measurement, and inquiry. The literacy component focuses on listening, speaking, vocabulary, sentences and structure, comprehension, print concepts, phonological awareness, and alphabet knowledge. Children construct their own knowledge of concepts as they interact and work with materials, including manipulatives.

Planning Time: 9:20 a.m. – 9:30 a.m. (10 minutes)

Establish a routine with children to make their center---time activities productive and organized. Children indicate what they plan to do at the center of their choice (typically discussing what they intend do first). The adult in each of the two planning groups will listen to children’s plans, clarify their intent, and help children extend their plans. Planning props should be used for interactive learning.

Work/Engage Time: 9:30 a.m. – 10:15 a.m. (45 minutes) ALL CENTERS ACCESSIBLE

Children carry out their initial and subsequent plans while they are encouraged to work with any of the materials in the interest areas. Adults observe and look for opportunities to support children’s activities and conversation by encouraging thinking, clarifying concepts, extending play and investigations, and facilitating as they encounter problem---solving situations. During this time, teachers should also focus on academic and social support by implementing one---to---one instruction based on data collected from assessments and observations or intervention strategies such as SST Intervention Plan or IEPs. These support strategies provide students with more intensive intervention to prevent academic failure and challenging behaviors.

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Clean-up and Review/Reflect 10:15 a.m. – 10:30 a.m. (15 minutes)

Children and adults return materials and equipment to their designated storage spaces. If a child has work in progress, an appropriate space will be provided for the project. The adult in each of the two recall groups will engage children in conversation regarding their center time experiences. Teacher and paraprofessional can also provide opportunities for reflection during the Engage (Work Time) component of center---time.

Shared Reading/Book Skills 10:30 a.m. – 10:50 a.m. (20 minutes)

The teacher and paraprofessional will follow the HMH curriculum Teacher’s Guide. The team uses big books that contain predictable text, repetition, and rhyme to develop comprehension

and concepts about print and book, extend vocabulary, and listening comprehension.

Large--Group: Music and Movement 10:50 a.m. – 11:05 a.m. (15 minutes)

The teacher and paraprofessional implement activities that provide opportunities for children to construct an understanding of the physical and social world through the direct actions and experiences they have with their bodies and senses. They move in locomotor and nonlocomotor ways, express creativity in movement, describe movement, act upon movement directions, feel and express steady beat, move with objects, sing songs, play simple musical instruments, develop melody, play games, interpret fingerplays and role play, participate in story reenactments, engage in group discussions, cooperative play, and projects.

Letter Time/ Writing 11:05 a.m. – 11:20 a.m. (15 minutes)

The teacher and paraprofessional will follow HMH curriculum Teacher's Guide. Students engage in activities that develop motivation for written expression and learn the concept that print conveys meaning. Children's knowledge of the structure of written composition is demonstrated in their dictated stories and their own beginning forms of written expression.

Closing Circle/Transition to Lunch 11:20 a.m. – 11:30 a.m. (10 minutes)

A time to review the day's activities, discuss plans for the next day and have the children gather for finger plays, games, tell and reenact stories, sing songs, dance, play musical instruments, or reenact special events.

Dismissal time for children who participate in the VPK Component of the Day is 11:20 a.m.

Lunch may not be scheduled for VPK students prior to 11:20 a.m.

All other children remain for lunch and take part in the Academic Enrichment Program

PREKINDERGARTEN ACADEMIC ENRICHMENT COMPONENTS

Lunch 11:30 a.m. – 12:00 p.m. (30 minutes)

Children and adults engage in appropriate meal-time conversations. One adult remains with children during lunch time and the other adult has a 30 minute duty-free lunch break.

*Story Time: Traditional 12:00 p.m. – 12:15 p.m. (15 minutes)

Teacher and/or paraprofessional will present and read---aloud stories of various genres as they relate to children’s interest; providing an interesting and rewarding experience so that children form pleasant associations with literature and develop a love of reading.

*Large---Group Time: Social Studies, Science, Social/Emotional, Health/Safety, Projects

12:15 p.m. – 12:35 (20 minutes)

Children will be given the opportunity to expand their understanding of the world through exploration, creative arts, and projects. The teacher and paraprofessional will implement the HMH content area components and other projects of interest to the children.

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*Afternoon Story Time and Large--Group Time must be scheduled back-to-back to accommodate full-time paraprofessional’s lunch time.

Outside Time 12:35 --- 1:05 (30 minutes) ASSORTED CENTER MATERIALS ACCESSIBLE

Teachers provide safe opportunities for children to engage in vigorous outdoor play and to develop their large muscle skills and coordination. Adults participate in and support children's play. Teachers will collect an assortment of materials from each center to transport outdoors and have accessible to students on a daily basis. These materials will serve as alternative activities for children who may choose to use them in lieu of or in addition to gross motor activities (i.e. books, chalk, boards, dolls, trucks, foam/paper blocks, plastic blocks, puzzles, etc.). Providing opportunities for children to utilize a variety of materials fosters learning, growth, and development through an extended plan---do---review.

Rest Time 1:05 p.m. – 1:35 p.m. (30 minutes)

Children have a time for quiet and solitary resting, napping, or reading. The following procedures must be adhered to during rest time:

Lighting must be sufficient for adults to visually observe and supervise children.

Maintain rest time for no more than 30 minutes daily.

The designated area in the classroom must have ample space with a minimum distance of 18 inches around individual napping spaces except a maximum of two sides of a napping space may be against a solid barrier, such as a wall.

Napping spaces must not be under furniture or against furniture that may cause a Hazard.

Napping spaces must not interfere with exit areas, which must remain clear in accordance with fire safety regulations.

ALL student activity must be monitored by the adults in the classroom at ALL times during rest time (i.e. talking, touching, moving from designated area, restroom, etc.).

All accidents and incidents which occur at school or while the child is in the care of staff must be documented on the day they occur. The documentation must be shared with the school administration and parent/guardian on the date of occurrence.

Documentation must include the name(s) of the affected party, date and time of occurrence, description of occurrence, actions taken and by whom, and appropriate signatures of school staff and parent/guardian. If the parent/guardian does not pick up the child on the date of occurrence of the accident/incident, the individual authorized to pick up the child must sign and be provided a copy of the accident/incident form.

Closing Circle/Snack 1:35 p.m. --- 1:50 p.m. (15 minutes)

A time to review the day's activities, discuss plans for the next day, and have the children gather for finger plays, games, tell and reenact stories, sing songs, dance, play musical instruments, or reenact special events.

Student Dismissal 1:50 p.m.

Planning Time for Teacher and Paraprofessional (1:50 p.m. --- 3:10 p.m.)

A time for the teacher and full-time paraprofessional to analyze data from assessments, discuss

student observations, plan, and prepare materials for activities and/or intervention strategies for the following day(s).

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Computer Time

Every student should work on computer---assisted instructional programs for a maximum of 20 minutes daily.

Lunch Time

VPK requires uninterrupted instruction during the instructional portion of the day. Therefore, lunch must always be scheduled after 11:20 a.m.

STANDARD DAILY ROUTINE

8:20 a.m. – 8:35 a.m. Greeting Time: Arrival/Sign-In

8:35 a.m. – 8:50 a.m. Meeting Time: Oral Language, Vocabulary,
Phonological Awareness (HMH)

8:50 a.m. – 9:05 a.m. Small---Groups: Literacy and Math
(Alternating Teacher/Paraprofessional)

9:05 a.m. – 9:20 a.m. Small---Groups: Math and Literacy
(Alternating Teacher/Paraprofessional)

9:20 a.m. – 9:30 a.m. Planning (two groups---teacher and paraprofessional)

9:30 a.m. – 10:15 a.m. Work Time (Centers/Areas)

ALL CENTERS ACCESSIBLE

10:15 a.m. – 10:30 a.m. Clean---Up and Review/Reflect

10:30 a.m. – 10:50 a.m. Shared Reading/Book Skills (HMH)

10:50 a.m. – 11:05 a.m. Large-Group: Music and Movement

11:05 a.m. – 11:20 a.m. Letter Time/Writing (HMH) 11:20

a.m. – 11:30 a.m. Closing Circle

11:30 a.m. – 12:00 p.m. Lunch 12:00

p.m. – 12:15 p.m. Story Time

12:15 p.m. – 12:35 p.m. Large---Group Time: Social/Emotional, Social Studies,
Science Projects (HMH)

12:35 p.m. – 1:05 p.m. Outside Time ASSORTMENT

OF CENTER MATERIALS ACCESSIBLE

1:05 p.m. – 1:35 p.m. Rest Time

1:35 p.m. – 1:50 p.m. Closing Circle/Snack 1:50

p.m. Dismissal

1:50 p.m. – 3:10 p.m. Teacher’s Planning Time with Full-Time Paraprofessional

ATTACHMENT C

Project Lead the Way

Project Lead the Way (PLTW) has developed a four year sequence of courses which, when combined with college preparatory mathematics and science courses in high school, introduces students to the scope, rigor and discipline of engineering and engineering technology prior to entering college.

[Project Lead the Way Evaluation](#)

Project Lead the Way - Pathway to Engineering

Courses include:

- Introduction to Engineering Design
- Digital Electronics
- Principles of Engineering
- Computer Integrated Manufacturing
- Civil Engineering and Architecture
- Biotechnical Engineering
- Aerospace Engineering
- Engineering Design and Development

The curriculum teachers are required to teach utilizes cutting edge technology and software requiring specialized training. Ongoing training supports the teachers as they implement the program and provides for continuous improvement of skills.

Understanding that another key to success is awareness, PLTW makes a concerted effort to inform school counselors through counselor conferences, brochures and videotapes about the benefits of the program, as well as the wide array of technology jobs and careers available to students who enter the field upon graduation from high school and college.

In addition, PLTW has developed an exciting Middle School Technology Curriculum: Gateway To Technology. This project-based, cutting edge curriculum is 40 weeks in length and is divided into four 10-week units from the following: Design and Modeling; The Magic of Electrons; The Science of Technology; Automation and Robotics; three new units in development: Environmental Engineering, Energy and the Environment, and Aerospace Engineering. Designed for all students, the units address national standards in math, science and technology. One of the goals is to increase interest and awareness of female and minority students in technology and related careers. Gateway To Technology will also encourage increasing numbers of students to elect the high school program.

Foundation Courses

Introduction to Engineering Design (IED, 1 year)

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work.

Principles of Engineering (POE, 1 year)

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

Specialization Courses

Aerospace Engineering (AE, 1 year)

This course propels students' learning in the fundamentals of atmospheric and space flight. As they explore the physics of flight, students bring the concepts to life by designing an airfoil, propulsion system, and rockets. They learn basic orbital mechanics using industry-standard software. They also explore robot systems through projects such as remotely operated vehicles.

Civil Engineering and Architecture (CEA, 1 year)

Students learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architecture design software.

Computer Integrated Manufacturing (CIM, 1 year)

Manufactured items are part of everyday life, yet most students have not been introduced to the high-tech, innovative nature of modern manufacturing. This course illuminates the opportunities related to understanding manufacturing. At the same time, it teaches students

about manufacturing processes, product design, robotics, and automation. Students can earn a virtual manufacturing badge recognized by the National Manufacturing Badge system.

Computer Science Principles (CSP, 1 year)

Using Python® as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. While this course can be a student's first in computer science, students without prior computing experience are encouraged to start with Introduction to Computer Science. CSP helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. The course curriculum is a College Board-approved implementation of AP CS Principles.

Digital Electronics (DE, 1 year)

From smart phones to appliances, digital circuits are all around us. This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices.

Environmental Sustainability (ES, 1 year)

In ES, students investigate and design solutions in response to real-world challenges related to clean and abundant drinking water, food supply issues, and renewable energy. Applying their knowledge through hands-on activities and simulations, students research and design potential solutions to these true-to-life challenges.

Environmental Sustainability will replace Biotechnical Engineering, which PLTW will continue to support through the end of the 2016-17 school year.

Capstone Course - Engineering Design and Development (EDD, 1 year)

The knowledge and skills students acquire throughout PLTW Engineering come together in EDD as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing EDD ready to take on any post-secondary program or career.

Design & Modeling

Students apply the design process to solve problems and understand the influence of creativity and innovation in their lives. They work in teams to design a playground and furniture, capturing research and ideas in their engineering notebooks. Using Autodesk® design software, students create a virtual image of their designs and produce a portfolio to showcase their innovative solutions.

Automation & Robotics

Students trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms.

Specialization Units

Introduction to Computer Science 1

Studies show that by 2018, 1.4 million job openings will be available for computer specialists. In this unit, students discover the principles of this fast-growing field by focusing on creativity and an iterative design process as they create their own basic apps using MIT App Inventor.

Introduction to Computer Science 2

Students continue to explore the fundamentals of the stimulating career path of computer science. They venture into text programming through Python and, in the final problem, develop an app to crowdsource and analyze data on a topic of their interest.

Energy & the Environment

Students are challenged to think big and toward the future as they explore sustainable solutions to our energy needs and investigate the impact of energy on our lives and the world. They design and model alternative energy sources and evaluate options for reducing energy consumption.

Flight & Space

The exciting world of aerospace comes alive through Flight and Space. Students explore the science behind aeronautics and use their knowledge to design, build, and test an airfoil. Custom-built simulation software allows students to experience space travel.

Science of Technology

Science impacts the technology of yesterday, today, and the future. Students apply the concepts of physics, chemistry, and nanotechnology to STEM activities and projects, including making ice cream, cleaning up an oil spill, and discovering the properties of nano-materials.

Magic of Electrons

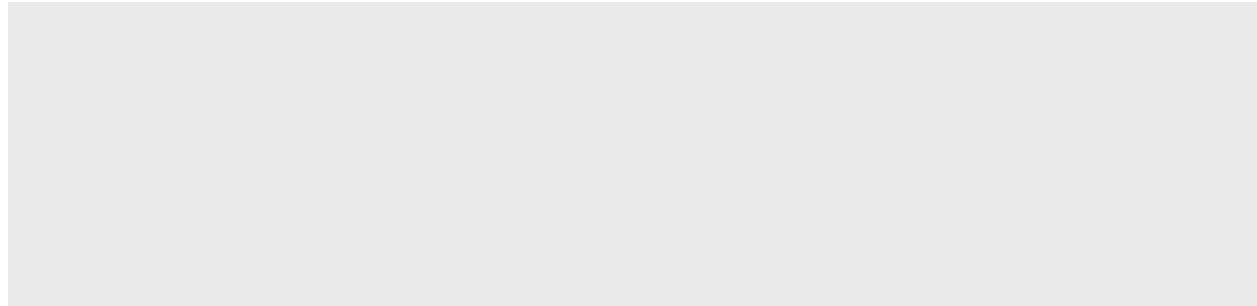
Through hands-on projects, students explore electricity, the behavior and parts of atoms, and sensing devices. They learn knowledge and skills in basic circuitry design, and examine the impact of electricity on the world around them.

Green Architecture

Today's students have grown up in an age of "green" choices. In this unit, students learn how to apply this concept to the fields of architecture and construction by exploring dimensioning, measuring, and architectural sustainability as they design affordable housing units using Autodesk's® 3D architectural design software.

Medical Detectives

Students play the role of real-life medical detectives as they analyze genetic testing results to diagnose disease and study DNA evidence found at a "crime scene." They solve medical mysteries through hands-on projects and labs, investigate how to measure and interpret vital signs, and learn how the systems of the human body work together to maintain health.



In PLTW Engineering, students engage in open-ended problem solving, learn and apply the engineering design process, and use the same industry-leading technology and software as are used in the world's top companies. Students are immersed in design as they investigate topics such as sustainability, mechatronics, forces, structures, aerodynamics, digital electronics and circuit design, manufacturing, and the environment, which gives them an opportunity to learn about different engineering disciplines before beginning post-secondary education or careers.

With PLTW Engineering, you can choose to start with a single course, implement all the courses, or anything in between. Download the **PLTW Implementation Guide** to learn more about implementation options for PLTW Engineering.

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K-6 SCOPE AND SEQUENCE

ATTACHMENT C

Kindergarten

	Reading	Writing	Social Studies	Science	Math	Art	Music	PE
Aug-Sept	<p>Unit 1: Take a New Step <i>What can we learn when we try new things?</i></p> <p>Unit 2: Let's Explore <i>What can you find out when you explore?</i></p>	<p>Launching the Writer's Workshop (Bk1)</p>	<p>Unit 1: Changes</p> <ul style="list-style-type: none"> -Starting school -The calendar - First, next, last - Position words - Morning, afternoon, evening - Past and present 	<p>*BI= Big Idea</p> <p>BI: Practice of sci., Org. & Dev. of living organisms</p> <p>Inquiry: Sci. notebooks, safety, tools, centers, observing, inferring, prediction</p>	<p>Building a math community</p> <p>Number Names and Counting in Sequence-</p> <p>Unit 1 Unit 2 Unit 3</p>	<p>Art Around Us</p>	<p>Proper Technique when Singing and Playing Music</p>	<p>Feelings and How to Express Them</p>
Oct-Nov	<p>Unit 2, if needed</p> <p>Unit 3: Going Places <i>What can you learn by going to different places?</i></p> <p>Unit 4: Around the Neighborhood <i>What do you know about the people and the</i></p>	<p>Looking Closely: Observing, Labeling, and Listing Like Scientists (If...Then)</p>	<p>Unit 2: Friends</p> <ul style="list-style-type: none"> -Getting along at school -Getting along at home -Getting along in our community -Responsibility & honesty -Voting 	<p>BI: Practice of Sci, Properties of matter, Changes in matter, Motion of objects</p> <p>Inquiry: Measuring, communication, classifying, Collecting data,</p>	<p>Continue unit 3 Unit 4</p> <p>----End Q1</p> <p>Count to Tell "How Many"/ Quantity Unit 5 Unit 6</p>	<p>Language of Visual Arts: Lines, Shapes, Color, Texture</p>	<p>Rhythms Using Body, Instruments, or Voice</p>	<p>Handwashing, Tooth Brushing, and Taking Care of Ourselves</p>

K-6 SCOPE AND SEQUENCE

ATTACHMENT C

	<i>places in your neighborhood?</i>			STEM FAIR model lesson/ class project				
Nov-Dec	<p>Unit 4, if needed</p> <p>Unit 5: Wonders of Nature <i>What kinds of things can you find growing in nature?</i></p>	Writing for Readers (Bk 2)	<p>Unit 3: America</p> <ul style="list-style-type: none"> -American flag/state flag -Showing courage -*Martin Luther King, JR -Harriet Tubman -Famous Presidents -Celebrating America -*Thanksgiving 	<p>BI: Continue Motion of objects</p> <p>Inquiry: STEM Fair class project, making models, thinking like a scientist</p>	<p>Compare Numbers to Determine More, Less, and Equal & Measurable Attributes of Length</p> <p>Continue Unit 6 Unit 7</p> <p>-----End Q2</p>	Viewpoint	2-Pitch Melodic Patterns and Vocal Timbres (whispering, speaking, sing, and shouting)	Preventing Injury
Jan-Feb	<p>Unit 6: Weather for All Seasons <i>How do weather and seasons affect us?</i></p> <p>Start Unit 7: The Animal Kingdom <i>What are different kinds of animals?</i></p>	How-to Books: Writing to Teach Others (Bk 3)	*Consider placing Thanksgiving unit and MLK unit during appropriate weeks on the calendar	<p>BI: Forms of Energy, Earth in space & time</p> <p>Inquiry: What is an Engineer? Design challenge into, Design challenge- Structures</p>	<p>Classify/sort data Unit 8</p> <p>Counting to 100 Unit 9</p>	Design: repetition and contrast	Beat	Healthy Relationships and Interactions

K-6 SCOPE AND SEQUENCE

ATTACHMENT C

Feb-Mar	Finish Unit 7 Unit 8: From Here to There <i>Where can you go that is near and far?</i>	Persuasive Writing of All Kinds (Bk 4)	Unit 4: Earth -Maps to find your way -Globes -State maps -Seasons and weather -Town maps	BI: Continue Earth in space & time, Org. & Dev. Or living organisms Inquiry: Design challenge-Gravity	Objects by attributes (3D shapes) Unit 10 Both addends unknown Unit 11 -----End Q3 + and – concepts Unit 12	Art to Show Feelings	Rhythms and Symbols	Nutrition
April-May	Unit 9: How Things Change <i>How do things change?</i>	All About Books (If...Then)	Unit 5: Choices -Work and jobs -Money -Needs and wants	BI: Org. & Dev. of living organisms Inquiry: Continue gravity, start space week	Fluency Unit 13	Art: Then, Now, and In the Future	Recognizing and Reading Notes (quarter and quarter rests)	Household Dangers And Safety
May	Unit 10: Thinking Outside the Box <i>How can new ideas help us?</i>	Crafting Stories Using All We Know About Narrative Writing	-Consumers and Producers -Jobs People Do -Money	BI: Comprehensive Health Inquiry: Plants or animals	Continue Unit 13 Review standards as needed Getting ready for 1 st grade	Art from Other Places	Recognizing Elements (pitch, tempo) of Music	Germs

First Grade

	Reading	Writing	Social Studies	Science	Math	Art	Music	PE
August	Reading Routines Unit 1: Getting to Know Us What makes you special?	Writing Routines	Unit 1: People & Traditions -Changes over time -Special holidays -American heroes -Sharing stories	*BI= Big Idea BI: Practice of sci., Properties of matter Inquiry: Sci notebooks, tools, communicating, centers	Building a math community + and – concepts Unit 1	Art Expression: lines, shapes, colors, textures, form, and space	Three-Pitch Melodic Patterns	Coping Skills
Sept-Oct	Unit 2: Our Community <i>What makes a community?</i>	Small Moments: Writing with Focus, Detail, and Dialogue (Bk 1)	Continue unit 1	BI: Properties of matter, Forces & changes in motion, motion of objects Inquiry: Observing, inferring, predicting,	+ and – strategies Unit 2 2D Geometry Unit 3 ----End Q1 Time	Symbols and Themes	Change in Dynamics and Tempo	Germ Prevention

K-6 SCOPE AND SEQUENCE

ATTACHMENT C

				measuring, communicating, classifying	Unit 4			
Oct-Nov	Unit 3: Changes Over Time <i>What can happen over time?</i>	Writing How-to Books (If...Then... or Kindergarten, Bk 3)	Unit 2: Where we Live -Map elements -Maps and globes -Where we live	BI: Motion of objects, Nature of science Inquiry: Collecting data, STEM fair model lesson, STEM Fair class project	Doubles Unit 5 Think addition to subtract Unit 6	Perspective	Rhythm Patterns for Quarter Notes, Quarter Rests, and Beamed Eighth Notes	In Case of Emergency
Nov-Dec	Finish Unit 3 and review standards as needed	Nonfiction Chapter Books (Bk 2)	Continue Unit 2	BI: Nature of science, Earth in space & time Inquiry: STEM fair class project, making models, thinking like a scientist	Addition and subtraction properties Unit 7 Represent data Unit 8 -----End Q2	Design: repetition, emphasis, contrast, and balance	Moving to Respond to Prominent Characteristics: Rhythm, Melodic Contour, Dynamics, and Form	Personal Space
Jan-Feb	Unit 4: Animals Everywhere <i>What animals do you know about? What are they like?</i>	Writing Reviews	Unit 3: Beginning Economics -Goods & services -Barter & money -Producers, seller, buyers -Making choices	BI: Earth structures, Org & dev of living organisms Inquiry: Design challenge-structures	Related Facts and evaluating equations Unit 9 Place value Unit 10	Art in Different Cultures	Music Used in Customs and Traditions from other Cultures	Eating Well and Staying Active
Feb-Mar	Unit 5: Figure it Out	Poetry and Songs (If...Then... or	Finish unit 3 Start Unit 4:	BI: Org. & dev. Of living organisms	Comparing numbers Unit 11	Historic vs. Contemporary Art	Classifying Timbre of Pitched or	Medicine: Good and Bad

K-6 SCOPE AND SEQUENCE

ATTACHMENT C

	<i>How can we make sense of the world around us?</i>	2003 Units of Study)	Good Citizens -We are citizens -People & authority -Good citizens help -Symbols of our Country	Inquiry: Design challenge-gravity	+ and – Beyond basics Unit 12 -----End Q3 3D shapes Unit 13		Unpitched Instruments and Sounds	
April-May	Unit 6: Together We Can! <i>How does teamwork help us?</i>	From Scenes to Series: Writing Fiction (Book 4)	Continue Unit 4	BI: Heredity & reproduction Inquiry: Space week	Continue Unit 13 Money Unit 14 Measurement-Length Unit 15	Interdisciplinary Art	Read and Use Notation to Compose	Making Good Choices
May	Finish Unit 6 and review needed skills for 2 nd grade	Writing Like Scientists	Review standards as needed	BI: Comprehensive health Inquiry: Plants or animals	Continue Unit 15 Review standards as needed Getting ready for 2 nd grade	Opinions About Art	Recognizing Patterns in Music	Influences on Us

Second Grade

	Reading	Writing	Social Studies	Science	Math	Art	Music	PE
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K-6 SCOPE AND SEQUENCE

ATTACHMENT C

<p>August</p>	<p>Reading Routines</p> <p>Unit 1: Friends and Family <i>How do families and friends learn, grow, and help one another?</i></p>	<p>Writing Routines</p>	<p>Unit 1: Our World -Using maps -Where we live -Our Earth</p>	<p>*BI= Big Idea</p> <p>BI: Practice of sci., Forces & changes in motion</p> <p>Inquiry: Sci. notebooks, sorting tools, communicating, centers</p>	<p>Building a math community</p> <p>Number concepts Unit 1</p> <p>Place value to 1,000 Unit 2</p>	<p>Talking Art: Using Art Vocabulary When Discussing Artwork: lines, shapes, colors, textures, form, space, and value</p>	<p>Apply Changes in Music to the Elements of Dynamics, Tempo, Melody, and Form</p>	<p>Healthy Feelings and Actions</p>
<p>Sept-Oct</p>	<p>Unit 2: Animal Discoveries <i>How do animals play a part in the world around us?</i></p> <p>Start Unit 3: Live and Learn <i>What have you learned about the world that surprises you?</i></p>	<p>Lessons from the Masters: Improving Narrative Craft (Book 1)</p>	<p>Finish Unit 1</p> <p>Unit 2: Native Americans -Southeast Woodlands -Northeast Woodlands - Plains</p>	<p>BI: Forces & changes in motion, Properties of matter, Changes in matter (1 week)</p> <p>Inquiry: Observing, inferring, predicting, measuring, communicating, classifying, collecting data</p>	<p>Continue unit 2 -----End Q1</p> <p>Basic facts and relationships Unit 3</p> <p>Modeling 2Digit + and – Unit 4</p>	<p>“The Story” of Art</p> <p>Design: repetition, movement, emphasis, contrast, balance, and proportion</p>	<p>Rhythm Patterns for Half and Quarter Notes, Half and Quarter Rests, and Beamed Eighth Notes</p>	<p>Keeping Our Teeth, Skin, and Bodies Healthy</p>
<p>Nov-Dec</p>	<p>Unit 3: Live and Learn</p>	<p>A How-To Guide to Nonfiction (New Book in 2016)</p>	<p>Cont. unit 2 -Southwest Northwest -Changing communities</p>	<p>BI: Continue changes in matter, Nature of science, forms of energy, earth structures</p>	<p>Continue Unit 4</p> <p>Using algorithms for 2 digit + and – Unit 5</p>	<p>People, Neighborhood , or Communities Art</p>	<p>Creating Rhythm Patterns: half and quarter notes, half and quarter rests, and</p>	<p>Healthy vs. Harmful Interactions</p>

K-6 SCOPE AND SEQUENCE

ATTACHMENT C

				Inquiry: STEM fair model lesson/ project	-----End Q2		beamed eighth notes in duple and triple meter	
January	Unit 4: Our Life/ Our World <i>How do different environments make the world an interesting place?</i>	Writing Gripping Fictional Stories (If...Then...or Grade 1, Bk 4)	Unit 3: A Land of Immigrants -Colonial America -Coming to America -Sharing culture	BI: Earth structures, Earth systems & patterns Inquiry: What is an engineer?	Data Unit 6 3 digit + and – Unit 7	Point of View and Imagery	Three-Pitch Songs in Notation, Singing, or Instruments	Nutrition
Feb-Mar	Finish Unit 4 Unit 5: Let’s Make a Difference <i>How can people make a difference?</i>	Poetry: Big Thoughts in Small Packages (Bk 4)	Unit 4: Citizens & Government -US Citizens -Rights and responsible citizens -Citizens create change -Rules and laws -American symbols	BI: Earth systems & patterns, Org. & dev. Of living organisms Inquiry: Design challenge-structures	Continue unit 7 Time and Money Unit 8 -----End Q3	Art Representing Heritage, Customs, and Traditions of Various Cultures	Analyzing Music Patterns, Dynamics, and Forms	Active Lifestyle
Mar-Apr	Finish Unit 5 Unit 6: How on Earth? <i>What keeps our world working?</i>	Poetry and Songs (If...Then... or 2003 Units of Study)	Continue unit 4	BI: Org. & dev. Of living organisms Inquiry: Design challenge-gravity	Continue Unit 8 Geometry and fractions Unit 9 Customary measure length Unit 10	Famous Artistic Movements and Artists that Represent Them	Music as Custom	Medicine: Good and Bad
May	Finish Unit 6 and review needed concepts for 3 rd grade	From Scenes to Series: Writing Fiction (Book 4)	Unit 5:All About Economics -Meeting people’s needs	BI: continue org. & dev. Of lignin org.,	Continue Unit 10	Regional Differences and Impact on Art	Introduction of Instruments’ Sounds	Influences on Us

K-6 SCOPE AND SEQUENCE

ATTACHMENT C

			-Nations trade -Making choices about money	Comprehensive health Inquiry: Plants or animals	Metric measure length Unit 11 Getting ready for 3 rd grade			
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Third Grade

	Reading	Writing	Social Studies	Science	Math	Art	Music	PE
August	Reading Routines Unit 1: Growing and Learning <i>How can learning help us grow?</i>	Writing Routines	Unit 1: Geography of N. America & the Caribbean -A place in our world -U.S. and its regions -Canada -Mexico -The Caribbean	*BI= Big Idea BI: Practice of sci., Forms of energy Inquiry: Sci. notebooks, safety, tools, STEM Fair model lesson/ select topics	Building a math community + and = within 1,000 Unit 1 Understanding multiplication and division conceptually Unit 2	Art Talk: Using Artistic Terms Lines, shapes, colors, textures, form, space, and value	Major Scale Tones Using Voice	Strong Feelings

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Sept-Oct	Finish Unit 1 Unit 2: Figure it Out <i>What does it take to solve a problem?</i>	Crafting True Stories (Bk 1)	Finish Unit 1 Start Unit 2: Celebrating Culture -All about culture -The U.S. - Canada -Mexico -Caribbean	BI: Forms of energy, properties of matter, STEM Fair project week (10/23), changes in matter Inquiry: STEM fair projects	Cont. Unit 2 Relating multip. And div. Unit 3 -----End Q1 2D shapes Unit 4 Perimeter and area Unit 5	Artists and Their Feelings Design: repetition, movement, emphasis, contrast, balance, proportion, harmony, and unity	Apply Elemental Changes (dynamics, tempo, timbre, texture)	Preventing Illness
Oct-Nov	Unit 3: One of a Kind <i>Why are individual qualities important?</i>	The Art of Information Writing (Book 2)	Continue unit 2	BI: Changes in matter, properties of matter Inquiry: STEM fair projects	Unit 5 if needed Represent/interp ret data Unit 6 Multp and div. properties Unit 7	Theme in Masters' Works	Recognizing and Reading Notes: in $\frac{3}{4}$ and $\frac{4}{4}$ meter signatures	Taking Care of Yourself
Nov-Dec	Unit 4: Meet the Challenge <i>What are different ways to meet challenges?</i>	Changing the World: Persuasive Speeches, Petitions, and Editorials (Bk 3)	If needed, finish Unit 2. If ready, move to Unit 3 (see next box down)	BI: Changes in matter & forms of energy, Earth in space & time, earth structures Inquiry: Finish STEM fair projects	Understanding fractions Unit 8 -----End Q2	Elements of Art: lines, shapes, colors, textures, form, space, and value	Role of the Conductor and Parts of Orchestra	Preventing Injury
Jan-Feb	Unit 5: Take Action	Baby Literary Essay (If...Then...)	Unit 3: Economics -Buyers & sellers	BI: Earth in space & time, org. & dev. Of living	Comparing fractions Unit 9	Art as Expression and	Music as Expression	Respect and Healthy Relationships

K-6 SCOPE AND SEQUENCE

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	<i>What are ways people can take action?</i>		-Scarcity & trade - Currency in N. America & the Caribbean	organisms, interdependence Inquiry: What is an engineer? Design challenge-structures	Measurement Unit 10 Fluency of mult and div through facts/strategies Unit 12	Historical Account		
March-April	Unit 6: Think it Over <i>How do we decide what's important?</i> Test prep as needed	Writing About Research	Continue unit 3	BI, Org. & dev. Of living organisms, interdependence Inquiry: Design challenge-gravity	Using mult. facts Unit 13 -----End Q 3 Testing window End of year projects	Recycled Art	Create Rhythmic and Melodic Ostinato Accompaniments	Risk-Reducing Behaviors
May	Design a unit with the grade level team Review skills to prepare for 4 th grade	Once Upon a Time: Adapting and Writing Fairy Tales (Book 4) OR Design Your Own Unit	Unit 4: Government & Civics -Government - 3 levels of gov. -Local Gov. -Good citizens	BI: Continue from April, Comprehensive health Inquiry: Plants or animals	Getting ready for 4 th grade	Classify Artists, Styles, and Movements	Analyzing Music	Making Good Choices for Your Body

K-6 SCOPE AND SEQUENCE

ATTACHMENT C

Fourth Grade

	Reading	Writing	Social Studies	Science	Math	Art	Music	PE
August	<p>Reading Routines</p> <p>Unit 1: Think it Through <i>How can a challenge bring out our best?</i></p>	<p>Writing Routines</p>	<p>Unit 1: Florida’s Land and Early People</p> <ul style="list-style-type: none"> -Using maps -FL physical & cultural geography -FL weather/ climate -Early Native Americans of FL 	<p>*BI= Big Idea</p> <p>BI: Practice of sci., forms of energy, energy transfer</p> <p>Inquiry: Sci. notebooks, safety, tools, STEM fair model lesson, select topics</p>	<p>Building a math community</p> <p>2D shapes Unit 1</p> <p>Place value, + and – to 1 million Unit 2</p>	<p>Abstract Art: Personal Choice</p>	<p>Vocal Ostinatos, Partner Songs, Counter-Melodies, and Rounds In Two or More Parts</p>	<p>Managing Stress</p>
Sept-Oct	<p>Finish Unit 1</p> <p>Unit 2: Amazing Animals <i>What can animals teach us?</i></p>	<p>The Arc of the Story: Writing Realistic Fiction (Bk 1)</p>	<p>Continue Unit 1</p> <p>Start Unit 2: Exploration & Colonization of FL</p> <ul style="list-style-type: none"> -Spanish explorers -Important Communities 	<p>BI: Motion of objects, properties of matter</p> <p>Inquiry: STEM fair projects</p>	<p>Patterns, multiples & factors Unit 3</p> <p>Fraction equivalence/ comparison Unit 4 ----End Q1</p>	<p>Elements of Art to Develop Composition</p>	<p>Melodic Movement through Pentatonic Melodies on the Treble Shelf</p>	<p>Recognizing and Treating Illness</p>
Oct-Nov	<p>Unit 3: That’s the Spirit! <i>How can you show your community spirit?</i></p>	<p>Boxes and Bullets: Personal and Persuasive Essays (Bk 2)</p>	<p>Continue Unit 2:</p> <ul style="list-style-type: none"> -Life on Spanish missions -Europe fights over FL -Effects on European rules 	<p>BI: STEM fair projects week (10/30), changes in matter, forms of energy</p>	<p>Continue Unit 4</p> <p>Angles Unit 5</p>	<p>Principles of Design in Relation to Each Other</p>	<p>Rhythm Pattern: whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and</p>	<p>Respiratory System and Tobacco Use On It</p>

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			If possible, start Unit 3	Inquiry: STEM fair projects	+ and – fractions w/ like denominators Unit 6		4/4 meter signatures	
Nov-Dec	Unit 4: Fact or Fiction? <i>How do different writers treat the same topic?</i>	Historical Fiction Writing (If...Then...) OR Design Your Own Unit	Unit 3: FL Early History -The Seminole -FL territory & Seminole war -Pioneer life -FL on the move -FL & Civil War -Reconstruction	BI: Forms of energy, Earth in space Inquiry: STEM fair projects/ wrap-up	Continue Unit 6 Multiply fractions by whole numbers Unit 7 ---End Q2	Ideas and Imagery from North Carolina	Notating Rhythm, Meter, and Dynamics	Health Products
Jan-Feb	If needed, finish Unit 4 Unit 5: Figure it Out <i>What helps you understand the world around you?</i>	The Literary Essay: Writing About Fiction (Bk 4)	Finish Unit 3 Start Unit 4: FL in Modern Times -FL grows <i>FL and the...</i> -Spanish American War -Boom and bust -Great Depression -World War II -Civil Rights	BI: Earth structures, Heredity of reproduction (end of Feb.) Inquiry: What is an engineer? Design challenge-structures	Relate fractions and decimals Unit 8 Patterns and estimation for multi-digit multiplication Unit 9 Strategies/properties of multi-digit multiplication Unit 10	Visual Arts Affected and Reflected in Culture, Traditions, and History of NC	Examining Music from Other Cultures	Sports and Recreation Safety
March	If needed, finish Unit 5 Unit 6: Past, Present, and Future <i>How can you build on what came before?</i> Test Prep as needed		Continue Unit 4	BI: Heredity & reproduction Inquiry: Design challenge-gravity	Strategies for dividing by 1-digit divisors Unit 11 ---End Q 3	Key North Carolinian Artists and Classify NC Artists	Opinions About Music	First Aid (Heimlich Maneuver)

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					Perimeter and Area Unit 12			
April-May	Design a unit with the grade level team	Bringing History to Life (Bk 3)	Unit 5: FL People, Economy, and Government -Impact of immigration <i>(Cont. below)</i>	BI: Interdependence Inquiry: Space week	Relative size of measurement units Unit 13 Testing window	How Time Influences Ideas, Issues, and Themes Found in Art	Western Orchestral Categories: wind, string, percussion, and brass	Respect and Preventing Conflict
May	Design a unit with the grade level team Review skills to prepare for 5 th grade	Journalism (If...Then...)	-FL economy -FL government -Citizenship in action	BI: Interdependence, comprehensive health Inquiry: Plants or animals	Getting ready for 5 th grade	Effect of Geographic Location and Physical Environment on the Media and Subject Matter of NC Art and Artists	North Carolina and Music	Physical Changes

Fifth Grade

	Reading	Writing	Social Studies	Science	Math	Art	Music	PE
August	Reading Routines Unit 1: Eureka! I've Got It! <i>Where can an idea begin?</i>	Writing Routines	Unit 1: Geography -The World in spatial terms -Geography of the U.S.	*BI= Big Idea BI: Practice of sci., forms of energy	Building a math community Properties, multiplication, division of whole numbers	Realistic, Abstract, or Non-Objective	Interpreting Rhythm Patters	Strong Feelings and What to Do

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				Inquiry: Sci. notebooks, safety, tools, STEM fair model lesson, select topics	Unit 1a Expressions and order of operations Unit 1b			
Sept-Oct	Finish Unit 1 Unit 2: Taking the Next Step <i>What does it take to put a plan into action?</i>	Narrative Craft (Bk 1)	Continue Unit 1 as needed Unit 2: Native Peoples of North America -Ancient cultures -Southwest -Pacific NW -Great plains -Woodlands	BI: Forms of energy, energy transfer & transformation, forces & changes in motion Inquiry: STEM fair projects	Place value and base ten operations Unit 1c Divide whole numbers Unit 2 Convert units of measure Unit 3	Apply Principles of Design to Create Composition	Create Short Songs and Instrumental Pieces	Personal Wellness and Safety
Oct-Nov	Unit 3: Getting from Here to There <i>What kinds of experiences can lead to new discoveries?</i>	Feature Articles (If...Then)	Continue Unit 2 as needed Unit 3: The Age of Exploration -A changing world -Spanish exploration and conquest -French & Dutch exploration	BI: Nature of sci., STEM fair projects week (10/30), Properties of matter Inquiry: STEM fair projects	Continue Unit 3 ----End Q1 Geometry and volume Unit 4 + and – of fractions w/ unlike denominators Unit 5	Global Environment as Inspiration	Rhythmic Compositions (whole, half, quarter rests; beamed eighth notes in duple, triple, and common time)	Healthy Hygiene and Changing Bodd
Nov-Dec	Unit 4: It’s Up to You <i>How do we decide what’s important?</i>	The Researched-Based Argument Essay (Bk 3)	Unit 4: Colonial America -Early settlements -New England -Middle colonies	BI: Properties of matter, changes in matter, Earth/space/time	Unit 5, if needed + and – of decimals Unit 6	Personal Voice and Choice	Examining the Conductor in Action for	Social Pressures and

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			-Southern colonies -Life in colonies	Inquiry: STEM fair projects/ wrap-up	----End Q2		Elements of Music	Communication
Jan-Feb	Finish Unit 4 Unit 5: New Perspectives <i>In what ways can things change?</i>	The Literary Essay: Opening Texts and Seeing More (New Book in 2016)	Continue Unit 4 if needed Unit 5: American Revolution -Road to Revolution -Revolution begins -Fighting the War - A nation is born	BI: Earth/space/time , Earth systems & patterns Inquiry: What is an engineer? design challenge-structures	Multiply fractions Unit 7 Dividing fractions Unit 8 Patterns and graphing Unit 9 Multiplying decimals Unit 10	Visual Arts Have Affected and Are Reflected in the Culture, Traditions, and History of the United States	Western Orchestral Instruments	Nutrition for Wellness
March	Unit 6: Linked In <i>How are we all connected?</i> Test Prep as needed		Continue Unit 5 If ready, start Unit 6: Founding the Nation -Struggles -Constitution -Convincing the People	BI: Review prior standards, Org. & dev. Of living organisms Inquiry: Design challenge-gravity	Unit 10, if needed Dividing decimals Unit 11 -----End Q3	Key Contributions of North American Artists in History/ Classify	Comparing World Instruments and Western	Alcohol and Its Effects
April-May	Design a unit with the grade level team	The Lens of History: Research Reports (Bk 2)	Unit 6 continued -Protecting/ expanding rights -Active citizenship	BI: Interdependence Inquiry: Space week	Testing window Review needed standards	Traditions and Values Found in Art	Music in the United States	Healthy decision-making and strategies

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May	Design a unit with the grade level team Review skills to prepare for 6 th grade	Shaping Texts: From Essay and Narrative to Memoir (Bk 4)	Unit 7: Westward Expansion -Early expansion -War of 1812 -Industrial Revolution -Internal struggles -Overland Trails	BI: Earth systems/ patterns, comprehensive health, engineering design Inquiry: Plants or animals	Review needed standards Or Getting ready for 6 th grade	Critiquing Art	Analyzing Music	Avoiding danger
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Sixth Grade

	Reading	Writing	Social Studies	Science	Math	Art	Music	PE
August	Reading Routines Key ideas/ details Craft/ structure (print and non-print texts)	Writing Routines Narrative techniques (Sequencing, dialogue, descriptive language, real and imagined events)	Rules and procedures Sources/ skills/ mapping Creating order in civilization	Process of science Set up science notebooks STEM fair model lesson and select topics	Building a math community Operations with decimals	Elements of Art and Role in Planning and Creating Personal Art	Expressive Elements (dynamics, timbre, blending, phrasing)	Goal-setting to Benefit Emotional Well-Being
Sept-Oct	Continue as needed Analyze literary elements (fiction and nonfiction)	Continue as needed Expository response to literature	Continue as needed Civilizations- Mesopotamia Ancient Egypt Ancient Greece	Big idea: Earth Structures	Multiplying and dividing with fractions Ratios and rates Data analysis (End of October)	Imagery as a Means of Self-Expression	Standard Notation Symbols	Positive Stress Management

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Nov-Dec	Continue as needed Analyze informational texts and nonfiction reading strategies	Continue as needed Support a claim with reasons and evidence Write argumentative letter (with research and citations)	Greece/ Legacy of Ancient Greece	Big idea: Earth Structures	Data analysis Expressions	2-D and 3-D Media, Including Digital	Constructing Arrangements	Wellness, Disease Prevention, and Recognition of Symptoms
Jan-Feb	Continue from Nov/Dec If ready- move to next topic (See below)	Continue from Nov/ Dec Expository writing and research Test prep as needed	Ancient Rome Compare Rome/ US Government	Big idea: Earth Structures Big idea: Earth Systems and Patterns	Equations and Inequalities Geometry	Visual Arts of World Civilizations and Societies		Healthy and Effective Interpersonal Communication and Relationships
Mar-Apr	Test Prep as needed Analyze relationships between setting, characterization, conflict, plot (poetry, online articles, informational text, essay, drama, film)		Continue as needed Americana unit (Quarter 4)	Big idea: Earth Systems and Patterns	Finish geometry Integers & rational numbers Operations of integers & rational numbers	Analyze Historical Art	Analyzing and Critiquing Music	Skills for Healthy Relationships
Apr-May	Units based on standards needed to review and/or novel studies	Review standards as needed based on data	Americana unit	Big idea: Earth Systems and Patterns	Operations of integers & rational numbers	Influences on Art	Music from Ancient Societies	Changes of Puberty

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May	Continue from April/May	Creative writing	Americana unit continued	Big idea: Earth Systems and Patterns Review standards as needed	Review standards as needed Algebraic readiness	Mixed Media	Health of Musicians	Healthy Choices: Nutrition Substance Use/ Abuse
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90 Minute reading block

Whole group + small groups (centers)= 90 minute uninterrupted reading block (“core instruction”)

For a whole group lesson you choose 1 of the following instructional strategies: shared reading, close reading or interactive read aloud
 For most effective instruction, alternate these strategies throughout the week.

For small groups you will use the centers as outlined in the chart below.

*Note: This is tier 1 of the MTSS process.

All students receive tier 1 and the data is tracked through your regular class record keeping (test scores).

Instructional Strategy	Purpose/Description	Teacher Actions	Student Actions	Materials
Shared Reading 15-30 mins.	<ul style="list-style-type: none"> Gradual release of responsibility- shifts from teacher to groups to individuals throughout the week Teacher model of skill/strategy Oral language development Develop background knowledge/ make connections Shared learning/ Build classroom community Encourages re-reading for different purposes Build knowledge of genres Foundation for guided reading and independent reading Guide students through complex text (text at 	<ul style="list-style-type: none"> Model portion of the text, allow students to practice a section in pairs/groups, allow students to practice section independently. (Ex: break apart an article by paragraphs) Provide all students with visual access to text Provide high level of support Teach 1-2 specific skills Use variety of teaching strategies: think aloud, note taking, accountable talk, questioning techniques Provide practice for problem-solving/read to construct meaning Value all responses and encourage approximations 	<ul style="list-style-type: none"> Participates in reading (choral reading, echo reading, partner reading or independent) Participates in discussion, thinking and responding to text Practices/applies strategies Practices oral language Develops comprehension Demonstrates reading behaviors Demonstrates awareness of text purpose and genres Connects reading to writing Identify and explain the purpose of the lesson (learner outcome) 	<ul style="list-style-type: none"> Journeys unit texts Big books (K-1) Trade books Easel, chart paper and/or interactive whiteboard Annotation tools (highlighters, post-it notes, pencils, etc...) Anchor charts for student reference (Chart paper or printed mini posters)

Reading Block Components 2017-2018 *Will be updated by preplanning
 Compiled by Tammy Srom See reference page for sources ATTACHMENT D

Instructional Strategy	Purpose/Description	Teacher Actions	Student Actions	Materials
<p>Close Reading (15-30 minutes)</p>	<ul style="list-style-type: none"> • Critically examine a text through re-reading • Each re-reading is for a different purpose • Takes place over multiple days • Carefully planned/ structures-This strategy is not used every day for every lesson • Builds habits to examine complex text, habits lead to independent application • <i>Key features:</i> complex text, short passage or section of text, limited frontloading, repeated reading, text dependent questions, annotation • Build metacognitive strategies and co-construct meaning • Provides opportunities to read, speak and write about texts • Exposure to various genres and text purposes • Expand background knowledge/schema • Build reading stamina 	<ul style="list-style-type: none"> • Choose a text appropriate for close reading (short, complex, age appropriate) • Select close reading routine (Ex: read for main idea then re-read for details <i>or</i> read for specific details then synthesize to determine main idea) • Pose purpose and question then allow students to read and begin constructing meaning, re-read with students to clarify meaning • Plan text-dependent questions • Plan assessment, usually a “performance task” • Prepare materials for annotation (note sheets, post-it notes, pencils, highlighters, etc...) • Plan annotation symbols to be used (use same symbols amongst your grade level or school) 	<ul style="list-style-type: none"> • Tackle a complex text • Read, re-read, discuss, annotate and write to build understanding of the text • Annotate while reading to prepare for discussion and responses • Use the text as the “expert”, find clues to develop meaning and draw conclusions • Write in response to reading (answer/expand on text-dependent question) • When applicable- compare texts across genres, topics and by the same or similar author(s) • Identify and explain purpose of the lesson (learner outcome) 	<ul style="list-style-type: none"> • Journeys materials (see teacher’s edition for notes/guidance) • Guided reading books (leveled readers) • Trade books • Song lyrics (age appropriate) • Poems • Informational articles (newspaper, magazines, scholastic) • Annotation norms chart (common symbols students should use for note taking) • Any materials needed for note taking and writing response tasks (note paper, graphic organizers, post-it notes, etc...)

Reading Block Components 2017-2018 *Will be updated by preplanning
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<p>Interactive Read Aloud (15-30 minutes)</p>	<ul style="list-style-type: none"> • Read aloud with purposeful stopping points to ask H.O.T. text-dependent questions • Use 3-5 questions depending on the length of the text • Teacher control of the text, student may or may not have their own copy of the text • Text is slightly more difficult than students reading ability (high-end of complex text) • Model reading skills/strategies • Model fluency, expression, intonation, etc... • Develop oral language • Build active listening skills • Active/build/apply background knowledge • Exposure to various genres • Vocabulary development • Make connections verbally and written (Reader response) 	<ul style="list-style-type: none"> • Preview and practice the text • Establish a clear purpose for the read aloud (learner outcome) • Read with animation and expression • Plan purposeful stopping points to ask questions that draw attention to specifics of the text, should encourage H.O.T. and relate to the learner outcome (3-5 questions) • Model and apply turn-and-talk strategies (assign student partners/triads) • Model and explicitly teacher reading strategies • Encourage active participation discussion (popsicle stick name jar, cold calling, etc...) • Write discussion notes (chart paper, graphic organizer, sticky notes, etc...) • Plan a relevant reader response activity (written response), should be purposeful and include student choice (Ex: answer 1-2 questions from a set of 5) • Response can paragraph style or be in foldable, graphic organizer or other interactive format 	<ul style="list-style-type: none"> • Actively listen to read aloud, listen for details related to the text purpose (learner outcome) • Be prepared for partner and class discussion (use text based answers) • Write in response to reading- thoughtfully respond to higher order question (s) using text evidence and student's own thinking • Identify purpose of the read aloud and reading strategies displayed by the teacher (learner outcome) • Make connections with related text • Apply strategies when reading independently 	<ul style="list-style-type: none"> • Journeys materials • Trade books • Picture books • Chapter books (sections only, read whole chapter books as part of regular read aloud outside of the core instruction time) • E-books • Poems • Informational articles/magazines • Chart paper, white board or interactive white board for note taking
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		<ul style="list-style-type: none"> • Make explicit connections of how the reading strategies can be used by students with their independent reading 		
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Small groups/ Centers ~ Part of your 90 minute “core instruction”
 Total time = 50-60 minutes

Remember to Set expectations for the rest of the class while you are working in centers.
 (When you can/cannot approach the teacher, how to seek help, what the voice limit should be, how to stay on task, what to do when you are finished)

*This is still part of your tier 1 instruction for RTI/MTSS

Instructional Strategy	Purpose/Description	Teacher Actions	Student Actions	Materials
<p>Guided Reading (teacher-led center)</p> <p>*Total guided reading time is about 2 times per week per student.</p> <p>*Students with higher needs will also receive instruction during the intervention time.</p>	<ul style="list-style-type: none"> • Differentiated practice of the core reading skill from the main lesson (Guided practice for students with a text at their instructional level) • May also include a mix of related skills and strategies • Teacher begins task then releases to students and guides as they complete it • Teacher completed running records as appropriate (1-2 running records per group) 	<ul style="list-style-type: none"> • Group students by ability or needed skill (use data to support your decision) • Select lesson components from the guided reading lesson packs • Prepare any needed materials • Prepare note taking forms (this will help track student info and needs for parent conferences and existing/potential PMP & RTI/MTSS files) • Give specific feedback 	<ul style="list-style-type: none"> • Practice and apply reading skills based on individual and group needs • Ask/answer questions about reading and the specific text, generate text dependent questions • Take notes and/or short written responses • Identify reading skills/strategies, purpose, learner outcome • Set personal goals 	<ul style="list-style-type: none"> • Leveled readers w/ included 8 page lesson guide per book • Running record (included in each lesson pack) • Question stem cards • If available- reading pointers or trackers (Ex: color tape, book marks, post-its, etc...) • Primary grades- reading strategies cards
<p>Center: Comprehension and Fluency</p>	<ul style="list-style-type: none"> • Apply core reading skill from the main lesson • Build oral reading fluency (rate, pace, expression, etc...) 	<ul style="list-style-type: none"> • Prepare materials, set purpose and expectations • Model expectations early in the week 	<ul style="list-style-type: none"> • Identify and explain the learner outcome • Engage in center directions, connect 	<ul style="list-style-type: none"> • Center flip-chart • If available- CD player and CD sets • Student books (see teacher’s edition for

Reading Block Components 2017-2018 *Will be updated by preplanning
 Compiled by Tammy Srom See reference page for sources ATTACHMENT D

		<ul style="list-style-type: none"> Release responsibility to students, monitor from guided reading table, circulate when possible 	activity to the main skill lesson/ prior learning <ul style="list-style-type: none"> Gain understanding of reading skills/strategies 	specific materials needed for each lesson)
Center: Word Study	<ul style="list-style-type: none"> Expand vocabulary Apply vocabulary strategies 	Same as above	Same as above <ul style="list-style-type: none"> Practice vocab. strategies to construct meaning 	<ul style="list-style-type: none"> Center flip-chart Word cards included in Journeys for each lesson
Center: Think & Write	<ul style="list-style-type: none"> Write in response to reading 	Same as above	Same as above <ul style="list-style-type: none"> Construct thoughtful responses using text evidence 	<ul style="list-style-type: none"> Center flip-chart Writing materials (journals, paper, pencils, etc...)

Intervention= 30 minutes

This takes place in *addition* to the 90 minute reading block for a total of 120 instructional minutes for reading.

*Note: This is where your instruction for tier 2 & 3 take place as part of RTI/MTSS

Instructional Strategy	Purpose/Description	Teacher Actions	Student Actions	Materials
<p>Intervention (30 minutes)</p> <p>*This is a time to provide your entire class with remediation, reinforcement and enrichment based on data. During this time you will also support students with existing or potential PMP, RTI/MTSS files</p>	<ul style="list-style-type: none"> http://florida-rti.org/floridaMTSS/index.htm Targeted remediation and enrichment for individuals and small groups Time to instruct tier 2 and 3 students for RTI/MTSS (Response to Intervention/Multi-Tier System of Support) Tier 1 is your core instruction that you document through regular data collection (class grades, tests, etc...) Tier 2 is small group supplemental instruction for students that need extra support (“approaching level” students) 	<ul style="list-style-type: none"> Group students and provide support as needed based on data (remediation, reinforcement, enrichment) Support students with current RTI/MTSS files Monitor and collect data for students that may need RTI/MTSS Provide support for students with a PMP (Progress monitoring plan- see CSA PMP forms or speak with an administrator) Discuss student data and needs with grade level team, administration, 	<ul style="list-style-type: none"> Engage in differentiated activities based on need and/or strength Practice and apply reading strategies Explain the purpose for assigned tasks Track work and data (Examples: data chart, data chat sheets, goal setting forms, student-teacher discussion forms, etc...) Reflect on and celebrate progress! 	<ul style="list-style-type: none"> Use required forms as provided by your administration and/or RTI/MTSS coordinator Consult with your administration team and RTI/MTSS coordinator when continuing or starting a file FLDOE MTSS teacher resources http://florida-rti.org/educatorResources/index.htm Tier 2 Journeys materials: Write-In readers, Earobics (primary), Curious about words Tier 3 Journeys materials: Reading toolkit, Literacy toolkit (more than 1 year below grade level)

Reading Block Components 2017-2018 *Will be updated by preplanning
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	<ul style="list-style-type: none"> • Tier 3 is intensive remediation for students significantly below grade level or who have not made progress in tier 2 • Tier 2 and 3 have specific forms and data tracking methods that are required • RTI/MTSS needs are <i>specific</i> (Ex: vocabulary, multi-syllabic words) • All RTI/MTSS decisions are based on data 	RTI/MTSS coordinator and instructional coach <ul style="list-style-type: none"> • Use required forms to track data and progress • Conference with families regarding RTI/MTSS decisions • Attend progress monitoring meetings to make RTI/MTSS decisions • Celebrate student progress! 		<ul style="list-style-type: none"> • All tiers Journeys materials: Literacy and language guide
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Outside of the 90 minute “Core Instruction” reading block

Instructional Strategy	Purpose/Description	Teacher Actions	Student Actions	Materials
Read Aloud (15 minutes)	<ul style="list-style-type: none"> • Enjoy a great story or interesting text • Text is above students instructional and or independent level • Model setting a purpose for reading, identifying genre • Improves listening comprehension, oral language, vocabulary • Model reading strategies and behaviors • Activate/ build background knowledge • Creates positive reading environment • Model of author’s craft • Students do not need their own copy of the text 	<ul style="list-style-type: none"> • Read aloud daily • Select text that is age appropriate, but above students’ instructional or independent level • Use a variety of genres • Select texts based on specific features (student interest, teachable moment, etc...) • Model appropriate reading strategies • Read with fluency, expression, intonation, anticipation, etc... • Set a purpose for reading • Re-read selected parts/ favorite texts • Model how to select a book/text 	<ul style="list-style-type: none"> • Listens to read aloud • Enjoy reading without pressure of testing • Hears fluent reading model • Build background knowledge/ make connections • Develop interest in reading • Listen to variety of genres/ identify genres • Participates in responding to the read aloud (response after reading only not during) 	<ul style="list-style-type: none"> • Journeys read alouds • Age appropriate text from any genre (including poetry, any short text or chapter book) • Classroom library • School library • Community public library • Newspapers • Magazines • Writing from children or teacher • Occasional use of lit2go audio texts http://etc.usf.edu/lit2go/ • Celebrity read alouds online http://www.storylineonline.net/

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<p>Independent Reading (Refer to school schedule for times)</p>	<ul style="list-style-type: none"> • Students read self-selected text independently • Increases reading achievement through time students read text • Apply reading skills and strategies • Develop fluency, background knowledge, schema, vocabulary • Read for enjoyment • Explore a variety of genres • Build self-esteem 	<ul style="list-style-type: none"> • Set procedures and expectations • Set-up an accountability measure (Examples: reading log with response, reading journal, two-column notes, graphic organizer, etc...) • Monitor independent reading and book choices • Briefly conference with students 	<ul style="list-style-type: none"> • Select independent level texts (not too difficult or too easy, age/grade appropriate, 95-100% accuracy) • Self-monitor genre (select from a variety throughout the year) • Self-monitor use of reading strategies (metacognition) • Keep a record of books read • Respond to reading (log, organizer, etc...) • Construct meaning from the text 	<ul style="list-style-type: none"> • Student books from home • School, classroom and local library • Journeys materials • E-books (if allowed at your school site) • Any type of book/genre that is age appropriate
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Example instructional sequences for core lesson and centers:

* Select strategies based on the skill, text, purpose and learner outcome. Remember to use a mix of strategies (do not repeat the same weekly routine for an extended period of time). Student generated inquires can be tied in throughout the process of any sequence- please ask if interested in more information!

Monday	Tuesday	Wednesday	Thursday	Friday
Interactive read aloud Centers	Close reading Centers	Close reading Centers	Close reading Centers	Review or additional core lesson & assessment, Centers for Kindergarten only

Monday	Tuesday	Wednesday	Thursday	Friday
Interactive read aloud Centers	Shared reading Centers	Shared reading Centers	Shared reading Centers	Review or additional core lesson & assessment, Centers for Kindergarten only

Monday	Tuesday	Wednesday	Thursday	Friday
Shared reading Centers	Close reading Centers	Close reading Centers	Close reading Centers	Review or additional core lesson & assessment,

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				Centers for Kindergarten only
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Monday	Tuesday	Wednesday	Thursday	Friday
Interactive read aloud Centers	Shared reading Centers	Close reading Centers	Close reading Centers	Review or additional core lesson & assessment, Centers for Kindergarten only

Monday	Tuesday	Wednesday	Thursday	Friday
Close reading Centers	Close reading Centers	Close reading Centers	Shared reading Centers	Review or additional core lesson & assessment, Centers for Kindergarten only

Monday	Tuesday	Wednesday	Thursday	Friday
Close reading Centers	Close reading Centers	Close reading Centers	Interactive read aloud Centers	Review or additional core lesson & assessment, Centers for Kindergarten only

Whole Group Instruction ~ Strategies for reading together!

Below are research based strategies to use when reading a text as a whole class. They have been shown to be more effective than “round robin reading”, which is one student reading aloud at a time. You can plan a mix of strategies for each lesson. For example, you can start with a teacher read aloud of a portion of text to model then have students partner read another portion of the text.

Strategy	Description
Teacher reading while students follow along	<ul style="list-style-type: none"> • Teacher reads portion of text aloud • Model reading practices (fluency, think aloud, context clues, etc...) • Student follow along with their copy or projectable • Teacher establishes motivation and engagement techniques to gain full class participation • Different from a read aloud because students have access to the text and interact with note taking and question/response • Should not exceed 15 minutes

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Choral reading	<ul style="list-style-type: none"> • Whole class reads text aloud • Teacher voice should be the loudest so students can follow along with the pace and expression • Portions of the text not entire lengthy text
Echo reading	<ul style="list-style-type: none"> • Teacher reads a portion of text and student copy exactly • Take turns echo reading words, captions, sentences and short paragraphs.
Partner reading	<ul style="list-style-type: none"> • Purposefully group students in pairs or triads to read a portion of text together • Assign a purpose for reading (What are they looking for as they read? What are they practicing? Pose a H.O.T. question) • Share out and follow-up with specific feedback and questioning
Independent reading	<ul style="list-style-type: none"> • Students read portion of a text on their own while taking notes that connect to the main skill and H.O.T. questions • Teacher circulates to monitor, take notes and provide assistance • Share student learning in groups and/or whole class, provide specific feedback

Centers

Grades 1-5

- Differentiated groups working on specific skills that support the main focus of the week.
- Students complete centers Monday through Thursday. Friday will be used as a review and assessment day.
- Please see your teacher's edition for the purpose and description of each center. The teacher led center is your guided reading time; the other 3 centers are listed together in your teacher's edition.
- Students will rotate to 2 centers each day.

Center Rotations Display Grades K-5

- Students should be able to understand/explain the display.
- Be creative! Keep your school theme in mind.
- Examples:

- You will need 2 activities per center. For example, Group 4 visits word study on Monday (Day 1-activity 1) then again on Wednesday (Day 2- activity 2).
- Example schedule:

Center	Monday	Tuesday	Wednesday	Thursday
Comprehension and Fluency	Group 1 Group 2	Group 3 Group 4	Group 1 Group 2	Group 3 Group 4
Teacher Led	Group 2 Group 1	Group 4 Group 3	Group 2 Group 1	Group 4 Group 3
Word Study	Group 3 Group 4	Group 1 Group 2	Group 3 Group 4	Group 1 Group 2
Think and Write	Group 4 Group 3	Group 2 Group 1	Group 4 Group 3	Group 2 Group 1



Centers: Kindergarten

***Titles will be updated once we receive “Reading Wonders” materials**

Centers

1. Comprehension/Fluency (flip chart): Each flip chart task has 3 leveled activities. Choose 1-2 activities based on class data/needs

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2. Word Study (flip chart): Each flip chart task has 3 leveled activities. Choose 1-2 activities based on class data/needs
3. Think and write (flip chart): Each flip chart task has 3 leveled activities. Choose 1-2 activities based on class data/needs
4. Teacher choice: Please choose an activity from the drop-down list that will meet the needs of your students.
5. Teacher choice: Please choose an activity from the drop-down list that will meet the needs of your students.

Procedures

- Students complete centers daily (Monday-Friday)
- Students go to one center per day (displayed on rotation chart)
- The teacher will pull groups of students for guided reading based on ability or skill
- Example schedule:

Center	Monday	Tuesday	Wednesday	Thursday	Friday
Teacher- Led	Teacher will pull small group based on ability or skill.				
Comprehension and Fluency	Group 1	Group 2	Group 3	Group 4	Group 5
Word Study	Group 2	Group 3	Group 4	Group 5	Group 1
Think and Write	Group 3	Group 4	Group 5	Group 1	Group 2
Teacher Choice Based on data, see choices on lesson plan template	Group 4	Group 5	Group 1	Group 2	Group 3
Teacher Choice Based on data, see choices on lesson plan template	Group 5	Group 1	Group 2	Group 3	Group 4

Model Lesson Videos

***More will be added by preplanning**

All grades:

Managing transitions <https://www.teachingchannel.org/videos/managing-transitions>

Structured learning with an essential question <https://www.teachingchannel.org/videos/structure-learning-essential-questions>

Grades K-2:

Comprehension and retelling: <https://www.teachingchannel.org/videos/academic-choice-lesson>

Wrap-around learning experience (Longer video with full lesson example): <https://www.teachingchannel.org/videos/wraparound-learning-experience>

Grades 3-5:

Analyzing a text lesson series: <https://www.teachingchannel.org/videos/analyzing-text-lesson>

Reading Classroom Environment ~ Word Walls

Your word wall is a very important part of your classroom. Your word wall should be easily accessible and interactive. It should change constantly to reflect your current lesson and previous words students still need access to. You can put all words in one area and color code them or separate words by subject area.

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Article and examples from Scholastic
Article and example from ReadingRockets

<http://www.scholastic.com/teachers/article/word-walls-work>
http://www.readingrockets.org/strategies/word_walls



Reading Classroom Environment ~ Guided Reading Area

Your guided reading area should be student friendly and ready to use daily. You should have guided reading books nearby. If you store them in another part of the room please be sure to pull the books you need for the current lesson and have them ready.

Examples:



Great to use as pointers!



Materials example



References

- Fisher, D., Flood, J., Lapp, D. and Frey, N. (2004), Interactive Read-Alouds: Is There a Common Set of Implementation Practices?. *The Reading Teacher*, 58: 8–17. doi: 10.1598/RT.58.1.1
- Fisher, D. & Frey, N. (2012). Close Reading In Elementary Schools. *The Reading Teacher*, 66(3),179–188. doi: 10.1002/TRTR.01117
- Florida Multi-Tier System of Support: Florida’s MTSS, accessed from <http://florida-rti.org/floridaMTSS/index.htm>
- Florida Center for Reading Research: Empowering Effective Teachers, accessed from <http://www.fcrr.org/assessment/ET/index.html>
- IRA E-ssentials Current Series. (2013). *Reading Today*, 31(1), 40-41.

Attachment E Pupil Progression Plan

The school will be following the Sarasota School District Pupil Progression Plan

ATTACHMENT F

Florida Standards Assessments (FSA)	
FSA English Language Arts (ELA) and Mathematics	
Dates	Assessment
April 1–12, 2019	Grades 4–10 ELA Writing Grade 3 ELA Reading
May 1–14, 2019*	Grades 4–6 ELA Reading Grades 3–6 Mathematics
May 1–28, 2019*	Grades 7–10 ELA Reading Grades 7 & 8 Mathematics
FSA End-of-Course Assessments	
Dates	Assessment
September 10–28, 2018 November 26–December 14, 2018 May 1–28, 2019* July 15–26, 2019	Algebra 1 and Geometry
FSA Retakes	
Dates	Assessment
September 10–21, 2018	Grade 10 ELA Writing Retake
September 10–28, 2018	Grade 10 ELA Reading Retake
February 25–March 15, 2019	Grade 10 ELA Writing Retake Grade 10 ELA Reading Retake Algebra 1 Retake

Next Generation Sunshine State Standards (NGSSS) Assessments	
Statewide Science Assessments	
Dates	Assessment
May 1–14, 2019*	Grades 5 & 8 Science
End-of-Course Assessments	
Dates	Assessment
September 10–28, 2018 November 26–December 14, 2018 May 1–28, 2019* July 15–26, 2019	Biology 1, Civics, U.S. History

Site-based Tentative Testing Schedule 2018-2019

*Please note: testing windows subject to change

Test	Start date	End date
FLKRS- Star Early Literacy (Within the first 30 days of Kindergarten) and WIDA (initial placement)	8/10/2018	9/21/18
Baseline testing: iReady DRA 1	8/18/2018	10/15/18
Mid-year testing: iReady DRA 2	11/26/2018	12/21/2018
DRA 3	2/5/2018	02/16/2018
End-of-year testing: iReady DRA 4	4/22/2019	5/17/2019

*The bill analysis provided by legislative staff offers the following guidance: “[HB 7069] requires school districts to administer the assessments associated with a May 1 assessment window no earlier than 4 weeks before the last day of school for the district. In effect, this will require the last 4 weeks of a school district’s school year to overlap with the May 1 assessment windows to the extent necessary for all assessments in the district to be administered. This does not require the last 4 weeks of the school year to start with the May 1 assessment window; rather, school districts will have the flexibility to adjust their last day of school to provide sufficient time, based upon the district’s capacity and needs, to administer these assessments within their respective assessment windows.”

07/21/17

Example testing calendar
ELL testing via WIDA ACCESS for ELLs 2.0
<https://www.wida.us/membership/states/Florida.aspx>

ACCESS for ELLs 2.0 2017-18 Dates

Testing Specifics	Start Date	End Date
Test Materials Ordering via Pre-ID File (SEA)	11/28/17	11/28/17
SEA Loads Pre-ID File into AMS	11/28/17	11/28/17
WIDA AMS Test Setup Available for Editing Student Demographic Information	1/2/18	3/30/18
LEAs Load Pre-ID File into AMS	1/12/18	1/12/18
Districts Receive Test Materials (On)	1/12/18	1/12/18
Test Window	1/29/18	3/23/18
Additional Test Material Ordering Window in AMS	1/12/18	3/16/18
Districts Receive Pre-ID Labels From 2nd Pre-ID Upload	2/12/18	2/12/18
Deadline for Shipping Completed Test Materials to DRC	3/30/18	3/30/18
Pre-Reporting Data Validation – Data File to SEA	TBD	TBD
Pre-Reporting Data Validation – DRC Receives Data File From SEA	TBD	TBD
Districts Receive Reports – Printed and Online (On)	TBD	TBD
Data Available to State	TBD	TBD

**SARASOTA STEM ACADEMY
K-8 Parent/Student Handbook
2015-2016**

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ATTACHMENT G

GENERAL SCHOOL INFORMATION - This handbook is a summary of the school's rules and expectations, and is not a comprehensive statement of school procedures. The School's comprehensive policy manual is available for public inspection in the Principal's office. In addition, everyone is bound to the Broward County Public Schools Code of Conduct.

ATTENDANCE

STUDENT ATTENDANCE - Whoever has custody or control of any child between seven and seventeen years of age (unless the child has already graduated from high school) shall assure that the child attends school, during the entire time school is in session. Whoever has custody or control of a child who is enrolled in the school, regardless of the child's age, shall assure that the child attends school during the entire time school is in session.

EXCUSED ABSENCES – Absences are designated in each student attendance record as excused or unexcused.

Examples of excused absences include, but are not limited to:

- * Illness of student
- * Funeral
- * Acts of God that prevent student from coming to school (floods, snowstorms, etc.)

Students are required to provide a physician's note upon return from any medical absence that is three consecutive days or longer.

UNEXCUSED ABSENCES – An unexcused absence is defined as willful absence from school, with or without permission of the parents and without approval of school officials.

Examples of unexcused absences may include but are not limited to:

- | | | | |
|---------------|-------------------|---------------|---------------------|
| * Babysitting | * Birthday | * Car trouble | * Hair appointments |
| * Late night | * Missing the bus | * Overslept | * Parent sick |

Make-Up Work for Excused and Unexcused Absence: Upon returning to class, students are expected to request make-up assignments from each class. One school day for each day of excused absence will be allowed to make up and receive credit for missed work. It is the responsibility of the student to complete the work. Work missed during an unexcused absence is expected to be completed but credit will not be given.

ANTICIPATED ABSENCES – The school discourages students from leaving school for family vacations or similar reasons. Requests for anticipated absence should be made in writing to the building administrator at least five school days prior to the absence. Requests may be denied, and the absence deemed unexcused, due to poor attendance record, poor disciplinary record, poor academic record and/or multiple trips during the school year. Special arrangements will be made for extended absences due to illness or family deaths.

Make-Up Work for Anticipated Absence: For pre-arranged absences, it is recommended that students acquire and complete assignments in advance. Assignments requested and received in advance of the absence are due upon the student's return. Credit will not be given if the student does not complete and return the work requested in advance upon his/her return.

If work is not requested in advance, the make-up work is expected to be completed according to the policy for excused and unexcused absences as stated above:

ABSENCE FROM SCHOOL ON DAY OF ACTIVITY – A student who is absent from school after noon on the day of an activity is ineligible for any activity on that day unless the absence has been approved in writing by the principal. Exceptions may be made by the school principal: 1) for a medical absence pre-arranged with school principal or 2) for a death in the student's family. A student who has one or more trancies or who has been suspended from school may be suspended from participation in student activities by administration. An athlete who is absent from school on a Friday before a Saturday event may be withheld from Saturday activities at the sole discretion of the coach.

EXCESSIVE ABSENCES - Students with excessive absences often have people around them who help or enable their absences to continue. Enabling is the process through which a parent/guardian fails to take some action or series of actions that could help a student with an attendance problem experience the consequences of his/her absenteeism. Parent enabling is often linked to effective discipline, parental control over a student behavior and ability to obtain student cooperation in the matter of regular school attendance. Consequences for poor attendance can create the discomfort necessary to set the stage for behavioral changes that will result in improved attendance.

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Excessive absences will result in the following:

After five (5) cumulative days of absence, the student and parents/guardians will be notified of the number of student absences and steps will be addressed to ensure compliance with attendance policies. Students with excessive medical absences may be required to provide the school with a physician's note for each day absent.

After ten (10) cumulative days of absence, the parent/guardian will be notified that any further absences will be unexcused unless accompanied by a physician's note. The physician's note should be provided to the office upon the student's return to school.

Students under the age of 17 will be referred to the Social Worker for truancy. The following guidelines in detecting truancy are used: 1) Pattern of Mondays, Fridays etc., 2) Parent calling in on regular basis and child seen out of school by students and/or teachers, 3) No parent call-in, 4) Sibling of an at-risk student, 5) Number of absences are excessive, 6) Past years' attendance.

TRUANCY - A parent or guardian who knowingly and willfully permits a child to be truant may be convicted of a Misdemeanor.

ACADEMICS

ACADEMIC PROMOTION/RETENTION/REMEDICATION – It is the policy of the School to strive to ensure that students meet goals and objectives and can perform at the expected levels for their grades and course work before being promoted and/or graduated, students that are found to be below the level of academic standards set by the school will be required to participate in a remediation process to improve their academic abilities. The academic standards that students are measured SSAinst include, but are not limited to:

- successful completion of curriculum (grade level and specific course work)
- performance on the Florida Standards Assessment
- performance on the school-based quizzes and tests
- individual classroom work and performance

Failure to meet expectations in any one or a combination of these standards could require remediation.

The form of the required remediation may include, but is not limited to:

- increased classroom time
- extended school day (after school)
- extended school week (Saturday)
- extended school year
- grade retention
- non-promotion

EDUCATION OF CHILDREN WITH DISABILITIES - It is the intent of the school to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act are identified, evaluated and provided with appropriate educational services.

REPORT CARDS – Report cards are issued 4 times a year (grades K-9) after each 9-week period of school. The cards are sent home with the students as a report to parents. Each 9-week grading sheet for 4th -9th grade students will also reflect the previous 9 week(s) grades. We encourage parental review of grade cards with their children and make constructive responses to teacher comments.

MIDDLE SCHOOL HONOR ROLL – Any student with at least a "B" average in his/her academic subjects and no less than a "C" in any subject will be listed on the Honor Roll. A student on the Honor Roll will be appropriately recognized.

PROGRESS REPORTS – Mid-way through the grading period, reports are assessable through Jupiter Ed. as an indication to parents of their child's progress. It is hoped that early notification of any difficulties that might arise will help to remedy the problems.

MOVING UP EXERCISES – Promotion exercises are a privilege at the grade school and not a requirement. Students that do not meet the academic or behavioral expectations of the school will not be permitted to go through the promotion exercise.

ACADEMIC PROBATION – Students failing to put forth acceptable effort toward their studies, as evidenced by report cards, progress reports and teacher reports will be placed on Academic Probation. While on Academic Probation, the student's work will be closely monitored by the teacher, Assistance Principal and Principal. After-school detentions and suspension from extracurricular activities may be required. Students may also be denied participation in educational enhancement activities such as assemblies, field trips and extracurricular events.

Athletics

ATHLETIC RULES AND CODES OF CONDUCT - The Athletic Code applies to all students who want to participate in athletics. Athletics includes competitive sports and extracurricular activities. This code applies in addition to other rules and regulations concerning student conduct and imposes additional requirements on student athletes.

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Participation in athletics is a privilege. Those who participate in athletics have a responsibility to favorably represent the school and community. Student athletes are expected to conduct themselves both in and out of school in a manner appropriate to their responsibilities as representatives of the school and district. If a student fails to comply with the terms of this code, the privilege to participate in athletics may be lost in accordance with the terms of this Athletic Code.

Eligibility – A student must be passing all school subjects to be eligible for competition in any school sponsored activities. Academic work is checked weekly. Any student found ineligible shall not be able to participate in extra-curricular activities for the following Monday through Saturday. The eligibility check shall be made on the same day each week except when school is not in session. On these weeks, it must be taken on the last day of student attendance that week.

Requirements for Participation - An athlete must have the following fully executed documents on file at the school office before the athlete's first participation in any activity:

1. A current physical examination report completed by a physician licensed in Florida to practice medicine in all its branches which finds the athlete is physically able to participate; and
2. A permission slip to participate in the specific sport in which the athlete intends to participate signed by the athlete's parent or guardian; and
3. Proof the athlete is covered by medical insurance; and
4. A receipt showing the athlete and his/her parents received a copy of the Athletic Code, understand the terms of the Athletic Code and agree to abide by its terms and conditions.
5. A signed agreement by the student not to use any drugs on the IHSA's most current banned drug classes list and an agreement to take part in random testing for these substances.

Travel – All athletes shall travel to athletic events and return home from athletic events with the team on which the athlete competes by use of school approved means of transportation when school transportation is used. A written waiver of this rule may be issued by a coach or administrator upon advance written request of an athlete's parent or guardian and provided the parent or guardian appears and accepts custody of the athlete. In no case shall a waiver be issued unless the alternate means of transportation anticipated by the waiver will be provided by the parent. Oral requests shall not be honored and oral permissions shall not be valid.

Any student athlete found to be in violation of this policy shall be subject to discipline in accordance with the school's athletic discipline policies, rules and regulations as provided herein.

Behavioral Conduct - Misconduct by student-athletes will not be tolerated. Misconduct shall include but shall not be limited to:

1. Insubordination; or
2. Any behavior or action which is negligently or intentionally injurious to a person or property or which places a person or property at risk of injury or damage; or
3. Any behavior which disrupts the appropriate conduct of a school program or activity; or
4. Hazing, bullying, or harassment of any kind; or
5. Use of profanity; or
6. Exhibition of bad sportsmanship; or
7. Violation of any school rules or regulations or law.

Coaches and school officials will impose disciplinary measures appropriate to the offenses committed. The discipline imposed for any particular offense shall be at the sole and exclusive discretion of the coaching staff and school officials.

RULES IN EFFECT - The rules set forth in this Athletic Code are in effect throughout the calendar year and twenty-four hours a day, whether or not school is in session and including vacation periods, and holidays. The rules apply on and off campus and whether or not the misconduct occurs at school or a school-sponsored activity or in some other locale. The rules apply from the beginning of the athlete's first tryout or practice in the first sport which the athlete attempts until the completion of the athlete's athletic eligibility in all sports.

SPORTS PHYSICALS – All students participating in any of the school's athletic programs must have an annual physical examination before trying out and/or starting practice.

STUDENT ATHLETE CONCUSSIONS AND HEAD INJURIES - A student athlete who exhibits signs, symptoms, or behaviors consistent with a concussion in a practice or game will be removed from participation or competition at that time. A student athlete who has been removed from an interscholastic contest for a possible concussion or head injury may not return to that contest unless cleared to do so by a physician licensed to practice medicine in all its branches in Illinois or a certified athletic trainer. If not cleared to return to that contest, a student athlete may not return to play or practice until the student athlete has provided his or her school with written clearance from a physician licensed to practice medicine.

ANTI-HAZING – Students who participate in co-curricular activities shall function within the framework of the School's policies, administrative procedures and each individual school's rules. No administrator, faculty member or employee of the school shall

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encourage, permit, condone or tolerate hazing activities. No student, including leaders of student organizations, shall plan, encourage, or engage in hazing. *Hazing is defined as: An intentional, knowing or reckless act directed against a student, by one person or acting with others, that endangers the mental or physical health or the safety of a student for the purpose of being initiated into, holding office in or maintaining membership in any student organization. Students who commit the following acts violate District policy and, therefore, are subject to District discipline and possible criminal prosecution:

- Engaging in hazing.
- To encourage, direct, aid or attempt to aid another engaged in hazing.
- Intentionally, knowingly or recklessly permitting hazing.
- Having knowledge of planning or occurrence of specific hazing activity and failing to report to Principal, Superintendent or other school official.

STUDENT ACCIDENT INSURANCE – Each year a low cost accident insurance policy is offered to all students. This policy pays according to a fixed schedule and may not always cover the entire cost of treatment. There are some limits. Therefore, we encourage parents to read the policy statement for further explanation. A brochure explaining coverage of the policy will be given to each family at registration.

If your child is injured while going to or from school or while at school, the injury must be reported to the office within 24 hours. Payment cannot be guaranteed with reports that are made after this time. Claim forms are available in the school office. All athletes must have regular school insurance or their parents must sign a waiver taking complete responsibility for any injury incurred.

DISCIPLINE

DISCIPLINARY MEASURES - Disciplinary measures may include:

1. Disciplinary conference.
2. Withholding of privileges.
3. Seizure of contraband.
4. Suspension from school and all school activities for up to 10 days. A suspended student is prohibited from being on school grounds.
5. Suspension of bus riding privileges.
6. Expulsion from school and all school-sponsored activities and events. An expelled student is prohibited from being on school grounds.
7. Notifying juvenile authorities or other law enforcement whenever the conduct involves illegal drugs (controlled substances), "look-alikes," alcohol, or weapons.
8. Notifying parents/guardians.
9. Temporary removal from the classroom.
10. In-school detention for a period not to exceed 5 school days.
11. After-school study or Saturday study provided the student's parent/guardian has been notified.

PROHIBITED STUDENT CONDUCT - Students may be disciplined for misconduct, including but not limited to the following:

1. Using, possessing, distributing, purchasing, or selling tobacco materials;
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages;
3. Using, possessing, distributing, purchasing, or selling:
 - Any illegal drug, controlled substance, or cannabis (including marijuana and hashish).
 - Any anabolic steroid or performance-enhancing substance not administered under a physician's care and supervision.
 - Any prescription drug when not prescribed for the student by a licensed health care provider or when not used in the manner prescribed.
 - Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system.
 - Look-alike" or counterfeit drugs, including a substance not containing an illegal drug or controlled substance, but one: (a) that a student believes to be, or represents to be, an illegal drug or controlled substance; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug or controlled substance.
 - Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhales, or injects cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they have the prohibited substance, as applicable, in their possession.

4. Using, possessing, controlling or transferring a firearm or "look alike," knife, brass knuckles or another knuckle weapon regardless of its composition, a Billy club, or any other objects if used or attempted to be used to cause bodily harm.
5. Using or possessing an electronic paging device.

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6. Using a cellular telephone, video recording device, personal digital assistant (PDA), or similar electronic device in any manner that disrupts the educational environment or violates the rights of others. All cell phones and similar electronic devices must be kept powered-off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP); or (c) it is needed in an emergency that threatens the safety of students, staff, or other individuals.
7. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
8. Disobeying rules of student conduct or directives from staff members or school officials.
9. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, and wrongfully obtaining test copies or scores.
10. Bullying, hazing or any kind of aggressive behavior that does physical or psychological harm to a staff person or another student or encouraging other students to engage in such behavior. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment, or other comparable conduct.
11. Causing or attempting to cause damage to, stealing, or attempting to steal, school property or another person's personal Property.
12. Being absent without a recognized excuse.
13. Being involved with any public school fraternity, sorority, or secret society.
14. Being involved in a gang or engaging in gang-like activities, including displaying gang symbols or paraphernalia.
15. Violating any criminal law, including but not limited to, assault, battery, and arson, theft, gambling, eavesdropping, and hazing.
16. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.
17. Sending, receiving or possessing sexually explicit or otherwise inappropriate pictures or images, commonly known as "sexting." Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving or possessing and indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cellular phone.
18. Using, purchasing, selling or possessing any performance-enhancing substance on the Illinois Association of High School Association's most current banned substance list, unless administered in accordance with a prescription.
19. Making an explicit threat on an Internet website SSAinst a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.

For purposes of these rules, the term "possession" includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; (d) at any location on school property or at a school-sponsored event; or (e) in the case of drugs and alcohol, substances ingested by the person.

No disciplinary action shall be taken SSAinst any student that is based totally or in part on the refusal of the student's parent/guardian to administer or consent to the administration of psychotropic or psycho-stimulant medication to the student.

The grounds for disciplinary action also apply whenever the student's conduct is reasonably related to school or school activities, including but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event; or
4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

BULLYING/CYBERBULLYING – Bullying, intimidation, and (sexual) harassment are not acceptable in any form and will not be tolerated at school or any school-related activity, on school property, on school buses and transportation vehicles or through a school computer, network or other school electronic equipment. The school will protect students SSAinst retaliation for reporting incidents of bullying, intimidation, or (sexual) harassment, and will take disciplinary action SSAinst any student who participates in such conduct.

No person shall harass, intimidate or bully another based upon perceived race, color, nationality, sex, sexual orientation, gender-related identity or expression, ancestry, age, religion, creed, physical or mental disability, gender identity, order of protection status, status as homeless, or actual or potential marital or parental status, including pregnancy, unfavorable discharge from military service, association with a person or group with one or more of the aforementioned actual or perceived characteristic

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or any other distinguished characteristic. The school and district will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment.

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student that has or can be reasonably predicted to have the effect of: (1) placing the student in reasonable fear of harm to the student's person or property; (2) causing a substantially detrimental effect on the student's physical or mental health; (3) substantially interferes with the student's academic performance; or (4) substantially interferes with the student's ability to participate in or benefit from the services, activities, or privileges provided by the school.

Generally, there are three distinguishing features of bullying; it is deliberate/intentional, it happens more than once, and there is marked imbalance of power, which may be physical, intellectual, emotional, or social between the individuals involved. A person is bullied when he/she is exposed, repeatedly and over time, to negative actions on the part of one or more persons.

Bullying is NOT a single act of teasing. In addition, it is distinct from the normal conflicts of childhood. It is NOT bullying when two students choose to engage each other physically or verbally. Thus, while all acts of bullying are aggressive, not all aggressive acts are bullying.

Accusations of bullying and cyberbullying will be investigated, and based upon the findings disciplinary actions may be issued. Any act or involvement/knowledge that creates a disruption to the learning environment may also be disciplined.

Examples of prohibited conduct include, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment, or other comparable conduct.

Students who believe they are victims of bullying, intimidation or harassment or have witnessed such activities are encouraged to discuss the matter with the school social worker or the building administrator. Students may choose to report to a person of the student's same sex. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined.

Any student who is determined, after an investigation, to have engaged in bullying, intimidation or harassment will be subject to disciplinary consequences as provided in this handbook, including but not limited to, suspension and expulsion consistent with the school and district's discipline policy. Parents of students who have engaged in the above behavior will be notified. Any student making a knowingly false accusation regarding harassment may also be subject to disciplinary consequences.

CHRONIC BEHAVIOR – Chronic Misbehavior is an accumulation of behaviors that are considered less than gross misconduct or gross disobedience. However, these behaviors occur with such frequency as to demonstrate gross disobedience for the basic rules necessary for the effective functioning of the school. Students demonstrating chronic misbehavior may receive external school suspensions and/or recommended for expulsion. The school reserves the right to place a student on a behavior contract for student to remain in good standing with the school.

CORPORAL PUNISHMENT - Corporal punishment will not be used. Corporal punishment is defined as slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property.

DISCIPLINE OF STUDENTS WITH DISABILITIES - The school will comply with the Individuals with Disabilities Education Act (IDEA) when disciplining students with disabilities. Behavioral interventions will be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of his or her disability as determined through a manifestation hearing. Any special education student whose gross disobedience or misconduct is not a manifestation of his or her disability may be expelled pursuant to the expulsion procedures.

DRUGS, ALCOHOL AND TOBACCO - Except with respect to prescription drugs used by the person for whom such drugs were prescribed in the manner intended by the prescribing medical doctor, the possession, use, distribution, purchase or sale of any alcoholic beverage, drug, drug paraphernalia, controlled substance, look alike, tobacco or tobacco product or any other substance which, when taken into the human body is intended to enhance performance or alter mood or mental state, including any item or substance which is represented by a student to be, or is believed by a student to be any of the foregoing, regardless of the true nature or appearance of the substance, is prohibited in school buildings, on school buses and on all other school property or school related events at any time. This prohibition shall include all school sponsored or school related activities, whether held before or after school, evenings or weekends and shall additionally include a prohibition of use by a student athlete in any instance where the school can demonstrate a reasonable connection to the school program or school athletic program. For purposes of this procedure, students who are under the influence of prohibited substances shall be treated in the same manner as though they had prohibited substances in their possession.

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FIREARMS, KNIVES, BRASS KNUCKLES and OTHER OBJECTS USED OR ATTEMPTED TO BE USED TO CAUSE HARM - A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled: 1) A firearm. For the purposes of this Section, "firearm" means any gun, rifle, shotgun, weapon as defined by Section 921 of Title 18 of the United States Code, firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act, or firearm as defined in Section 24-1 of the Criminal Code of 1961. The expulsion period may be modified by the superintendent, and the superintendent's determination may be modified by the board on a case-by-case basis. 2) A knife, brass knuckles or other knuckle weapon regardless of its composition, a Billy club, or any other object if used or attempted to be used to cause bodily harm, including "look alike" of any firearm as defined above. The expulsion requirement may be modified by the superintendent, and the superintendent's determination may be modified by the board on a case-by-case basis.

GANG & GANG ACTIVITY – "Gang" is defined as any group, club or organization of two or more persons whose purposes include the commission of illegal acts. No student on or about school property or at any school activity or whenever the student's conduct is reasonably related to a school activity, shall: (1) wear, possess, use, distribute, display, or sell any clothing, jewelry, paraphernalia or other items which reasonably could be regarded as gang symbols; commit any act or omission, or use either verbal or non-verbal gestures, or handshakes showing membership or affiliation in a gang; or (2) use any speech or commit any act or omission in furtherance of the interest of any gang or gang activity, including, but not limited to, soliciting others for membership in any gangs; (3) request any person to pay protection or otherwise intimidate, harass or threaten any person; (4) commit any other illegal act or other violation of district policies, (5) or incite other students to act with physical violence upon any other person.

HARASSMENT – The SSA Board Policies make provisions prohibiting sexual harassment of students and/or employees of the school. Incidences of sexual harassment and/or evidence must be reported to the building administrators. Students and/or employees of the school in violation of this policy are subject to discipline and possible criminal prosecution.

NOTICE OF SUSPENSION POLICY – Cause for student suspension and/or expulsion includes violation by the student of the following disciplinary standard(s).

1. Willful disobedience of reasonable directives of the staff or administration.
2. Possession or use of drugs or "look-alike drugs", alcohol or tobacco.
3. Willful injury or threat of injury to a staff member or another student.
4. Willful and/or repeated destruction or defacement of the school building or other school property
5. Use of profanity in the presence of a staff member or another student.
6. Possession of a dangerous or potentially dangerous weapon, including "look-alike weapons"
7. Such other behavior as the principal deems to seriously disrupt the maintenance of a constructive instructional climate.

If the administration recommends a student for expulsion, the parent will be notified. To request a review of an expulsion decision you should write to the administration at the school.

DAMAGE TO SCHOOL PROPERTY – Students are required to pay for any damage or loss caused by their actions and may face disciplinary action.

STUDENT DISCIPLINARY RECORD – A disciplinary record of all students who are referred to the office is maintained by the administration. Students who are guilty of minor and/or frequent offenses which interrupt normal classroom activities, as well as students who are guilty of serious offenses, are subject to any of the following measures: oral reprimand, detention, and no privilege list, written report to parents by teacher and/or administration, program change, in-school suspension, out-of-school suspension, and expulsion from school.

TECHNOLOGY

ACCEPTABLE USE POLICY – The purpose of the Internet was, and largely still is, to support research and education in and among academic institutions in the United States by providing access to unique resources and the opportunity for collaborative work. The use of school computers must support education that is consistent with the Learning Outcomes of Sarasota STEM Academy Broward. Transmission of any material in violation of any U.S. or State regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material or material protected by trade secret. Violating the Acceptable Use Policy by accessing resources that are objectionable, adult-oriented or restricted may result in:

1. Restricted network access or privileges
2. Loss of network access and privileges or
3. Other discipline as deemed appropriate by the administration or their designee.

CELLULAR PHONES – Students must keep their Personal Technology Device (PTD) and unauthorized technology including cellular phones powered off and out of sight during the school day. Violations of this policy will result in disciplinary action taken against the student by the administration.

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ELECTRONIC READER POLICY

Electronic readers, commonly referred to as e-readers, are devices whose intended purpose is the storage and retrieval of books, periodicals, and mSSazines. This policy refers to e-readers only, not to other electronic devices such as iPads, laptops, iPods, cellular phones, and other electronic devices. The opportunity to bring e-readers to school is a privilege that requires extra caution and responsibility both on the part of the students and the parents

E-reader Policy: A student who violates any portion of the e-reader Policy may immediately lose the privilege to use their e-reader at school for a length of time commensurate with the nature of the violation. If a student is found to have their e-reader during this time; they will be subject to further disciplinary action.

1. E-readers are to be used for the reading of school approved materials and not for other purposes such as communication, video, entertainment, music, gaming, and other activities.
2. All material on the e-reader must comply with the policies of the Parent-Student Handbook.
3. All e-readers must have cellular and network capabilities disabled (turned off/airplane mode) while the device is at school.
4. E-readers must be used at appropriate times in accordance with teacher instructions. The e-reader must neither be a distraction for the student or those around him/her nor be a source of any classroom disruption
5. The student is responsible for knowing how to properly and effectively use their e-reader and this should not be a burden for the teachers.
6. SSA Broward is not responsible for lost, stolen, or damaged e-readers.

PERSONAL ITEMS FROM HOME – Radios, MP3s, CD players, tape decks, cameras, hand-held video games, radio/remote toys, collectibles/trading items, laser pointers, etc. are not to be brought to school or taken on field trips unless approved by the administration or their designee. The school takes no responsibility for these types of items that may become lost, stolen, or broke.

SCHOOL AND STUDENT INFORMATION

STANDARDS OF APPEARANCE/DRESS CODE – The following restrictions pertain to all students.

1. Uniform shirts with the school logo purchased from the uniform vendor are the only approved uniform shirts and outerwear.
2. Shorts and pants should be worn at the appropriate length. Shorts and pants must be navy, black or khaki in color only. Shorts need to be at no shorter than 1 inch above the knee. Long underwear type leggings, apparel that is torn, ripped or disheveled clothing and any apparel that is determined to be too revealing or draws undue attention due to style, fabric or length is not acceptable.
3. Students must wear socks; socks can be any color and cannot have any representations of cannabis, alcohol, tobacco or any other contraband. Additionally, student footwear must be both closed toe and closed back shoes or sneakers in any color.
4. Students cannot trade and/or sell footwear at school. On a school approved dress-down day, also considered inappropriate is attire (jewelry and clothing) that depicts slogans or statements that promote alcohol, drugs and/or statements of sexual expression, implies the occult, affiliates one with a gang or contains slogans or words deemed vulgar or obscene.
5. School dress-down days will be periodically announced and students will be able to wear non-ripped jeans, spirit wear shirts, and/or basketball shorts.
6. No cargos, joggers, form fitting; showing the contour of the body clothing allowed.

Students may not wear clothing which may be hazardous to their wellbeing in lab work or physical education activities. Students must wear the school PE uniform for PE. K-5 students can wear their PE uniform to school on the days they have PE. Coats and jackets may not be worn to class unless the administration has given their approval. Hats are not to be worn in the school building for classes or after school activities. Once SSAin, exceptions may be made when deemed necessary by the administration.

Parents or legal guardians may be notified when a student's appearance is judged to be detrimental and not appropriate for Participation in school activities.

When we take trips to another school or go on a field trip, we pride ourselves on our students' appearance and conduct. For these trips we ask that students dress appropriately for the occasion. For each such occasion, the teachers will instruct students on appropriate dress and pant and uniform shirt colors.

Repeated failure to comply with the Dress Code may result in discipline, including but not limited to detention, no privilege list, in-school suspension and loss of school privileges.

ACCOMMODATING INDIVIDUALS WITH DISABILITIES - Individuals with disabilities will be provided an opportunity to participate in all school-sponsored services, programs, or activities. Individuals with disabilities should notify the superintendent or building principal if they have a disability that will require special assistance or services and, if so, what services are required. This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting.

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ENGLISH LANGUAGE LEARNERS - The school offers opportunities for English Language Learners to develop high levels of academic attainment in English and to meet the same academic content and student academic achievement standards that all children are expected to attain.

Parents/guardians of English Language Learners will be: (1) given an opportunity to provide input to the program, and (2) provided notification regarding their child's placement in, and information about, the English Language Learners programs.

CHILD CUSTODY – Court documents should be on file in the office of the school the child attends pertaining to custody, orders of protection, restraining orders, temporary guardianship, or other parenting arrangements of children attending school.

DIRECTORY INFORMATION CHANGES – Changes in information necessary for record keeping should be reported to the office. Examples of such necessary information are home telephone number and address, emergency phone numbers of parents and their place of employment.

EQUAL OPPORTUNITY AND SEX EQUITY - Equal educational and extracurricular opportunities are available to all students without regard to race, color, nationality, sex, sexual orientation, gender identity, ancestry, age, religious beliefs, physical or mental disability, status as homeless, or actual or potential marital or parental status, including pregnancy. No student shall, based on sex or sexual orientation, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities. Any student or parent/guardian with a sex equity or equal opportunity concern should first contact their building principal.

FEES, FINES & CHARGES: WAIVER OF STUDENT FEES – The school establishes fees and charges to fund certain school activities. Some students may be unable to pay these fees. Students will not be denied educational services or academic credit due to the inability of their parent or guardian to pay fees or certain charges. Students whose parent or guardian is unable to afford student fees may receive a fee waiver. A fee waiver does not exempt a student from charges for lost and damaged books, locks, materials, supplies, and/or equipment. A student is eligible for a fee waiver if the student currently lives in a household that meets the income guidelines, with the same limits based on the household size, that are used for the federal free meals program.

The Assistant Principal will give additional consideration where one or more of the following factors are present: an illness in the family; unusual expenses such as fire, flood, storm damage, etc.; seasonal employment; emergency situations; or when one or more of the parents/guardians are involved in a work stoppage.

Within 30 days, the Assistant Principal, will notify the parent/guardian if the fee waiver request has been denied, along with the appropriate appeal process. If you have questions regarding the fee waiver process, you may contact the Assistant Principal.

FEES

Grades Kindergarten-5 Art & Music.....	\$35.00
Grades 6-8 Art Fee.....	\$50.00
Grades K-8 Club Fee.....	VARIES
Grades K-8 Sports	VARIES

FERPA NOTICE

The Family Educational Rights and Privacy Act (FERPA) afford students certain rights with respect to their education records:

1. The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. A parent/guardian or eligible student should submit to the Records Custodian, Principal or other appropriate official, written requests that identify the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the parent/guardian or eligible student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate or misleading. A parent/guardian or eligible student may ask the school to amend a record that they believe is inaccurate or misleading. They should write the school official responsible for the record, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent/guardian or eligible student, the school will notify the parent/guardian or eligible student of the decision and advise the parent/guardian or eligible student of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.
3. The right to consent to disclosure of personally identifiable information contained in the parent/guardian or eligible student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by SSA Broward in an administrative supervisory, academic, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the school has contracted (such as an attorney, auditor, or collection agent); or a person serving on the SSA Board. A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibilities.

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4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave, S.W., Washington DC 20202-4605.

Directory information may be disclosed without prior notice or consent unless the parent/guardian or eligible student notifies the Records Custodian or other official in writing before October of the current school year, that he does not want any or all of the directory information disclosed. Directory information includes the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended.

HOMELESS CHILD'S RIGHT TO EDUCATION - When a child loses permanent housing and becomes a homeless person as defined at law, or when a homeless child changes his or her temporary living arrangements, the parent or guardian of the homeless child has the option of either: 1) continuing the child's education at the school or 2.) Assistance and support for homeless families includes:

- . Educational organizations and schools;
- . Food bank and meal programs;
- . Local service organizations (Goodwill, Salvation Army, etc.);
- . Family shelters; and/or
- . Medical service

SEARCH AND SEIZURE - In order to maintain order safety and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects. "School authorities" includes school liaison police officers. School Property and Equipment as well as Personal Effects Left Behind by Students- School authorities may inspect and search school property and equipment owned or controlled by the school (such as, lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there.

The building principal may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.

Students - School authorities may search a student and/or the student's personal effects in the student's possession (such as, purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the school or district's student rules and policies. The search will be conducted in a manner that is reasonably related to its objective of the search and not excessively intrusive in light of the student's age and sex, and the nature of the infraction. Seizure of Property - If a search produces evidence that the student has violated or is violating either the law or the school or school's policies or rules, evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, evidence may be transferred to law enforcement authorities.

HOT LUNCH PROGRAM – The hot lunch program is available to all K-8 students. A monthly lunch menu will be posted online, and can be subject to change at the discretion the food service provider.

We ask your cooperation in keeping an adequate balance in your child's lunch account. Negative balances are subject to collection. If a negative balance of five (5) dollars or more is accumulated students will not be able to go through the hot lunch line.

Applications for Free/Reduced Lunch are available through school administration.

INSTRUCTIONAL MATERIAL – A student's parent/guardian may inspect, upon their request, any instructional material used as part of their child's educational curriculum within a reasonable time of their request.

LOST AND FOUND – Any textbook or other article in the building, on school bus, or on school grounds should be taken to the school office promptly. Found articles will be kept in the school. Articles not claimed by the end of each quarter will be properly distributed at that time. Jewelry and watches are kept separately from the lost and found boxes. To claim jewelry, watches and other valuable articles, it is necessary to ask for it in the office. All valuable articles will need to be described when claimed. We RECOMMEND that names be placed on ALL ARTICLES brought to school to aide in returning them to their owners.

PARENT TEACHER CONFERENCES/COMMUNICATION – Communication between parents and school personnel is encouraged. Parent teacher conferences are held during the fall of the school year and all parents are encouraged to attend their child's conference. If parents wish additional conferences/communication during the school year, this can be scheduled through e-mail with the proper staff member. Classes should not be interrupted to schedule or hold these conferences.

PHYSICAL EDUCATION – All K-6 students are required to participate in physical education. Exemption to the requirement include: a medical statement on file exempting them from participation. Appropriate P.E. uniforms are ordered/purchased through the school uniform vendor. Students will be required to purchase their uniforms. Clothing and shoes appropriate for P.E. must be

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provided by the student. For safety and security, no jewelry will be allowed to be worn during physical education classes. The only exception will be post earrings that do not hang below the ear.

PICTURE RELEASE – At various times photographs will be taken of students while they are in instructional settings at the school. These pictures may be used in district publications including electronic formats and may also be released to the local news media. Parents should notify the school in writing if they do NOT want their child’s photograph used for such purposes.

SEX EDUCATION INSTRUCTION – Students will not be required to take or participate in any class or course in comprehensive sex education if his or her parent or guardian submits a written objection. The parent or guardian’s decision will not be the reason for any student discipline, including suspension or expulsion. Nothing in this Section prohibits instruction in sanitation, hygiene or traditional courses in biology.

Parents or guardians may examine the instructional materials to be used in any district sex education class or course.

SURVEYS REQUESTING PERSONAL INFORMATION – School officials and staff members will not request, nor disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including the school or district) containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student’s parent/guardian.
2. Mental or psychological problems of the student or the student’s family.
3. Sexual behaviors or attitudes.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or the student’s parent/guardian.
8. Income other than that required by law to determine program eligibility.

The student’s parent/guardian may inspect the survey or evaluation upon, and refuse to allow their child to participate in the survey. The school will not penalize any student whose parent/guardian exercised this option.

SURVEYS BY THIRD PARTIES – Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student’s parent/guardian may inspect the survey or evaluation, upon their request and within a reasonable time of their request. This applies to every survey: (1) that is created by a person or entity other than a school official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

Parents who object to disclosure of information concerning their child to a third party may do so in writing to the building principal.

TEACHER QUALIFICATIONS - Parents/guardians may request information about the qualifications of their child’s teachers and paraprofessionals, including:

- * Whether the teacher has met State certification requirements;
- * Whether the teacher is teaching under provisional status;
- * The teacher’s college major;
- * Whether the teacher has any advanced degrees and, if so, the subject of the degrees; and
- * Whether any instructional aides or paraprofessionals provide services to your child and, if so, their qualifications.

If you would like to receive any of this information, please contact the school office.

TELEPHONES (Student Use) – The phone in the office are for business only. The office will not call a student to the phone during school hours unless it is an emergency. Students are only to use the phone for emergency situations. The administration will make the decision on what is an emergency situation.

EMERGENCY SCHOOL CLOSINGS – In the event of weather or other conditions that result in the closing of school, we follow the decisions made by Broward County Public Schools. Various methods of communication will be used to inform and update the public including email notification system. The media used by Broward County Public Schools will also provide information on school closings. It is extremely important to have a plan for your child in the event of a mid-day emergency school closing.

WITHDRAWAL FROM SCHOOL – Any student moving out of the school should report this information to the office at least three days before the move.

STUDENT RECORDS – School student records are confidential and information from them will not be released other than as provided by law. The school routinely discloses “directory” type information without consent. Directory information is limited to: name, address, gender, grade level, birth date and place, parents’ names and address; academic awards, degrees and honors; information in relation to school-sponsored activities, organizations, and athletics; major field of study; and period of attendance.

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at the school. Any parent/guardian or eligible student (student 18 or older) may prohibit the release of directory information by delivering a written request to the building principal.

State and Federal law gives parents and eligible students certain rights with respect to their student records. These rights are:

1. The right to inspect and copy the student's education records within 15 school days of the day the school receives a request for access. There may be a small charge for copies, not to exceed \$.35 per page. This fee will be waived for those unable to afford such cost.
2. The right to request the amendment of the portion student's education record that the parent/guardian or eligible student believes is inaccurate, misleading, irrelevant, or improper.
3. The right to permit disclosure of personally identifiable information contained in the student's education records, except in certain circumstances. Disclosure is permitted without consent in the case of directory information and to school officials with legitimate educational or administrative interests. Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent/guardian can be identified; any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student; and in other cases permitted by law.
4. The right to complain to the U.S. Department of Education if the school or district fails to comply with the above. Federal officials can be contacted at:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue
SW Washington, D.C. 20202-4605

BUS TRANSPORTATION - The school provides bus transportation to and from school for qualifying students. A list of bus stops will be published at the beginning of the school year. Students are not permitted to ride a bus other than the bus to which they are assigned. Exceptions must be approved in advance by the building principal.

While students are on the bus, they are under the supervision of the bus driver. In most cases, bus discipline problems can be handled by the bus driver. In the case of a written disciplinary referral, student bus problems will be investigated and handled by the building principal.

Parents will be informed of any and all inappropriate student behavior on a bus. Parents are encouraged to discuss bus safety and appropriate behavior with their children before the beginning of the school year and regularly during the year.

In the interest of the student's safety and in compliance with State law, students are expected to observe the following rules:

1. Choose a seat and sit in it immediately upon entering the bus. Do not stand in the entrance or in the aisle.
2. Do not move from one seat to another while on the bus.
3. Keep all parts of the body and all objects inside the bus.
4. Loud conversation, singing, boisterous conduct, unnecessary noise or profanity is not allowed.
5. Enter and exit the bus only when the bus is fully stopped.
6. All school rules apply while on the bus, at a bus stop, or waiting for the bus.
7. Use emergency door only in an emergency.
8. In the event of emergency, stay on the bus and await instructions from the bus driver.
9. Good behavior and behavior that will not distract the bus driver from operating the bus safely is required. Crowding, pushing, scuffling, and other needless commotion are grounds for disciplinary action.
10. Do not open windows.
11. Keep the bus neat and clean.
12. Athletic footwear equipped with cleats or spikes are not allowed on the bus.
13. Inappropriate behavior will be reported to school authorities and failure to observe safety rules may result in suspension from bus services.
14. Be waiting at your bus stop on time.
15. Never tamper with, damage, or deface anything in or on the bus, or any of the bus or school equipment.
16. Keep book bags, books, packages, coats, and other objects out of the aisles. Keep all body parts clear of the aisles when seated.
17. Eating is not permitted on the bus.
18. Parents will be liable for any defacing or damage students do to the bus.

Students may be suspended and/or lose their right to ride a school bus for engaging in disobedience or misconduct. Video and audio cameras may be active on busses to record student conduct and may be used for the purposes of investigation into misconduct or accidents on the bus.

Assistance and support for homeless families includes:

- . Educational organizations and schools;

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- . Food bank and meal programs;
- . Local service organizations (Goodwill, Salvation Army, etc.);
- . Family shelters; and/or
- . Medical services.

HEALTH

ADMINISTERING MEDICATION TO STUDENTS – When a child requires daily or regular medication such as insulin shots or medication for diseases that are kept under control by such medication, the responsibility for administering such medication rests solely upon the parents. Asthma inhalers may be carried by the student during the day provided the student's physician has indicated on the Medical Consent Form that the student is capable of self-administering the medication. School employees should not undertake to administer such medication as a matter of policy. Because of the increased demands upon the school and the primary responsibility of parents in this matter, the school will administer medication for less serious medical situations on a very limited basis according to the guidelines listed below. Medications prescribed to be taken 3 or 4 times a day can be given to students by their parents outside of school if the parent carefully plans a schedule such as before school, after school, meal time and bed time.

1. Written orders are to be provided to the school on the MEDICATION CONSENT FORM. The physician will fill out and sign the lower portion of the form detailing the following:
 - type of illness or disease
 - dosage
 - necessity for the medication
 - name of the medication
 - benefits of the medication
 - physician's phone number (office hours and emergency)
 - side effects
 - time interval in which medication is to be taken

The parents must complete and sign the upper portion of the MEDICATION CONSENT FORM and submit it to the school.

2. The completed and signed MEDICATION CONSENT FORM as completed by the physician and the parent/guardian shall be placed in the pupil's file. These orders are to be renewed periodically. Copies of the MEDICATION CONSENT FORM can be obtained by students and/or parents from each school building office.
3. Medication must be brought to school by the parent or guardian of the child. Medication must be in a container appropriately labeled by the pharmacy or physician. **DO NOT SEND MEDICATION TO THE SCHOOL WITH YOUR CHILD.**
4. A locked cabinet in the office will be provided for storage of the medication.
5. Opportunities should be provided for communication with the pupil, parent and physician regarding the efficacy of the medication administered during school hours.
6. The school retains the discretion to reject requests for administration of medicine

NOTE: THE ABOVE INFORMATION MUST ACCOMPANY ANY MEDICATION BROUGHT TO SCHOOL.

The school has no alternative but to reject requests for administering medication until the information is provided to the school.

CARE OF STUDENTS WITH DIABETES- If you child has diabetes and requires assistance with managing this condition while at school and school functions, a Diabetes Care Plan must be submitted to the school principal. Parents/guardians are responsible for and must:

- 1) Inform the school in a timely manner of any change which needs to be made to the Diabetes Care Plan on file with the school for their child.
- 2) Inform the school in a timely manner of any changes to their emergency contact numbers or contact numbers of health care providers.
- 3) Sign the Diabetes Care Plan.
- 4) Grant consent for and authorize designated School District representatives to communicate directly with the health care provider whose instructions are included in the Diabetes Care Plan.

For further information, please contact the Building Principal.

HOME AND HOSPITAL INSTRUCTION - A student who is absent or whose physician anticipates his or her absence from school for an extended period of time, or has ongoing intermittent absences because of a medical condition, may be eligible for instruction in the student's home or hospital.

IMMUNIZATIONS – In compliance with the law and the rules and regulations, all children in Florida who are first entering school (Kindergarten or First Grade) and Seventh Grade are required to present proof of having received immunizations against preventable communicable diseases. If the child does not comply with the requirements by presenting proof of having received these necessary immunizations, school authorities shall exclude that child from school until such time as he or she submits proof of having received these required immunizations which are medically possible to receive immediately.

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MEDICAL EXAMINATIONS – In compliance with the law and the rules and regulations, all children in Florida who are first entering school. (Kindergarten or First Grade) and Seventh Grade are required to present proof to the school of having had a Health Examination within one year prior to entrance. This examination must be performed by a physician licensed to practice medicine in all of its branches. Additional health examinations of pupils will be required for students who participate in the school athletic program.

Any child who does not present proof on Registration Day having had the required Health Examination must obtain a physical examination by a physician and present the completed Health Examination Certificate to the school before he or she will be allowed to enter school. Any transfer student will have 30 calendar days to submit proof to the school authorities of completed health examination.

STUDENT BLOOD INCIDENTS – All employees have received training in dealing with blood borne pathogen incidents. Employees will utilize precautions in cases involving blood borne pathogens.

STUDENT MEDICATION POLICY – The school recognized that the administration of medication to students during the school day is necessary in some instances to enable students to attend school during normal school hours. The school further recognized that it has a duty to treat or obtain medical assistance to treat student medical emergencies which occur during the school day or during school sponsored activities. The school hereby states its intention to comply with the laws of Florida concerning the administration of student medication and treatment of student medical emergencies. The Administration may promulgate regulations consistent with this policy to facilitate its implementation

STUDENTS WITH FOOD ALLERGIES – The School annually inform parents of students with life- threatening allergies or life-threatening chronic illnesses of the applicable provisions of Section 504 of the Rehabilitation Act of 1973 and other applicable federal statutes, state statutes, federal regulations and state rules.

If your student has a life-threatening allergy or life-threatening chronic illness, please notify the building principal.

Federal law protects students from discrimination due to a disability that substantially limits a major life activity. If your student has a qualifying disability, an individualized Section 504 Plan will be developed and implemented to provide the needed supports so that your student can access his or her education as effectively as students without disabilities.

Not all students with life-threatening allergies and life-threatening chronic illnesses may be eligible under Section 504. Our school may be able to appropriately meet a student's needs through other means.

TREATS & SNACKS - Due to health concerns and scheduling, treats and snacks for any occasion must be arranged in advance with the classroom teacher. All treats and snacks must be store bought and prepackaged in individual servings. Treats and snacks may not require refrigeration and must have a clearly printed list of ingredients on the packaging. We strongly encourage you to select a treat or snack with nutritional value. **NO HOME BAKED GOODS CAN BE SERVED TO STUDENTS.**

PARENT INVOLVEMENT

The school annually has a meeting for all Parents/Guardians, which takes place in the fall of each school year. At the meeting, the school will discuss parental involvement, and opportunities for Parents/Guardians to get involved in the education of their children. Parents/Guardians are encouraged to attend the meeting and participate in the discussions that occur. Parents/Guardians should use the meeting as an opportunity to ask questions, make suggestions, and learn about all of the opportunities and programming available for Parents/Guardians to be fully involved in the educational process. Parent/Guardians are required to accumulate 10 volunteers annually per child for their child (Ren) to remain in good standing with the school.

The school and its teachers provide meetings, including parent/teacher conferences, at flexible times to accommodate a variety of parent schedules. Parents/Guardians will be given notice of meeting availability at the beginning of each year, and at least two weeks before conferences or other regularly scheduled meetings, to provide sufficient opportunity to schedule and attend meetings with teachers. Additionally, teachers are available regularly to meet with parents/guardians to discuss the success of their child. Parents/Guardians are encouraged to inquire about available meeting times, and to work with teachers. Parents/Guardians will be involved in an organized and timely way when any programs are created, considered, or altered, and will be continually involved in the ongoing development of programming, curriculum, and policy.

The school provides Parents/Guardians with access to:

1. School performance profiles required by Federal law and their child's individual student assessment results, including an interpretation of such results;
2. Description and explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet;
3. Opportunities for regular meetings to formulate suggestions, share experiences with other Parents/Guardians, and participate as appropriate in decisions relating to the education of their children if such Parents/Guardians so desire; and
4. Timely responses to suggestions.

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Everyone is responsible for the success of the students of the school. While the school provides the best education we can, it is critical to the success of students that parents assist us in meeting the goals of education set forth by the state, the federal government and ourselves.

In order to better assist in educating the students, we need the help of all parents and guardians. We ask that you help us educate children by monitoring attendance, homework completion, and television watching; by volunteering in your child's classroom; and participating, as appropriate, in decisions relating to the education of children and positive use of extracurricular time.

The school endeavors to do its best to provide all information in the language best understood by parents and guardians. Questions about language alternatives should be directed to building principal

VISITORS – Parents are welcome to visit the school. It is expected for parents to make arrangements in advance with appropriate school personnel to avoid any unnecessary disruption to instruction. Students enrolled in the school are not permitted to bring school age guests to class with them. All visitors must access the building through the secured entry and report directly to the school office.

ATTACHMENT H

Electronic Articles of Incorporation For

N17000007737
FILED
July 26, 2017
Sec. Of State
dlokeefe

INTERNATIONAL SCHOOL OF EXCELLENCE FLORIDA INC

The undersigned incorporator, for the purpose of forming a Florida not-for-profit corporation, hereby adopts the following Articles of Incorporation:

Article I

The name of the corporation is:

INTERNATIONAL SCHOOL OF EXCELLENCE FLORIDA INC

Article II

The principal place of business address:

3024 NW 99 PLACE
DORAL, FL. 33172

The mailing address of the corporation is:

3024 NW 99 PLACE
DORAL, FL. 33172

Article III

The specific purpose for which this corporation is organized is:

THE CORPORATE PURPOSE IS THE ESTABLISHMENT, DEVELOPMENT AND OVERSIGHT OF A PUBLIC CHARTER SCHOOL AS AUTHORIZED BY THE LOCAL SCHOOL BOARD AND ORGANIZED EXCLUSIVELY FOR EDUCATIONAL PURPOSES UNDER SECTION 501(C)(3) OF THE IRS

Article IV

The manner in which directors are elected or appointed is:

AS PROVIDED FOR IN THE BYLAWS.

Article V

The name and Florida street address of the registered agent is:

DAVID HERNANDEZ, CPA
8725 NW 18TH TERRACE
SUITE 302
DORAL, FL. 33172

I certify that I am familiar with and accept the responsibilities of registered agent.

Registered Agent Signature: DAVID HERNANDEZ, CPA

Article VI

The name and address of the incorporator is:

DAVID HERNANDEZ, CPA
8725 NW 18TH TERRACE
SUITE 302
DORAL, FL 33172

Electronic Signature of Incorporator: DAVID HERNANDEZ, CPA

I am the incorporator submitting these Articles of Incorporation and affirm that the facts stated herein are true. I am aware that false information submitted in a document to the Department of State constitutes a third degree felony as provided for in s.817.155, F.S. I understand the requirement to file an annual report between January 1st and May 1st in the calendar year following formation of this corporation and every year thereafter to maintain "active" status.

Article VII

The initial officer(s) and/or director(s) of the corporation is/are:

Title: D
FABIO GALOPPI
3024 NW 99 PLACE
DORAL, FL. 33172

Title: D
DAVID ROSEMOND
3024 NW 99 PLACE
DORAL, FL. 33172

Title: VPD
GLEN WATCHER
3024 NW 99 PLACE
DORAL, FL. 33172

Title: TD
PHILLIP ALEXANDER
3024 NW 99 PLACE
DORAL, FL. 33172

Title: PD
DAN KUHAR
3024 NW 99 PLACE
DORAL, FL. 33172

Title: SD
PATRICK SCULLY
3024 NW 99 PLACE
DORAL, FL. 33172

Article VIII

The effective date for this corporation shall be:

07/26/2017

ATTACHMENT I

501 C 3 Will be filed once charter is approved

BYLAWS

of

International School of Excellence of Florida, Inc.

a Florida Nonprofit Corporation

ARTICLE 1
OFFICES

The corporation's principal office shall be fixed and located at such place within the boundaries of the County of Miami Dade, Florida, as the Board of Directors ("Board") shall determine. The Board is granted full power and authority to change the principal office from one location to another.

ARTICLE 2
PURPOSE

The corporate purpose is the establishment, development and oversight of a public charter school as authorized by the local school board. The corporation is organized exclusively for educational purposes under section 501(c)(3) of the internal Revenue Code or corresponding section of any future federal tax code.

ARTICLE 3
NO MEMBERS

Section 3.1 No Members

The corporation shall have no members. Any action which would otherwise by law require approval by a majority of all members or approval by the members shall require only approval of the Board. All rights which would otherwise by law vest in the members shall vest in the board.

ARTICLE 4
DIRECTORS

Section 4.1 General Powers

Subject to the limitations of the Florida not-for-profit corporation law, the corporation's Articles of Incorporation and these Bylaws, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. No assignment, referral or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the corporation's activities, and the Board may, subject to contractual obligations as may exist, rescind any such assignment, referral or delegation at any time.

Section 4.2 Specific Powers

Without prejudice to its general powers, but subject to the same limitations set forth above, the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

- a. To select and remove all of the officers, agent and employees of the corporation; to prescribe powers and duties for them which are not inconsistent with law, the corporation's Article of Incorporation or these Bylaws; and to fix their compensation;
- b. To conduct, manage and control the affairs and activities of the corporation and to make such rules and regulations therefore which are not inconsistent with the law, the corporation's Articles of Incorporation or these Bylaws, as it deems best;
- c. To Adopt, make and use a corporate seal and to alter the form of the seal from time to time, as it deems best;
- d. To borrow money and incur indebtedness for the purpose of the corporation, and to cause to be executed and delivered therefore, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecation's and other evidences of debt and securities therefore;
- e. To act as trustee under any trust incidental to principal object of the corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust;
- g. to acquire by purchase, exchange, lease, gift, devise, bequest or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property;
- h. To assume pay obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose; and
- i. To carry out such other duties as are described in the Charter.

Section 4.3 Number, Election and Term of Directors

- a. The authorized number of Directors shall be no less than three (3) and no greater than seven (7) until changed by amendment of these Bylaws.
- b. Those Directors who are to be elected by the Board of Directors shall be so elected at the annual meeting of the Board by the Directors then in office. The existing president of the corporation shall nominate each Director and the remaining Directors shall vote on each such nominated Director. The duration of the term of each Director shall be staggered so as to promote continuity in the Board.

Section 4.4 Resignation and Removal

Any Director may resign effective upon giving written notice to the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected (by the existing president) before such time, to take office when the resignation becomes effective. A Director may be removed without cause by a majority of the Directors then in office.

Section 4.5 Vacancies

- a. A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, or is removed, or if the authorized number of Directors is increased.
- b. The Board may declare vacant the office of any Director who has been convicted of a felony.
- c. A vacancy on the Board shall be filled in the same manner of selection as that used to select the Director whose office is vacant, provided that vacancies to be filled by election by Directors may be filled by a vote of the majority of the remaining Directors, although less than a quorum. Each Director so elected shall hold office until a successor has been appointed and qualified.

- d. No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director's term of office.

Section 4.6 Place/notice of Meetings

Meetings of the Board may be held at the principal office of the corporation or at any other place that has been designated in the notice of the meeting by resolution of the Board. Appropriate notices of the meeting complying with Florida law shall be posted. The public, any board member or officer of the corporation shall place any desired item on the agenda of any board meeting notifying, in writing, no later than 5 business days prior to the scheduled board meeting, a description of the item to be placed in the agenda and said description shall be delivered to the then acting secretary of the corporation.

Section 4.7 Annual Meetings

The Board shall hold an annual meeting for the purpose of organization, selection of Directors and officers, and the transaction of other business.

Section 4.8 Quarterly Meetings

Quarterly meetings of the Board, shall be held on such dates and at such times and places as may be from time to time fixed and notified by the Board.

Section 4.9 Special Meetings

- a. Special meetings of the Board for any purpose(s) may be called at any time by the Chairman of the Board, if there is such an officer, the President, or the Secretary.
- b. Special meetings of the Board may be held after each Director has received notice by mail, telecopy, e-mail or telephone.
- c. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

Section 4.10 Quorum and Voting

One half (1/2) of the authorized Directors plus one (1) of the authorized Directors then in office shall constitute a quorum. The Board shall attempt to reach a general consensus on all actions before the Board; provided, however, that every act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present is an act of the Board. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of Directors, if any action taken is approved by at least a majority of the required quorum for such meeting

Section 4.11 Waiver of notice

Notice of a meeting need not be given to any Director who signs a waiver of notice, a written consent to the holding of the meeting, an approval of the minutes of the meeting, whether before or after the meeting, or who attends the meeting without protesting the lack of notice prior thereto or at its commencement. All such waivers, consents and approvals shall be filed with the corporate records or made a part of the minutes of the meetings.

Section 4.12 Adjournment

A majority of the Directors present, whether or not a quorum is present, may adjourn any Directors' meeting to another time and place. If a meeting is adjourned to more than twenty-four (24) hours,

notice of such adjournment to another time or place shall be given prior to the time scheduled for the continuation of the meeting, to the Directors who were not present at the time of the adjournment.

Section 4.13 Rights of Inspection

Every Director has the absolute right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation provided such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the corporation's obligations to maintain the confidentiality of certain books, records and documents under any applicable federal, state or local law.

Section 4.14 Fees and Compensation

Directors shall not receive any compensation for their services; however, the Board may approve the reimbursement of a Director's actual and necessary expenses incurred in the conduct of the corporation's business. The corporation shall carry liability insurance covering the Directors and officers of the corporation as described in the Charter in the conduct of the corporation's business.

Section 4.15 Standard of Care

- a. A Director shall perform all duties of a Director in good faith, in a manner such Director believes to be in the best interests of the corporation and with such care, including the duty to make reasonable inquiries, as an ordinarily prudent person in a like situation would use under similar circumstances.
- b. In performing the duties of a Director, a Director may rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:
 - (1) One or more officers or employees of the corporation whom the Director believes to be reliable and competent in the matters presented;
 - (2) Legal counsel, independent accountants or other persons as to matters that the Director believes to be within such person's professional or expert competence; or
 - (3) A committee of the Board upon which the Director does not serve as to matters within its designated authority, provided the Director believes that the committee merits confidence and the Director acts in good faith, after reasonable inquiry when the need therefore is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

ARTICLE 5 OFFICERS

Section 5.1 Officers

The officers of the corporation shall be President, Secretary and Treasurer. The corporation may also have at the discretion of Board, one or more Vice Presidents, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as may be elected or appointed. Any number of offices may be held by the same person.

Section 5.2 Election

The officers of the corporation, shall be chosen at the annual meeting of the Board by and shall serve at the pleasure of the Board, and shall hold their respective offices until their resignation, removal or other disqualification from service, or until their respective successors shall be elected.

Section 5.3 Subordinate Officers

The Board may elect, and may empower the President to appoint, such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in these Bylaws of as the Board may from time to time determine.

Section 5.4 Removal

Any officer may be removed, either with or without cause, by the Board at any time or, except for an officer chosen by the Board, by any officer upon whom the Board may confer such power of removal, Any Such removal shall be without prejudice to the rights, if any, of an officer under any contract of employment.

Section 5.5 Resignation

Any officer may resign at any time by giving written notice to the Board; such resignation may not prejudice the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 5.6 Vacancies

A vacancy in any office because of death, resignation removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

Section 5.7 President

Subject to such powers, the President is the general manager and chief executive officer of the corporation and has, subject to the control of the Board, general supervision, direction and control of the business and officers of the corporation. The President shall preside at all meetings of the Board. The President has the general management powers and duties usually vested in the office of President and general manager of a corporation as well as such other powers and duties as may be prescribed from time to time by the board and as are described in the Charter.

Section 5.8 Vice Presidents

In the absence or disability of the President, the Vice President(s), if any are appointed shall, in order of their ranks as fixed by the Board or, if not ranked, the Vice President designated by the Board, perform all of the duties of the President and, when so acting, shall have all the powers of and be subject to all the restrictions upon, the President. The Vice President(s) shall have such other powers and perform such other duties as the Board may prescribe from time to time.

Section 5.9 Secretary

- a. The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, including the following information for all such meetings: the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep or cause to be kept, at the

principal office in the State of Florida, the original or a copy of the corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all directors and their respective addresses. The Secretary shall keep the seal of the corporation and shall affix the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument.

b. The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all its members promptly after the meetings; shall keep the seal of the corporation in safe custody; shall see that all reports statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the Treasurer; and shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

c. The Secretary or President of the corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts and disbursements. The books of account shall at all times be open to inspection by any Director.

d. The Secretary or President shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as may be designated from time to time by the Board. The Secretary or President shall disburse the funds of the corporation as may be ordered by the Board, and shall render to the Directors, upon request, an account of all transactions as Secretary or President an of the financial condition of the corporation. The Secretary or President shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Secretary or President shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

ARTICLE 6 COMMITTEES

Section 6.1 Board Committees

The Board may, by resolution adopted by majority of the Directors then in office provided that a quorum is present, create one or more standing or ad hoc committees, each consisting of at least two (2) members of the Board, to serve at the pleasure of the Board.

ARTICLE 7 OTHER PROVISIONS

Section 7.1 Validity of Instrument

Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness contract, conveyance or other written instrument and any assignment or endorsement thereof executed or entered into between the corporation and any other person, shall be valid and binding on the corporation, unless the other person has actual knowledge that the signing officers had not authority to execute the same. Any such instruments may also be signed by the Board or designated member of the Board.

Section 7.2 Construction and Definitions

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Nonprofit Corporation Law of the State of Florida Shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural as the context requires, and the word

Article VIII

Dissolution

Upon the dissolution of this corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code or 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.

ATTACHMENT K

GOVERNING BOARD

CODE OF ETHICS & CONFLICT OF INTEREST POLICY

Conflict of Interest Policy

The purpose of the conflict of interest policy is to protect this tax-exempt organization's (Organization) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

(2.7.1)

Definitions

Definitions

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, and any superintendent, principal, other administrator, or any other person employed by the organization who has equivalent decision-making authority who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a.** An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
- b.** A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
- c.** A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

(2.7.2)

Procedures

(2.7.2.1)

Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of

committees with governing board delegated powers considering the proposed transaction or arrangement.

(2.7.2.2)

Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

(2.7.2.3)

Procedures for Addressing the Conflict of Interest

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

(2.7.2.4)

Violations of the Conflicts of Interest Policy

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall

inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

(2.7.3)

Compensation

a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

d. Board members may receive compensation for expenses spent on behalf of the Organization if such expenditures are approved within the Budget or by the Board of Directors. This includes travel to conferences, meetings, seminars and conventions related to charter schools or the Organization. The Director shall follow the reimbursement processes described elsewhere within these policies.

(2.7.4)

Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

a. Has received a copy of the conflicts of interest policy,

b. Has read and understands the policy,

c. Has agreed to comply with the policy, and

d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

(2.7.5)

Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.

b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly

recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

(2.7.6)

Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

(2.8)

Financial Interest

Members of the Board shall not receive any monetary compensation for their services nor shall they have any financial interest in the organization other than their own monetary donations to the organization.

PHILIP ALEXANDER

3232 Glouster St. * Sarasota, Florida * 34235 * (941) 323-4608 * pa913@comcast.net

EMPLOYMENT OBJECTIVE

To obtain employment with an organization where I can utilize my skills and experience in payroll, office management, and human resources while making a worthwhile contribution to the success of the company.

EDUCATION & TRAINING

- MBA studies, Chadron State College, Chadron, NE
- Bachelor of Arts, College of New Rochelle, New York, NY
- FEMA National Response Plan Certification - IS 100; IS 700; IS 800
- Network Engineering & Data Communications. The Chubb Institute, Jersey City, NJ

EXPERIENCE & SKILLS

- Cash Management
- Customer Service
- Distribute AP Checks
- Accounting/Audit
- Work Independently
- Analytical & Problem Solving
- Computer Networking & Hardware/Software
- Cash Handling
- Accounts Payable/ Receivable
- Excellent Computer Skills
- Excellent MS Office Skills
- Payroll Administration
- Marketing/Sales
- Work well w/other depts.
- Multi-tasking
- Experienced with Faxes/Phones/Copiers

PERSONAL ATTRIBUTES

- Function well with little or no supervision
- Quick learner
- Able to identify problems and generate solutions
- Able to communicate ideas and make decisions
- Self starter with ability to follow through

EMPLOYMENT HISTORY

- **BUSINESS MANAGER/HR ADMINISTRATOR**, Imagine Schools, Inc, FL 2009 - present
- **CODE COMPLIANCE OFFICER**, City of Sarasota, Sarasota, FL 2005 - 2009
- **ASSISTANT MANAGER**, Aloha Kai Vacation Rentals, Siesta Key, FL 2003 - 2005
- **FRONT OFFICE MGR/EXEC HOUSEKEEPER**, Holiday Inn Lido Beach, Sarasota, FL 2001 - 2003

IV. BOARD MEMBER INFORMATION

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

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

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

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

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve:

SARASOTA STEM ACADEMY

2. Full Name Philip G Alexander

Home Address 3232 Glouster St., Sarasota, FL 34235-6608

Business Name and Address Imagine School at Lakewood Ranch, 10535 Portal Crossing, Bradenton, FL

Phone Number 941-323-4608

E-mail Address pa913@comcast.net

Resume and professional bio are attached here.

Resume and professional bio are attached elsewhere in the application (specify) _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

Yes No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).

Yes No

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

I have experience with Charter Schools and would be an asset to the school.

6. What is your understanding of the appropriate role of a public charter school board member?

To be a part of the leadership team in setting guidelines for the school leadership, making decisions regarding school achievement, processes, and community involvement.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have not served on a charter board, but I have been a participant in many board meetings at charter schools both as a minutes keeper and as a charter school and school board liaison.

8. Describe the specific knowledge and experience that you would bring to the board.

Eight years as a charter school staff member. Experience writing and reviewing school board charters. Relations with the charter school departments of two Florida Counties.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

To provide a high quality education and academically challenge every student

2. What is your understanding of the school's proposed educational program?

The use of up-to-date methods to increase student engagement and raise student academic achievement.

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

Students who achieve high levels of learning which is reflected in state and local reports

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

By monitoring the school's academic achievements, staying up to date on school and community activities, and reviewing budget and financial goals on a regular basis.

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

To make sure they are accountable for all school activities both academically and financially.

Governance

1. Describe the role that the board will play in the school's operation.

Financial oversight; work together as a team to create ways to increase enrollment; make sure federal, state, and local regulations are adhered to.

2. How will you know if the school is successful at the end of the first year of operation?

If enrollment is advancing as planned. If resources are being used wisely. If students and parents are generally happy with the school and the programs, and if students are achieving the expected learning goals.

3. How will you know at the end of four years of the school is successful?

Same as in the question above, plus the school has achieved set goals and has proven sustainability.

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

Review the school's academic grades and suggest new ways to elevate grades if appropriate. Create money saving ideas or ways to raise revenue as needed. Work with the SAC to develop a school improvement plan to ensure that all stakeholders are participating and working towards a common goal.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

First, discover if any other board members suspect the same, if so, confront the board member personally, and if need be present the situation to the entire board for review or resignation from the board.

6. If your school intends to contract with a third-party ESP:

- a. Summarize your involvement in the selection process;
- b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
- c. Indicate whether you have been involved in the review/negotiation of the management

A. Selection by members of the board will be determined by past success. B. It is my understanding that, as a board member, I am legally responsible for evaluating and renewing or terminating any contract between the ESP and our charter. C. I am very familiar with other CMO's and have had some experience in different capacities in the past. I am comfortable with the roles and responsibilities of ESP and have no issues with review and negotiating any contracts.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.

Yes No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) *A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).*

(b) *A member of a governing board of a charter school operated by a municipality or other public entity is subject to s.*

5, which relates to the disclosure of financial interests.

(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:

1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

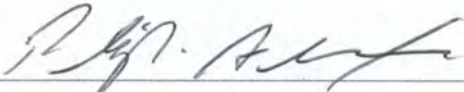
(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Philip Alexander

Name



Signature

07/10/2017

Date

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 STEM Academy 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 Phillip G. Alexander (name),
Board Member _____ (title) to sign as the legal correspondent for the school.



Signature

7-10-2017

Date

Philip Alexander

Printed Name

DAVID A. ROSEMOND

Village Manager of El Portal

(305) 968-8666

VILLAGE MANAGER CITY OF EL PORTAL, FLORIDA JUNE 2016 TO PRESENT

- Responsible for the day to day financial and operational components of the city.
- Interacts regularly with the city's elected officials.
- Key liaison between the City and elected officials and the staff members of other local, state and federal entities.
- Responsible for planning and implementing the City budget.
- Responds to inquiries and concerns from all stakeholders

HEALTHCARE CERTIFIED NAVEGATOR EPILEPSY FOUNDATIOIN OF FLORIDA JAN. 2015-MAY 2016

- Reported to senior staff and board members.
- Represented the organization at community events.
- Led communication efforts with stakeholders.
- Organized community events
- Developed fundraising activities and programs.

DIRECTOR OF OPERATIONS/CENTER DIRECTOR UNIDAD OF MIAMI BEACH Nov. 2010-April 2014

- Oversaw All Service Programs

DIRECTOR, NET CITY OF MIAMI JANUARY 2004 – JANUARY 2010

- Directed all neighborhood enhancement projects for the entire City of Miami
- Provided elected board with regular service reports
- Responded to stakeholder issues

IV. BOARD MEMBER INFORMATION

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

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

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

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

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve:

Sarasota STEM Academy

2. Full Name David A. Rosemond
 Home Address 190 NE 151 Street, Miami, FL 33162
 Business Name and Address _____
 Phone Number (305) 795-7880
 E-mail Address drosemond@villageofelportal.org

Resume and professional bio are attached here.

Resume and professional bio are attached elsewhere in the application (specify). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

Yes No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).

Yes No

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

I have been interested in charter schools, how they operate and what they offer for students and parents for a number of years. I bring decades of experience in finance, human resources and general business management as well as county government to this project.

6. What is your understanding of the appropriate role of a public charter school board member?

My primary role is to provide support, advice and guidance for this school aligned to the mission of the school which is STEM. My focus is to offer my many years of experience and focus on the financial and budgeting side to help oversee that our budget is realistic and that we provide for the school what is needed

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

My decades of county government experience as well as my current position as City Manager will serve the board and the well.

8. Describe the specific knowledge and experience that you would bring to the board.

Business Management, Government, HR practices, finance, capital partners and corporate sponsors

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The school is an elementary and middle school that focuses on STEM

2. What is your understanding of the school's proposed educational program?

The school will make sure all students are taught grade level standards and are prepared for all mandated tests, but will also focus on STEM

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

A successful school receives a high school grade and works with its staff to continually develop its staff with opportunities to PD and better teaching methods.

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

Monthly meetings are when the Principal and our consultant will provide reports that show academic scores, enrollment numbers, budget updates,. At the end of the year we will see the final school grades, the final budget, and we will also see surveys from parents and teachers.

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

Oversight from a high level and support. I hope the school leader knows that the Board's job is to make sure we provide a successful school that offers STEM and does what we can to make sure the principal, teachers and parents are happy.

Governance

1. Describe the role that the board will play in the school's operation.

The board should be available to assist in finding corporate sponsors or partners in local businesses, manage the budget and make sure we use funds appropriately, review monthly reports to make sure there are no surprises at the end of the year.

2. How will you know if the school is successful at the end of the first year of operation?

Academics are strong, enrollment is strong, budget is strong and we have minimal parent concerns

3. How will you know at the end of four years of the school is successful?

At the end of 4 years we should be at capacity enrollment, have received high school grades and built a contingency fund or a fund balance. Our kids should be competitive in sports and academics.

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

Securing a good school leader is the most important priority and making sure we have low turnover in staff.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would confront any board member who may be acting unethically, and report it to the other board members so we can discuss it openly and handle it immediately.

6. If your school intends to contract with a third-party ESP:

- a. Summarize your involvement in the selection process;
- b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
- c. Indicate whether you have been involved in the review/negotiation of the management agreement.

We plan to work with an ESP that has experience as a school leader and a proven track record as an ESP. The directors of the ESP come with a wealth of experience from chairman of one of the largest school districts in the nation as well as business experience. The ESP has a network of teachers and principals they have trained and worked with that are ready to work with them in new schools.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.

Yes No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the

superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name Davis A. Rosemond

Signature 

Date 7/27/2017

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 STEM Academy

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 David Rosemond (name),
Board Member (title) to sign as the legal correspondent for the school.



Signature

7-27-2017

Date

David Rosemond

Printed Name

Daniel Kuhar

11150 Windsor Place Circle, Apt. A
Tampa, FL 33626

Phone: (941)286-4326
E-mail: kuhar733@gmail.com

Professional Summary

I am a dynamic educational leader with fourteen years of instructional leadership experience, with seven of those years being in a STEM school management position. As a key player in the development and administration at one of the most successful public schools in the state of Hawaii, I have garnered a very diverse set of educational skills. I am a problem solver, an innovator, a creative thinker, flexible, and highly motivated. I am a passionate school leader that always strives to provide the best education possible to the students.

Qualifications

- Fourteen years of experience creating and delivering high value, high engagement STEM curriculum
- Positive relationship builder with students, parents, community partners, and school staff
- Experience building and managing academic programs / Strong, positive, personnel management skills
- Extensive STEM, PBL, experiential, differentiated, and innovative instructional experience
- Public speaking skills, and experience marketing / branding schools of choice

Work Experience

Self-Employed Educational Consultant, July 2017 - Present

Tampa, FL

Assistant Principal, July 2015 - July 2017

Lutz Preparatory School, Lutz, Florida

Handle all day-to-day administrative duties required to run a K-8 grade charter school. Hiring, staff evaluations, reporting to the Local School Board, discipline, fielding parent concerns, facilities management, etc. Responsible for developing and building the middle school, branding the program, staff professional development, parent satisfaction, building community partnerships, developing an advisory program, building outdoor learning spaces, etc.

Assistant Principal, July 2014 - July 2015

Hillsborough Academy of Math and Science, Tampa, Florida

Handle all day-to-day administrative duties required to run a K-8 grade school program, partnering with the school's Principal, and dividing the labor. Hiring, staff evaluations, reporting to the Local School Board, discipline, fielding parent concerns, test coordination, facilities management, etc. Responsible for developing, and maintaining staff morale, staff professional development, parent satisfaction, building community partnerships, etc.

Director, July 2013– January 2014

Odyssey Charter School, Palm Bay, Florida

Handled all administrative duties required to run a K-9, Green focused, public school of choice, with approximately 900 students. Fiscal oversight, Special Education oversight, program design, program innovation, facilities, partnerships, grant writing, school promotion, student recruitment, marketing, hiring, staff evaluations, reporting to the Local School Board, staff and student discipline, problem solving parent and staff concerns, state reporting, etc.

Director, June 2011– June 2013

Kihei Charter School, Kihei, Hawaii

Handled all administrative Duties required to run a blended K-12, STEM focused, public school of choice, with approximately 600 students. Fiscal oversight, Special Education oversight, program design, program innovation, facilities, partnerships, grant writing, school promotion, student recruitment, marketing, hiring, staff evaluations, reporting to the Local School Board, staff and student discipline, problem solving parent and staff concerns, state reporting, Union issues, etc.

Daniel Kuhar

Work Experience (continued)

Site Administrator, July 2009 - June 2011

Kihei Charter School, Kihei, Hawaii

Handled all Administrative Duties required to run the 6th-8th grade STEM program, with support from the school's Director when required. Hiring, staff evaluations, reporting to the Local School Board, discipline, fielding parent concerns, etc. Developed the student continuums and rubrics for 21st Century Skills utilized in all three of KCS's academies. Collaborated with Dr. Linda Cronin-Jones from the University of Florida on a rigorous program study designed to evaluate the effectiveness of our STEM program. Responsible for the day-to-day operations of the Kihei Charter School STEM Academy for grades 6-8. Duties included classroom instruction, program development and implementation, integrated project-based STEM curriculum development and implementation, school scheduling, staff development, and coordinating curriculum. Actively developed community partnerships to create innovative community PBL experiences for students.

Lead Facilitator, July 2007 - June 2009

Kihei Charter School, Kihei, Hawaii

Responsible for the day-to-day operations of the Kihei Charter School STEM Academy for grades 6-8. Duties included full time classroom instruction, program development and implementation, integrated project-based STEM curriculum development and implementation, school scheduling, staff development, coordinating curriculum, and developing and maintaining community partnerships.

Science Facilitator / Science Department Chair, July 2003 - June 2007

Kihei Charter School, Kihei, Hawaii

Full time classroom instructor. Developed and implemented standards-based inquiry science curriculum for students in grades 9-12. Developed and implemented a unique "classroom without walls" Outdoor Science Program in partnership with several community organizations. Developed and instructed a virtual Pre-AP Biology course through Virtual High School. Coordinated with HS teaching team members to develop integrated project-based learning activities for students across the curriculum. Identified and developed 21st century essential competency skills, performance based graduation competencies, and rubrics for high school students. Responsible for all Science program planning, ordering, content, and implementation.

Secondary Curriculum Developer, September 2002 - July 2003

Pacific Whale Foundation, Maalaea, Hawaii

Developed a secondary science curriculum and science programs that heavily focused on marine sciences, marine mammals, and conservation efforts. Created, implemented, and delivered outreach curriculum in classrooms across the island with students in grades K-12. Developed, implemented, marketed, and conducted an experiential marine science summer program for students grades 7-12.

Education

Masters Degree in Science Education, 2002

University of Florida, Gainesville, FL

Bachelor of Science Degree in Zoology, 1999

University of Florida, Gainesville, FL

Certification

Hawaii State Teaching Credential - Secondary Science grades 7 - 12

Florida State Teaching Credential - Science grades 5 - 9

Daniel Kuhar

Designed and Delivered Formal Presentations

Lutz Preparatory School - 2016 "21st Century Skills, Best Practice Application" - Lutz, FL

Daysprings Academy Charter School – 2016 "Project Based Learning Best Practices" - New Port Richie, FL

Sarasota School of Arts and Sciences - 2014 "STEM Professional Development Training – Sarasota, FL

Hawaii Charter School Conference – 2012 "Math Everywhere" Kihei Charter School's Math Approach - Honolulu, HI (State Conference)

Hawaii Charter School Conference – 2010 "Project Based STEM Learning" - Honolulu, HI (State Conference)

North American Association of Environmental Education - 2010 "STEM Program Study" – Buffalo, NY (National Conference)

Coalition of Essential Schools Fall Forum - 2008 "Utilizing Arts Integrated Community Based STEM Projects to Create the Engaged and Innovative Citizens of the 21st Century"- Charlotte, NC (National Conference)

North American Association of Environmental Education - 2006 "Fostering Student Environmental Stewardship via a Hawaiian Fishpond Study" - St. Paul, MN (National Conference)

Hawaii Charter School Conference - 2005 "Project Based Learning and Performance Based Graduation Requirements" - Honolulu, HI (State Conference)

Professional Development

Brustein & Manasevit – Federal Education Grants Management Training 20011-12, Las Vegas, NV

ProjectBasedLearning.com Learning Management Software Training 2011-12, Kihei, HI

Design Thinking Workshop 2011-12, Honolulu, HI

Discovery Education Lesson Design Training 2010-11, Kihei, HI

Harvard Leadership Training 2010-11, Boston, MA

SchoolConcept Learning Management Software Training 2009-10, Kihei, HI

PLC (Professional Learning Communities) 2009-10, Las Vegas, NV

Stanford EPGY Math 2007-08, Palo Alto, CA

Quantum Learning – Educational Brain Science 2006-07, Kihei, HI

Virtual High School – Pre-AP Biology Course 2005-06 - Plymouth State University, Plymouth, NH

Grants Awarded

Monsanto Science Innovation Grant 2011-12 (\$1,000)

Maui Economic Development Board, Garden Grant 2011-12 (\$650)

Monsanto Science Innovation Grant 2010-11 (\$1000)

Project Give Garden Grant 2010-11 (\$2,500)

Project Give Service Project Grant 2009-10 (\$5,000)

NOAA, B-Wet Grant - Marine Sanctuary Monitoring Program 2009-10 (\$75,334)

Toyota Tapestry – Longitudinal Marine Algae Project 2008-9 (\$10,000)

American Association of University Women Educational Innovation Grant 2007-08 (\$1,000)

Board Experience

Lutz Prep Charter School 7/2015 – 7/2017

Odyssey Charter School 7/2013 – 1/2014

Pacific Whale Foundation Board of Directors 1/2012 - 6/2013

Kihei Charter School Local School Board 7/2011 - 6/2013

References available upon request

IV. BOARD MEMBER INFORMATION

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

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

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

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

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve:

AGA Sarasota

2. Full Name Daniel Kuhar

Home Address See attached

Business Name and Address _____

Phone Number See attached

E-mail Address See attached

Resume and professional bio are attached here.

Resume and professional bio are attached elsewhere in the application (specify). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

Yes No

See attached

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).

Yes No

See attached

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

See attached

6. What is your understanding of the appropriate role of a public charter school boardmember?

See attached

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

See attached

8. Describe the specific knowledge and experience that you would bring to the board.

See attached

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

See attached

2. What is your understanding of the school's proposed educational program?

See attached

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

See attached

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

See attached

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

See attached

Governance

1. Describe the role that the board will play in the school's operation.

See attached

2. How will you know if the school is successful at the end of the first year of operation?

See attached

3. How will you know at the end of four years of the school is successful?

See attached

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

See attached

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

See attached

6. If your school intends to contract with a third-party ESP:

- a. Summarize your involvement in the selection process;
- b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
- c. Indicate whether you have been involved in the review/negotiation of the management agreement.

See attached

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.

Yes No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) *A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).*

(b) *A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.*

(c) *An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.*

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) *This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:*

1. *"Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors,*

superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision-making authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half-brother, or half sister.

(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Daniel Kuhar
Name


Signature

7-25-17
Date

Background and Contact Information

- 1) AGA Sarasota
- 2) Daniel Kuhar
11150 Windsor Place Circle Apt. A, Tampa, FL 33626
941-286-4326, kuhar733@gmail.com
- 3) Yes, I have served on several boards, previously. I have served on two charter school boards (Kihei Charter School and Odyssey Charter School). As the Director of these schools, I served in the school leadership position of these local school boards. Additionally, I served on a non-profit board for an organization called, Pacific Whale Foundation. I assisted this board with overall support. Financial, structural, program, sustainability, etc.
- 4) Yes, I have served as a leader at a charter school. I was the Director of Kihei Charter School, Maui Hawaii, for the 2011-2012 and 2012-2013 school years. My school was ranked, based on our state test scores, the third best public school in the entire state of Hawaii for both years I was the Director. I also was a Site Administrator for school year 2009-2010 and 2010-2011, at Kihei Charter STEM Middle School. We were consistently the best public middle school on the island of Maui, and ranked in the top three public middle schools in the state of Hawaii.
- 5) I wish to serve on the AGA Sarasota school board because I believe in their mission and have extensive STEM and PBL knowledge and experience. I am a true believer in the power of STEM education and strong community partnerships. This is a very similar model of the school I developed and ran in Hawaii, and we experienced great success.
- 6) Serving on a public charter school board is a position of public trust and fiduciary responsibility. Board members of a public school are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. Financial oversight and making sure that the school fulfills its promised mission are the main areas of focus for a public school board member.
- 7) I do have previous public school board experience, so I am very familiar with the roles and responsibilities required to oversee a successful public charter school. I served on the Kihei Charter School local school board for numerous years, created, reviewed and approved budgets, monitored DIP and SIP plan progress, made facility decisions, etc. My previous experience on boards will be directly applicable to this current board position.
- 8) I have years of experience serving on a charter school board. I also possess extensive curriculum knowledge, particularly in regards to STEM, Project Based Learning, and building community partnerships. I successfully helped to start, and run, the state of Hawaii's first STEM school. I have experience with charter school finances, facilities, curriculum, programs, human resources, etc.

School Mission and Program

- 1) I have an extensive understanding of the school's mission and guiding principles. The school wishes to provide a safe and nurturing learning environment for students, assist with student character development, and provide a rigorous STEM program. I agree with, and wholeheartedly support these areas of emphasis.
- 2) I have an extensive understanding of the school's proposed educational program. STEM focused, cross-curricular projects, leveraging community partnerships, marine science emphasis, student character development, and relevant technology access. I fully support the school's proposed educational program.
- 3) The characteristics of a successful school are pretty straight forward. 1) Good financial decisions and oversight 2) A thoughtful educational program that matches your school's demographics 3) Flexibility in order to meet the changing needs of your students and other school challenges as they arise.
- 4) The board will systematically and regularly review school financial reports and student academic data to ensure that we are financially solvent and fulfilling our academic mission.
- 5) The board's job is to assist school leaders in helping to fulfill our promised mission. The board will work with school leaders to ensure that required facilities and school materials are available, while staying within our budget. The board will also ask clarifying questions of school leaders to ensure that the school's needs are being met, and to facilitate leadership accountability.

Governance

- 1) The board's school operational responsibilities will be – 1) Fiscal solvency, ensuring that the school is running in a sustainable fashion 2) Monitoring budget reports and assessment data to ensure that we are fulfilling this portion of our mission. 3) Ask clarifying questions of school leaders, at our scheduled meetings, to ensure that we are making adequate progress on our full mission. 4) Work with school leaders to ensure that they have the resources they need to fulfill our promised mission, while staying within our budget. 5) Create, adhere to, and/or implement guiding policies, such as procurement, grievance, etc.
- 2) The school will be deemed successful at the end of year one if – 1) We are still in operation and are financially solvent 2) Student and staff retention rates are greater than 80% 3) Assessment data shows that the majority of our students have made at least one year's worth of academic growth 4) We have met, or made positive progress, on 85% of our mission and SIP goals.

- 3) The school will be deemed successful at the end of four years if – 1) We are still in operation and are financially solvent 2) We are deemed a high performing charter school by the FLDOE 3) Student and staff retention rates are greater than 85% 3) Assessment data shows that the majority of our students have made at least one year’s worth of academic growth 4) We have met, or made positive progress, on 85% of our mission and most recent SIP goals.
- 4) A few specific steps our school board would have to take to help ensure school success would be – 1) Monitor fiscal solvency, ensuring that the school is running in a sustainable fashion 2) Monitoring budget reports and assessment data to ensure that we are fulfilling these key responsibilities 3) Ask clarifying questions of school leaders, at our scheduled meetings, to ensure that we are making adequate progress on our full mission and SIP goals. 4) Work with school leaders to ensure that they have the resources they need to fulfill our promised mission, while staying within our budget. 5) Create, adhere to, and/or implement guiding policies, such as procurement, grievance, etc. 6) Be open, honest, and flexible problem solvers to help the school through the challenges that arise as we move forward.
- 5) If I suspected that one or more board members were acting unethically, I would make a report to the FLDOE, or relevant authorities, and ask for guidance. If I thought that one or more board members was acting in a way that was not in the best interest of the school, I would follow the established board procedures and make sure that my voice/opinions were heard.
- 6) Alliance will be the ESP. My role as a board member is to confirm the hiring of Alliance as the ESP, and I have worked with the team of school developers to elect Alliance as best for the job since they have experience in the charter management field, have opened or supported charter schools that I am familiar with and do all the same services as the large firms at a more competitive cost. Alliance, as the ESP will be accountable to the board.

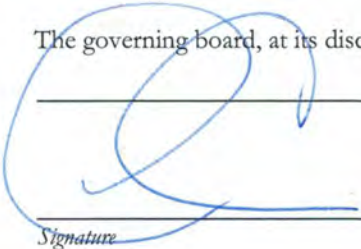
IV. STATEMENT OF ASSURANCES

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 STEM Academy 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 Dan Kuhar, Chair (name),
_____ (title) to sign as the legal correspondent for the school.



July, 24, 2017

Signature

Date

Dan Kuhar

Printed Name

DALE PATRICK SCULLY

2848 COVENTRY DRIVE ♦ SARASOTA, FLORIDA 34231
DPSCULLY17@GMAIL.COM ♦ 941 323 6098 CELLULAR

EDUCATION

- | | | |
|------|---|---------------------|
| 2017 | University of West Florida
<i>Master's of Education, Educational Leadership</i> | Pensacola, Florida |
| 2009 | Florida Gulf Coast University
<i>Bachelors of Arts, Elementary Education K-6</i>
<i>ESOL Certified</i>
<i>GPA: 3.67</i> | Fort Myers, Florida |

TEACHING CERTIFICATE

State of Florida Department of Education

Professional Educator's Certificate #1124628

Expires June 30, 2019

Elementary Education K-6

English for Speakers of Other Languages (ESOL) Endorsement

Reading Endorsement

TEACHING EXPERIENCE

Dean of Students

- | | | |
|--------------|---|-----------------|
| 2016-Current | Gulf Coast Charter Academy | Naples, Florida |
| | <ul style="list-style-type: none">○ Analyzed Data○ Lead Data Chats○ Developed Master Schedule○ Developed Testing Schedule○ Collaboratively worked and communicated with all stakeholders○ Hired, evaluated, and supervised teachers○ Assisted in the recruiting and retention of students○ Reduced student disciplined○ Facilitated Professional Development○ Test Administered of FSA○ Lead Staff Meetings○ Attended IEP Meetings○ Attended Board Meetings, District Meetings, Administration Meetings | |

Teacher

- | | | |
|-----------|--|-----------------|
| 2015-2016 | Gulf Coast Charter Academy | Naples, Florida |
| | <ul style="list-style-type: none">○ Taught Sixth Grade Language Arts○ Collaboratively worked with Teachers○ Utilized cooperative learning groups○ Data Driven○ Practiced pro-active classroom management○ Proficient with the Gradual Release Model○ Proctored FSA○ Attended Staff Meetings○ Attended IEP Meetings○ Participated in Field Trips | |

- Communicated with Colleagues, Administration, and Parents
- Coach Volleyball and Basketball

2010-2015 **Imagine Schools North Manatee** Palmetto, Florida

- Taught Third, Fourth, Fifth Grade, Sixth Grade, Seventh Grade
- Taught Language Arts, Math, Social Studies, Health, Debate
- Taught Professional Development Class
- Nominated as Teacher of the Year
- Model Classroom
- Team Leader
- Lead Reading Teacher
- Served on Academic Team
- Collaboratively worked with Teachers
- Utilized cooperative learning groups
- Data Driven
- Practiced pro-active classroom management
- Proficient with the Gradual Release Model
- Proctored FCAT/FSA
- Attended Staff Meetings
- Attended Subject Area Meetings
- Attended IEP Meetings
- Participated in Field Trips
- Communicated with Colleagues, Administration, and Parents
- Developed Sports Program
- Developing a Middle School Program (Setting up Honor Classes and Schedule)
- Athletic Director/Coach
- Reading Endorsement

LEADERSHIP ROLES

Sports/Academics

- Athletic Director
- Team Lead
- Participated on the Academic Team
- Lead Reading Teacher
- Coach Flag Football, Basketball, Soccer, Volleyball
- Scheduled Games

Honors

- Florida Gulf Coast University Cum Laude Graduate
- Kappa Delta Pi member
- Florida Gulf Coast University President's List
- Manatee Community College Dean's List

Service

Kappa Delta Pi-Omega Epsilon Chapter - Treasurer

- Managed money
- Planned banquet
- Purchased shirts
- Planned socials
- Planned fundraiser
- Volunteered for events

PROFESSIONAL REFERENCES

Gwen Dapore, Executive Director

Gulf Coast Charter Academy South
215 Airport Pulling Road North
Naples, Florida 34104
239-784-1539

gdapore@gccas.org

Kelly Grimm, Office Manager

Gulf Coast Charter Academy South
215 Airport Pulling Road North
Naples, Florida 34104
239-784-1539

wstaros@gccas.org

William Staros, Principal

Gulf Coast Charter Academy South
215 Airport Pulling Road North
Naples, Florida 34104
239-784-1539

wstaros@gccas.org

Karrie Stock, Teacher

Gulf Coast Charter Academy South
215 Airport Pulling Road North
Naples, Florida 34104
239-784-1539

kstock@gccas.org

IV. BOARD MEMBER INFORMATION

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

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

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

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

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve:
SARASOTA STEM ACADEMY

2. Full Name Dale Patrick Scully
Home Address 2848 Coventry Drive, Sarasota, Florida 34231
Business Name and Address Gulf Coast Charter Academy South
Phone Number 941-323-6098
E-mail Address dpscully17@gmail.com

- Resume and professional bio are attached here.
 Resume and professional bio are attached elsewhere in the application (specify) _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

Yes No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).

Yes No

Dean of Students - Gulf Coast Charter Academy South

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

To help bring innovation and a different style of learning to prepare students for the real-world.

6. What is your understanding of the appropriate role of a public charter school board member?

To promote the schools mission, vision, and purpose. Also to oversee the finances of the school.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have participated in Board Meetings as a teacher and Dean of Students.

8. Describe the specific knowledge and experience that you would bring to the board.

I have worked for two different charter schools and worked collaboratively with the the board members. I have extensive knowledge to offer to all stakeholders in regards to education.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

My understanding is that students will achieve academic success through the STEM initiative, which will drive student engagement and creativity.

2. What is your understanding of the school's proposed educational program?

My understanding is that students will be challenged through project-based learning.

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

Students are engaged in their learning and excited about what they are learning.

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

By reviewing academic data, showing the performances and growth of the students.

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

To make sure they are carrying out the mission, vision, and purpose of the school.

Governance

1. Describe the role that the board will play in the school's operation.

The board will oversee the complete operation of the school, making sure we are producing student success for all students, making sure we have a strong financial oversight of our expenses, keeping in compliance with our charter

agreement, and building strong parent and community relationships.

2. How will you know if the school is successful at the end of the first year of operation?

The re-enrollment rate is high, increased of new enrollees, and gaining support from the community.

3. How will you know at the end of four years of the school is successful?

In four years, I see the school at full capacity with academic achievement is continually improving.

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

Communicate regularly with the principal and staff. Promote a data rich culture, monitor progress of students, and oversee finances.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Bring all members to the table including the persons of concern. Discuss the matters at hand and come up with a solution that everyone can buy into. Making sure that everyone realizes that whatever decision we make, should always be in the best interest of the students and our school.

6. If your school intends to contract with a third-party ESP:

- a. Summarize your involvement in the selection process;
- b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
- c. Indicate whether you have been involved in the review/negotiation of the management agreement.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.

Yes No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

- (a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. [112.313\(2\)](#), (3), (7), and (12) and [112.3143\(3\)](#).
- (b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. [112.3145](#), which relates to the disclosure of financial interests.

(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:

1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Dale Patrick Scully

Name



Signature

7/20/2017

Date

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 STEM Academy

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 Dale Patrick Scully (name),
Board Member _____ (title) to sign as the legal correspondent for the school.



Signature

7-20-2017

Date

Dale Patrick Scully

Printed Name

Glenn Wachter
7453 Mariana Drive
Sarasota, Florida 34231
(941) 323-4380

EDUCATION

Master's Degree Educational Leadership, University of South Florida,
August 2001

Bachelor's Degree Secondary Education, Slippery Rock University of
Pennsylvania, December 1987.

Certified to teach Middle Grades General Science grades 5-9 (Florida),
Secondary Science grades 7-12 (Pennsylvania), and Environmental
Education grades K-12 (Pennsylvania).

Certified School Principal, all levels (Florida certificate #730154)

WORK RELATED EXPERIENCE

Assistant Principal: Riverview High School, Sarasota, Florida. July 2011 to
Present.

Responsible for all administrative duties associated with the high school as
well as Science department administration, Stars to Starfish program,
Facilities, Safety and Security, Parking, CARE and SWST, Fixed Assets,
Positive Behavior Support Program, TEL studio installation and
management, Student and Parent Information Night coordinator, ISR and
Saturday School, Critical Incident plan and Emergency Shelter plan,
Alternative Placement Committee representative, New Staff Orientation
program, hiring, supervision and evaluation of both instructional and
classified staff. Most recently I have also served as the administrator in
charge of the Cysis (Teen Parent) Program here at Riverview.

Assistant Principal: Sarasota Middle School, Sarasota, Florida. July 2010 to
June 2011.

Responsible for all administrative duties associated with the middle school as well as writing the School Improvement Plan (SIP), master schedule, facilities, safety and security, Alternative Placement Committee representative, student orientation program, ESE program, hiring, supervision and evaluation of both instructional and classified staff.

Assistant Principal: Booker Middle School, Sarasota, Florida. July 2004 to June 2010.

Responsible for all administrative duties associated with the middle school as well as Gifted Magnet program, school safety and security, master schedule, character education programming, FTE, State Reports, ESE, hiring supervision and evaluation of both instructional and classified staff, after-school program, summer school, and intramural sports.

Assistant Principal: Sara Scott Harllee Middle School, Bradenton, Florida. November 2001 to July 2004.

Responsible for all administrative duties associated with the middle school as well as; School Advisory Council and PTO, writing the School Improvement Plan, 21st Century Grant Coordinator, substitute teacher assignments, supervision and evaluation of both instructional and classified staff.

Middle School Science Teacher: Manatee County School Board, Bradenton, Florida. August 1994 to November 2001.

Instructional position teaching grades 6, 7, and 8 during different years at the Sara Scott Harllee Middle School. Science department chair person, team leader, safety committee chair person, intramural sports program coordinator, after-school program staff.

Educational Program Staff: Gulf Coast Wonder and Imagination Zone (G-WIZ) Sarasota, Florida. June 1996 to July 2001.

Designed and lead their first week-long environmental education day camps. These programs remained an integral part of the G-WIZ summer program series after I left their employ. Served as an instructor with their Discovery Camp programs in between weeks of environmental education work.

Staff Naturalist: Monroe County Conservation District/ Environmental Education Center, Stroudsburg, PA. June 1990 to August 1994. Developed and lead interpretive nature programs designed to meet state mandated course requirements for Environmental Education in three public school districts in Northeastern, PA. Conducted public programs, lead teacher workshops, coordinated the volunteer staff, and wrote press releases and newsletter articles.

SPECIAL PROJECTS

TEL studio design, installation and staff training. Coordinated the efforts of IT department, facilities, and numerous private vendors to design and install the first and only Technology Enabled Learning (TEL) Studio at Riverview High School. Designed and implemented ongoing staff development programs to encourage the continued use of the facility.

Mentor, Leadership Academy with Dr. Wendy Katz. During both the 2014 and 2015 school year, I volunteered to serve as a mentor for teachers looking to become school administrators. Attended several meetings each year, provided guidance, answered questions, and shared experiences that will hopefully serve to ease the transition from classroom teacher to school administrator.

Student and Family Handbook committee member for the Sarasota County School District. Worked with Dr. Linda Post from 2005 on as a member of the annual review/revision committee for this county-wide policy document. Worked with Robyn Marinelli on the 2015 revisions, and with Bethany King on the 2016 version.

Stars to Starfish program at Riverview High School. During 2011, worked with facilities department, construction services, University of Florida staff, donors and teachers to complete the construction of a fully functional aquaculture facility here on the school campus. During 2012, coordinated the construction of a dock on the Phillipi Creek and a tower over in the band practice field, as well as a purchase of a boat for the marine biology program.

Community of Caring (T-Time) program at Booker Middle School. 2005-2006. Formed and lead the committee that wrote 180 days of affective education curricula designed to promote a positive school environment. Each day at Booker Middle began with a half hour "T-Time" class in which teachers led activities designed to foster pro-social behaviors. Ran staff development workshops to train teachers on how to implement this type of curriculum, oversaw the weekly scheduling of activities, and tracked discipline data as a means of evaluating the effectiveness of the program.

Safe and Drug Free Schools program. From 2001 through 2004. Designed, coordinated, organized, and supervised both the morning and after-school program at Harlee Middle School in Manatee County. Hired and evaluated staff, developed the schedule of programs, planned special events and was responsible for the disbursement and management of the \$250,000 annual grant.

CONFERENCES AND WORKSHOPS

International Bachelorette (IB) Admin 2 training, St. Pete Beach, June 2016

TI-Inspire training (two day workshop) at Venice High School, June 2014

Teacher recruitment convention, March 2014, Pittsburg, Pennsylvania. Attended as a part of the Sarasota County School District teacher recruitment team.

Florida Marine Science Educators Conference, May 2012, Saint Petersburg, Florida. Presenter and conference attendee.

NAGC (National Association for Gifted Children) conference, October 2008, Tampa, Florida

Community of Caring conference, August 2008, Salt Lake City, Utah

National Drop-out prevention conference, January 2007, Clearwater, Florida

NAGC (National Association for Gifted Children) conference, November 2005, Louisville, Kentucky

Magnet Schools Conference, March 2004, Raleigh, North Carolina

IV. BOARD MEMBER INFORMATION

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

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

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

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

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve:

Sarasota STEM Academy

2. Full Name Glenn Alan Wachter
 Home Address 7453 Mariana Drive Sarasota Florida 34231
 Business Name and Address Venice High School, Venice Florida
 Phone Number 941-323-4380
 E-mail Address eyesofgt@gmail.com

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

During 1993 and 1994 I was on the board of directors for the Pocono Wildlife Rehabilitation Center in Northeastern Pennsylvania. I am currently serving as a board member for Helping Kids Reach for the Stars. This organization is based in Sarasota and helps to promote science and STEM programs by getting students involved with model rocketry. Both organizations are Not-For-Profit

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).

Yes No

I have been a school based administrator with both Sarasota and Manatee County schools for the past 17 years. I am currently an assistant principal at Venice High School but I have also served in a leadership capacity at Harlee Middle School, Booker Middle School, Sarasota Middle School and Riverview High School

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

I believe that all students need to learn about the natural world. In order to care about something you have to know about it and feel that you are connected to it. My understanding of this charter school is that it will have a strong curricular focus on the marine environment. Anything that I can do to help promote the mission of this charter school will in turn help students become better stewards of the planet that we all share.

6. What is your understanding of the appropriate role of a public charter school board member?

I understand that the role of a public charter school board member is to serve in a decision making capacity for the school. The board will help to guide policy and practice for the school while providing oversight into the daily operations of the school.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

The role of a school based administrator is to make decisions. The decisions we make on a daily basis must take into account the needs of all stakeholders, the State statutory regulations, local policies and procedures, and the potential long term effects of said decisions. My many years of experience with making such decisions will allow me to serve as an effective board member.

8. Describe the specific knowledge and experience that you would bring to the board.

I have worked with students for the past 32 years. During that time, I have served as a public school teacher, a day treatment staff member, a Staff Naturalist with the County conservation district, a program director for G-Wiz, and most recently as a school based administrator. All of these experiences combine to provide a wealth of background in terms of teaching and learning as well as the operations of a school/program.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

I understand that the school will serve students from grades K-8 and will offer a State approved curriculum. The school will focus heavily on the natural world (specifically the marine environment) and will use the study of the natural world to guide student learning.

2. What is your understanding of the school's proposed educational program?

Standard K-8 Florida curricula with a strong focus on the marine ecosystem. Integrated thematic instruction will be used to present concepts to the students, and real world assessments will be used to determine the degree of mastery achieved. The school will incorporate an affective learning goal so as to meet the developmental needs of the middle

school age students.

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

A strong school is one where the students, teachers and staff are all a part of one community. This community is student centered and offers a rigorous leaning environment with relevant conceptual based instructional methods employed in every classroom. The teachers support the students, the administration supports the teachers and the board in turn supports the administration.

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

The board will have regularly scheduled meetings where we will review documentation related to both financial and academic goals. Progress will be tracked on a regular basis (monthly) using benchmark assessments to monitor academic progress and reconciliation reports to track/monitor financial spending.

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

My job as a board member is establish both vision and mission for the school. This, of course, will be done with the stakeholders so as to ensure appropriate buy in. My role aside from establishing vision and mission is to provide support for the school leaders so that they may have the resources they require to do their job.

Governance

1. Describe the role that the board will play in the school's operation.

The board will hire and retain a highly qualified administrative staff. The board, in conjunction with this administrative staff, will develop both the school's mission and vision statements. The board will then oversee operations of the school following the tenets outlined in the vision and mission statements.

2. How will you know if the school is successful at the end of the first year of operation?

Goals and objectives for the school will be established by the board in conjunction with the administrative staff. During our regular monthly meetings we will track the progress towards the implementation of the goals and objectives. At the end of the year, if all goals and objectives have been met, we will deem it to have been a successful year.

3. How will you know at the end of four years of the school is successful?

During the first year of operation, the school will generate base line data. This data will relate to student academic achievement, school climate, and staff retention. At the end of each successive year, we will look at the data related to the same data points. If after four years the trend lines indicate growth in a positive direction (increasing academic achievement, decreasing incidence of student misconduct and a high staff retention rate) the school will be deemed successful.

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

It is important to establish a clearly defined mission and vision for the school. Once those are established, they need to be shared with all stakeholders to ensure that the entire school community is on board with the plan. These vision and mission statements then serve as the guide for all decision making that takes place within the organization. Clear and effective communication with all stakeholders, along with a focused vision and mission will allow for a school to be successful

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Concerns related to unethical behavior will be addressed following standard operating procedures. In all cases of concerns like this, it is important to address them quickly and with full disclosure so as not to violate, or appear to violate, any aspect of the Sunshine Law.

6. If your school intends to contract with a third-party ESP:
- a. Summarize your involvement in the selection process;
 - b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
 - c. Indicate whether you have been involved in the review/negotiation of the management agreement.

While this is my first experience working with an ESP, it is my understanding that the ESP is selected by the board to perform specific development and school operations and to ensure the school is successful and stable.

The ESP is accountable to the board for certain performance measures as outlined in the contract and can be terminated for breach of contract or non performance. The ESP will work with school leadership and support the goals set forth in the application.

The ESP serves as a liaison for school leadership but the school principal will be empowered for day to day operations of the school.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.

Yes No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to s. 112.313(2), (3), (7), and (12) and 112.3143(3).

(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.

(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:

1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.


(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Glenn A. Wachter

Name



Signature

07/17/2017

Date

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 STEM Academy

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 Glen A. Wachter (name),
Board Member _____ (title) to sign as the legal correspondent for the school.

 7-17-2017
Signature *Date*

Glen A. Wachter
Printed Name

IV. BOARD MEMBER INFORMATION

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

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

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

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

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve:

2. Full Name Fabio Galoppi

Home Address 9741 NW 31 Street , Doral Fl. 33172

Business Name and Address _____

Phone Number _____

305-965-2354

E-mail Address

fabiogaloppi@

gmail.com

XX Resume and professional bio are attached here.

Resume and professional bio are attached elsewhere in the application (specify) _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

XX ROTARY CLUB INTERNATIONAL No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).

Yes XX No

[Empty text box]

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

[Empty text box]

6. What is your understanding of the appropriate role of a public charter school board member? MY CHILDREN HAVE ATTENDED PUBLIC CHARTER SCHOOLS AND I AM HAPPY TO SUPPORT OTHER PARENTS WITH THEIR SCHOOL CHOICE

[Empty text box]

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. I HAVE HAD NON PROFIT BOARD AND VOLUNTEER EXPERIENCE ON SEVERAL COMMUNITY ORGANIZATIONS AND ENJOY SUPPORTING THE COMMUNITY.

[Empty text box]

8. Describe the specific knowledge and experience that you would bring to the board. I WILL USE MY PRIVATE SECTOR PROJECT MANAGEMENT EXPERIENCE TO HELP THE BOARD AND THE SCHOOL.

[Empty text box]

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? THE SCHOOL AND ITS BOARD WISH TO PROVIDE ITS STUDENTS WITH A MODERN 21ST CENTURY EDUCATION THAT PREPARE THE CHILD BOTH EDUCATIONALLY, AS WELL EMOTIONALLY.

[Empty text box]

2. What is your understanding of the school's proposed educational program?

THE SCHOOL WILL PREPARE STUDENTS WITH A STEM EDUCATION AND A MARINE SCIENCE FOCUS.

[Empty text box]

3. What do you believe to be the characteristics of a successful school? OUR SCHOOL WILL GIVE STUDENTS THE TOOLS TO EXCEL IN THEIR PERSONAL DEVELOPMENT AND SCORE HIGH IN THE STATEWIDE ASSESSMENTS.

[Empty text box]

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

THE BOARD OF DIRECTORS IS THE ULTIMATE DECISION MAKER AND WILL HOLD THE PRINCIPAL AND MANAGEMENT COMPANY ACCOUNTABLE ON A REGULAR

BASIS & AT BOARD TO MEET THE SCHOOL'S MISSION AS OUTLINED IN THE APPLICATION TO THE DISTRICT.

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

TO OVERSEE AND PROVIDE DIRECTION TO THE PRINCIPAL AND MANAGEMENT COMPANY. ALSO, TO ENSURE COMPLIANCE WITH ALL APPLICABLE RULES & LAWS.

Governance

1. Describe the role that the board will play in the school's operation.

THE BOARD IS THE SCHOOL'S RULE MAKING BODY AND WILL LEAVE THE DAY TO DAY MANAGEMENT OF THE SCHOOL TO THE PRINCIPAL, WHO IS THE SCHOOL'S INSTRUCTIONAL LEADER.

2. How will you know if the school is successful at the end of the first year of operation?

THE SCHOOL WILL HAVE MET THE OBJECTIVES AS OUTLINED IN THE APPLICATION TO THE SCHOOL DISTRICT.

3. How will you know at the end of four years of the school is successful?

THE SCHOOL WILL HAVE SURPASSED THE PERFORMANCE OF SURROUNDING SCHOOLS.

[Empty text box]

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

THE BOARD WILL HOLD THE SCHOOL PRINCIPAL AND MANAGEMENT COMPANY ACCOUNTABLE AND THE SCHOOL LEADERS WILL CARRY OUT THE DETAILED PLAN OF ACTION OUTLINED IN THE APPLICATION.

[Empty text box]

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

[Empty text box]

AS A BOARD MEMBER I WOULD REPORT TO THE REST OF THE BOARD AND DISCUSS APPROPRIATE ACTION TO BE TAKEN IN ACCORDANCE WITH THE FLORIDA RULE OF ETHICS, DISTRICT RULES AND CHARTER BOARD POLICIES AND PROCEDURES.

6. If your school intends to contract with a third-party ESP:

a. Summarize your involvement in the selection process;

THE CHARTER SCHOOL BOARD IS RESPONSIBLE FOR THE SELECTION AND ACCOUNTABILITY OF THE MANAGEMENT COMPANY. AES HAS BEEN PRESELECTED AS THE MANAGEMENT COMPANY DUE TO ITS EXPERIENCE AND WILL HAVE TO PRESENT TO THE FULL BOARD AFTER APPROVAL OF THE APPLICATION. THE BOARD RESERVES THE RIGHT TO REVIEW THE CONDITIONS AND PERFORMANCE OF THE MANAGEMENT COMPANY AT ANY TIME.

b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and

THE BOARD AS A WHOLE SELECTS, OVERSEES AND ANNUALLY RATES THE PERFORMANCE OF THE ESP.

c. Indicate whether you have been involved in the review/negotiation of the management agreement. YES I HAVE BEEN INVOLVED IN THE REVIEW OF THE AGREEMENT.

[Empty text box]

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.

Yes No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

[Empty text box]

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

- (a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).
- (b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.
- (c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:

- 1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.
- 2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

FABIO CAUCCI
Name

[Signature] 7-28-2017
Signature Date

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 STEM Academy 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 Fabio Galoppi (name),
Board Member _____ (title) to sign as the legal correspondent for the school.



Signature

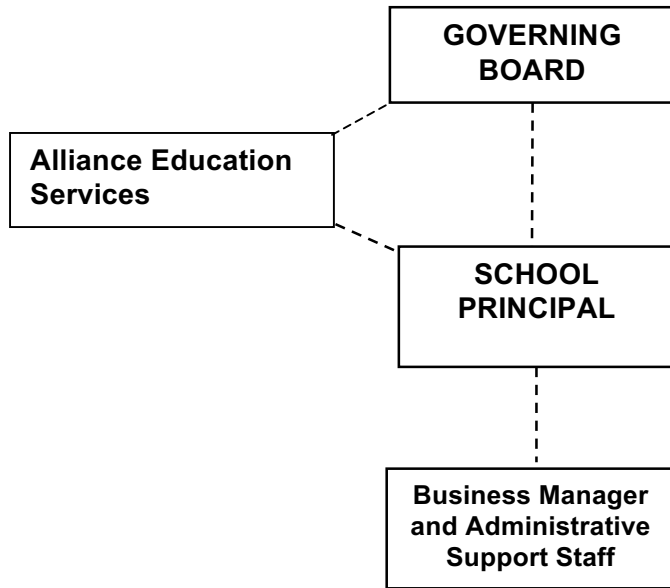
7-28-2017

Date

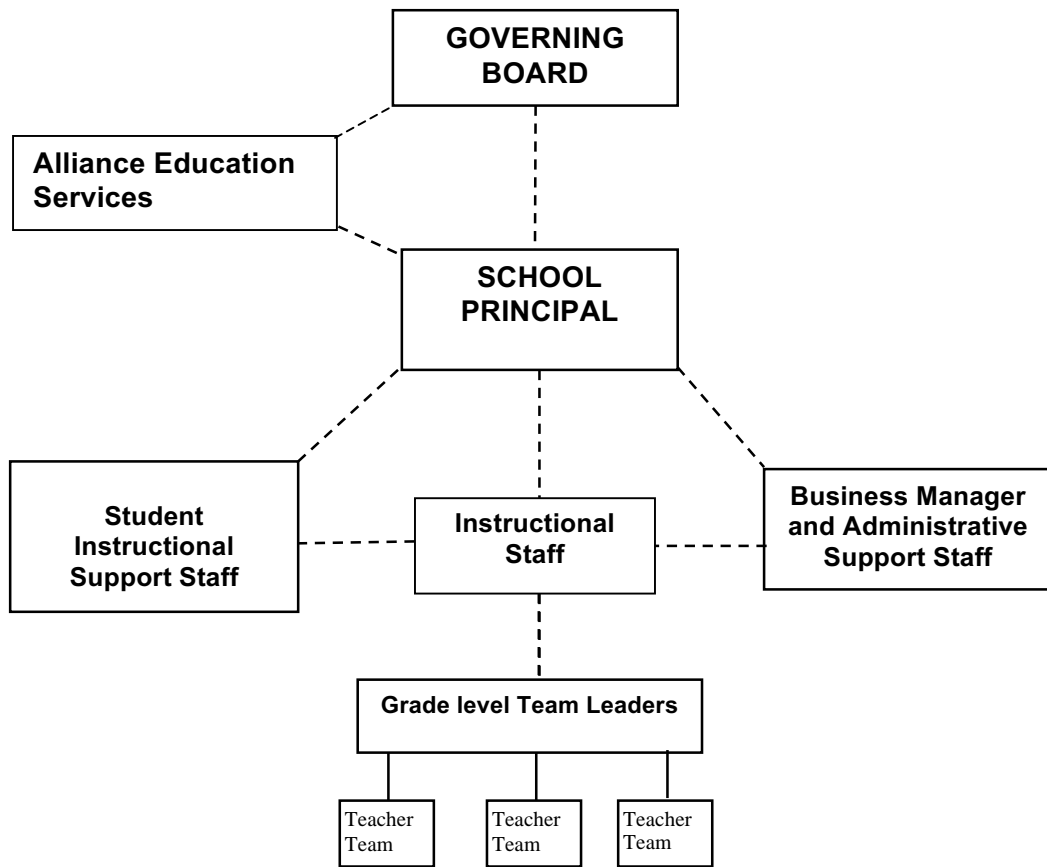
Fabio Galoppi

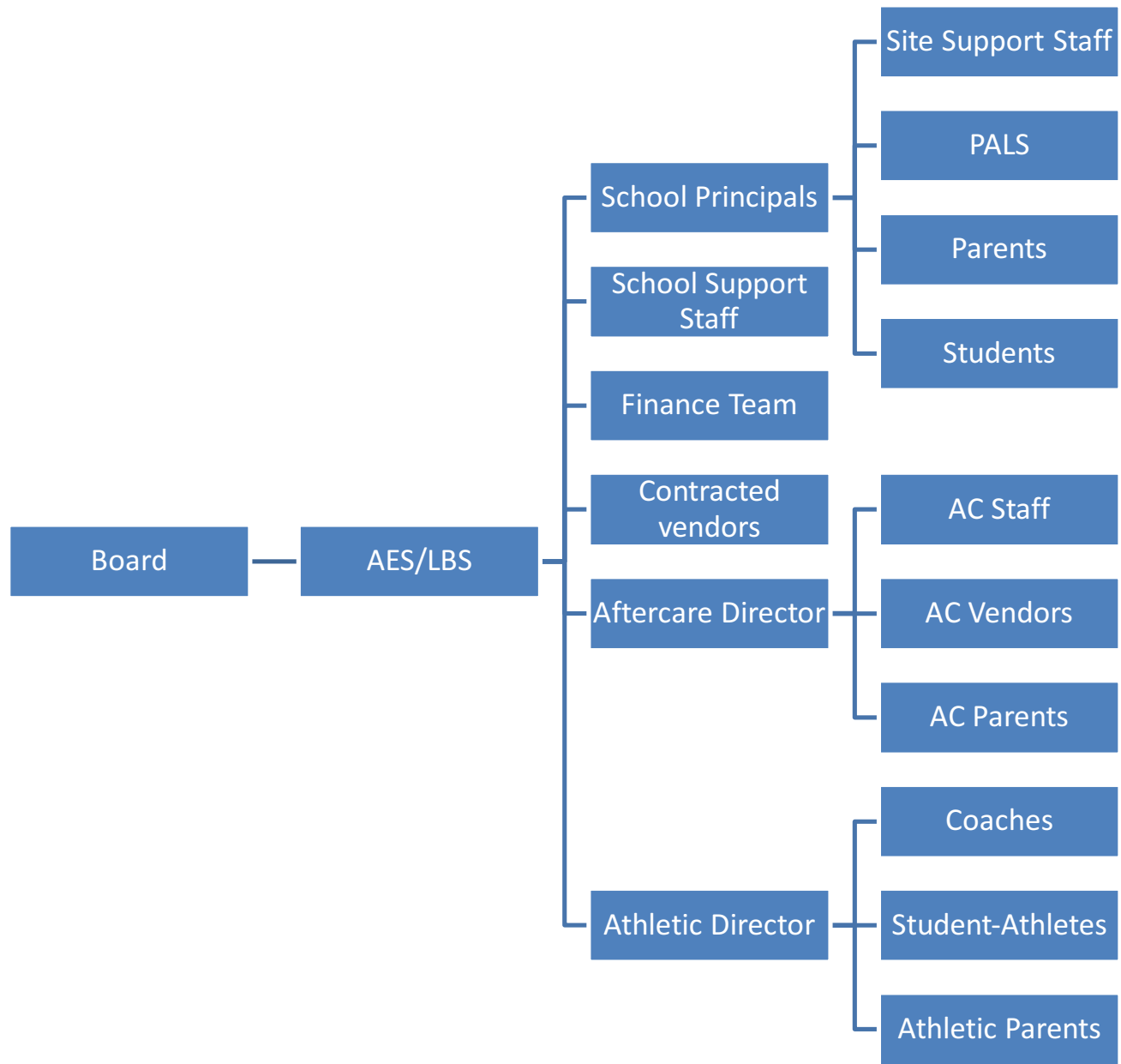
Printed Name

**Start Up
ORGANIZATIONAL CHART**



ORGANIZATIONAL CHART





ATTACHMENT M3

Organization chart-

1. Board oversees Management Company and Principals
2. Management Company works directly with site based leadership to oversee all operations of the School including: Asst. Principals, Financial Team, Aftercare Program, 3rd Party Vendors
3. Principals Over: AP, Guidance Counselors, Teachers, front desk, parents, students
4. Athletic Director over: Coaches, players, parents
5. Aftercare Director over: Aftercare staff, students, parents
6. Facility Director over custodial crew

Primary Responsibilities

Governing Board:

Vision/Mission of the school

Create Board Policies

Approve Yearly Budget

Hires & Evaluates Principal

Delegates day to day oversight of the principal and management company

Approves monthly financial report to the District

Strategic Planning

Compliance

Evaluate Management Company

Approve contracts

Handle unresolved grievances

Measure school progress towards SIP/performance score card

Management Company:

Works collaboratively with the Principals to:

Execute board policies

Revise, revise and execute staff, family handbooks as needed

Review, revise and execute School Improvement Plan

Budget creation, implementation and resource allocation

ATTACHMENT M3

- Recommend for hire and evaluate principals
- Participation in state and regional committees, trainings, surveys, studies
- Board reports
- Public relations
- Disaggregate Student performance data
- Capital and facility planning and management
- Crisis and Emergency Response Plans

In addition, the Principals:

- Recommend for hire and evaluate AP, Guidance Counselors, Teachers
- Serve as Instructional Leader of the School
- Create and Implement the Master Schedule
- Conduct daily classroom walk-throughs
- Disaggregate student data
- Responsible for Student Safety
- Daily operations of the building
- Ensure admin representation at all building level events
- Monthly board reports

Athletic Director:

- Set and execute competitions schedules, team practices and special events
- Recommend for hire, evaluate and terminate coaching staff
- Manage fundraising campaigns
- Ensure admin representation at all athletic events

Finance Office:

- Manage PO System, AR, AP, Payroll
- Create and submit monthly financial reports
- Monthly budget updates for Management Company and District and as requested
- Manage lottery, database and registration process

ASSISTANT PRINCIPAL

(Bachelor's in Education, Certificate/Licensure and a minimum of 3 years classroom instruction required)

- Act as Administrator in charge in absence of Principal
- Serve as LEA *as needed* in ESE/ELL/Gifted meetings
- Share with the principal the responsibility for protecting the health and welfare of students.
- Oversees all matters of student attendance and compliance
- Makes recommendations for appropriate revisions of policies and rules affecting the student's life in school.
- Resolves all discipline problems in a fair and just manner and maintains records of any discipline action taken.
- Assists in administering practices dealing with campus control and security.
- Serves on the MTSS team; Assists with grade level data chats and updates data walls/boards and identifies areas of need
- Confers with parents, teachers, counselors and students on matters of discipline and welfare.
- Has a general supervisory responsibility for student activities, athletic events, programs of student orientation, and similar activities during school hours.
- Assists in assigning faculty to supervision of co-curricular activities.
- Meets with department heads and/or leadership team to insure compliance with standards
- Works with the test coordinator in the administration of achievement tests
- Works closely with Principal/Guidance Counselor and Testing Coordinator on master schedule
- Attends formal and informal meetings with teachers as necessary
- Communicates with parents concerning curriculum and teacher concerns

ATTACHMENT N

- Serves as the Facilities Coordinator to insure transportation, custodial, cafeteria and other support services are provided when needed.
- Performs such other tasks and assumes such other responsibilities as the principal/director may from time to time assign

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the school's policy on evaluation of professional personnel.

I acknowledge that I have received the job description associated with my responsibilities and I understand the expectations of my position. I understand that should my performance not meet the expectations established by the school. I will receive written notice during a conference with appropriate administrative staff and will be given the opportunity to improve unless the infraction is of a serious nature which may include, but not be limited to, violation of Florida's Professional Ethics, insubordination, etc. I also understand that I am required to perform such other tasks and assume such other responsibilities as the principal/director may from time to time assign.

Signature of
Employee: _____ Date: _____ / _____
_____ / _____

Signature of
Principal: _____ Date: _____ / _____
_____ / _____

PRINCIPAL

(Ed Leadership Certification, MS Educational Leadership, 3-5 years classroom experience required)

- Establishes and maintains a safe and effective learning environment in the school.
- Initiates, designs, and implements programs to meet specific needs of the school.
- Assists in the management of the school budget.
- Submits budgetary requests and works with the Finance Manager to monitor expenditure of funds.
- Supervises the maintenance of all required building records and reports.
- Prepares or supervises the preparation of reports, records, lists, and all other paperwork required or appropriate to the school's administration.
- Enforces district and corporate policies and procedures.
- Maintains active relationships with parents and students.
- Budgets school time to provide for efficient conduct of school instruction and business.
- Schedules classes within established guidelines to meet student needs.
- Assist in the development, revision, and evaluation of curriculum.
- Works with the guidance program to enhance individual student education and development.
- Maintains high standards of student conduct and enforces discipline when necessary.
- Supports proper student conduct and maintains student discipline.
- Attends special events held to recognize student achievement and attends school sponsored activities, functions and athletic events.
- Works with Registrar to assume the responsibility for the attendance, conduct, and maintenance of health of students.
- Assumes responsibility for own professional growth.
- Supervises all professional, paraprofessional, administrative, and support personnel attached to the school.
- Assists in recruiting, screening, hiring, training, assigning, and evaluating the school's professional staff.
- Approves the master teaching schedule and any special assignments.
- Evaluates and counsels all staff members regarding their individual and group performance.
- Conducts staff meetings to keep members informed of such things as policy changes and new programs to insure proper functioning of the school.
- Assists in the removal of teachers whose work is unsatisfactory in accordance with established procedure.

ATTACHMENT N

- Makes arrangements for special conferences between parents and teachers.
- Supervises the daily use of the school facilities for both academic and nonacademic purposes.
- Plans and supervises fire drills and emergency preparedness program.
- Asserts leadership in times of civil disobedience in school in accordance with established policy.
- Provides for adequate inventory of school property and for the security and accountability for the property.
- Supervises and evaluates the school's extracurricular activities.
- Participates in principals' meetings.
- Serves as an ex officio member of all committees and councils within the school.
- Cooperates with college and university officials regarding teacher training and preparation.
- Responds to written and oral requests for information.
- Works with leadership team for all school correspondence and news releases.
- Establishes and maintains relationships with local community groups and individuals to foster understanding and solicit support for overall school objectives and programs.
- Meet with individual teachers to insure a sense of community and to get information needed when changing or establishing policy before distribution to the advisory board.
- Performs such other tasks and assumes such other responsibilities as the Managing Director may from time to time assign.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the school's policy on evaluation of professional personnel.

I acknowledge that I have received the job description associated with my responsibilities and I understand the expectations of my position. I understand that should my performance not meet the expectations established by the school. I will receive written notice during a conference with appropriate administrative staff and will be given the opportunity to improve unless the infraction is of a serious nature which may include, but not be limited to, violation of Florida's Professional Ethics, insubordination, etc. I also understand that I am required to perform such other tasks and assume such other responsibilities as the principal/director may from time to time assign.

Signature of
Employee: _____ Date: _____ / _____
_____ / _____

Signature of Director: _____ Date: _____ / _____

Attachment O- Principal Qualifications:

AES will be tasked with identifying a future Principal who will be intimately committed to the vision and the mission of the School. They will serve as the instructional leader of the School who will motivate and support instructional personnel to strive for superior performance in order to engage students, and provide them multiple opportunities for growth and success academically and personally. The Principal candidate will be presented to the Board for interviews and final approval. The Principal will be responsible for setting the tone of the climate and culture of the School based on the tenets of The Leader In Me and to create a learning environment that is safe for all stakeholders and sets high expectations for students and staff alike. The future Principal will have a history of measurable academic success and school performance and a history of having positive relationships with staff, families and community members. The Principal will have a strong understanding of the unique nuances of charter school operations and will be comfortable working for and reporting to the Board of Directors and AES.

POSITION DESCRIPTION

TITLE: Assistant Principal

REPORTS TO: Principal

POSITION GOAL: To serve as a liaison between and among the Principal, teachers, student body and members of the community and to assume responsibilities of the Principal in the absence of the Principal.

KEY RESPONSIBILITIES:

1. Assist the Principal in developing and administering a total school budget.
2. Assist the Principal in keeping adequate financial records of all internal account activities.
3. Assist the Principal in planning and administering the instructional program of the school.
4. Assist the Principal in the evaluation and recommendation of all personnel in the school.
5. Assist the Principal in administering the School's rules.
6. Assist the Principal in developing and supervising extra-curricular and athletic programs.
7. Assist the Principal in developing a public relations program for the school.
8. Assist the Principal in developing a comprehensive plan for the school, both annual and long range.
9. Assist the Principal providing necessary services that will give the optimal education for students.
10. Assist the Principal in providing leadership for training staff.
11. To perform other duties as assigned by Supervisor

KEY JOB REQUIREMENTS:

1. Master's degree with certification in Administration/Supervision/Educational Leadership.
2. Minimum of three years teaching experience and/or Educational Administration.
3. Makes decisions and final recommendations which routinely affect the activities of an entire facility or school. Position duties may include responsibility for developing strategic plans for one or more facilities or schools.
4. Work is non-standardized and widely varied requiring the interpretation and application of a substantial variety of procedures, policies, and/or precedents used in combination. Frequently, the application of multiple technical activities is

ATTACHMENT P

employed; therefore, analytical ability and inductive thinking are required. Problem solving involves identification and analysis of diverse issues.

5. Supervision is present to establish broad objectives relative to basic position duties or departmental responsibilities. Independent judgment is required to set objectives, coordinate activities within a department or to complete a project. Actions taken may be based on similar situation encountered in the past.
6. Requires regular contacts to discuss issues of moderate importance and to respond to inquiries. Also requires continuing contacts with officials at higher levels on matters requiring cooperation, explanation and persuasion or with public involving the enforcement of regulations, policies and procedures.
7. Responsible for making recommendations within one department in the areas of compensation, staff selection, disciplinary action, complaints, employee performance, appraisal, and similar supervisory duties. Plans, assigns and evaluates the work of subordinates for effective operations and results of the units.
8. Plan events that will occur during the year, and have some effect on the department's annual expenditures, and or revenues.
9. Advanced Professional Skills: The professional theory and practice of the level above, but applied at the advanced level of the "seasoned" professional. Requires extensive knowledge of their professional discipline and a working knowledge of related fields. Understands information in several unrelated professional disciplines.
10. Work requires only minor physical exertion and/or physical strain.

TERMS OF EMPLOYMENT: Twelve (12) months

EVALUATION: Performance in the position will be evaluated by the Principal.

TITLE: Business Manager

REPORTS TO: Principal for all operational tasks; Board Treasurer for preparation of monthly reporting to Board; Board Finance committee.

POSITION GOAL: The Business Manager is responsible for all financial aspects of the school. The Business Manager is responsible for managing the financial and budgetary processes of the school to ensure that the school realizes maximum benefit from its budget.

PERFORMANCE RESPONSIBILITIES:

Budget Management:

- Develop and monitor an annual budget cycle that is adequate for the school's needs including preparation of periodic budget forecasts.
- Prepare and maintain annual school budget.
- Prepare and maintain budget forecast on an ongoing basis.

Cash Management:

- Prepare and maintain cash flow analysis to ensure an adequate supply of cash on hand.
- Accounts Receivable:
 - Ensure revenue transfer is adequate and timely according to the school's charter contract.
 - Ensure receipt of fees for after-school programs, field trips and other activities from parents.
- Accounts Payable:
 - Maintains and monitors method for ensuring purchases, receipts and invoices are matched appropriately.
 - Ensure vendors are paid according to established payment terms.
 - Manage credit cards that are held by employees, monitor monthly activity.

Accounting:

- Ensure accurate data entry of expenditures and deposits.
- Query journals, ledgers, and H.R. Accounts for tracking and reporting purposes; generate reports and reconcile actuals and budget ledger; prepare budget vs. actuals projections and analyses; review budgets and expenditures with appropriate individuals.
- Revise, maintain, implement, and monitor the school's accounting policies

ATTACHMENT P

and procedures with special attention to separation of duties.

- Ensure school meetings requirements of our 501c(3) status on an ongoing basis.
- Prepare and accurately account for year-end accruals.
- Reconcile Bank Statement monthly.
- Reconcile classroom budgets bi-yearly.
- Make cash and check deposits.
- Process reimbursements for employees and Board members.

Financial Reporting:

- Prepare a monthly set of financial statement to include a balance sheet, statements of revenue and expenditures (compared to budget, Statement of Cash Flow.
- Prepare a monthly Cash Flow report for Treasurer and Principal.

Annual Audit:

- Prepare year-end books for audit.
- Assist with annual audit as needed.

Inventory Management:

- Ensure assets are inventoried once per year.

Risk Management:

- Ensure adequate insurance is maintained for the school and that it meets the requirements of GO's HUSD contract.

Payroll Processing:

- Process monthly payroll for all hourly and salaried employees.
- Prepare and submit all required payroll tax reports in a timely fashion.
- Ensure payroll entries in the accounting systems are accurate and up-to-date.

REQUIREMENTS:

Knowledge of SACS, Red Book, School Account Code Structure.

- Accounting/ Book keeping experience.
- Knowledge of Charter Schools and their issues with government and district.
- Knowledge of non-profit corporation legalities.
- Experience working in a school environment with principals, teachers, parents, students, trustees.
- A minimum of an Associate's Degree in Business or Accounting.
- A minimum of five years accounting, cash management and budgeting experience, preferably seven.
- Previous experience in a school setting preferred.
- Knowledge of Florida charter school law and knowledge of charter school operations is

preferred.

TERMS OF EMPLOYMENT: Twelve (12) months

EVALUATION: Performance in the position will be evaluated by the Principal.

TITLE: Registrar/Data Entry Clerk

REPRORTS TO: Principal

POSITION GOAL: Perform specialized clerical work involving data entry and maintenance of data/record/files. May process data to provide reports and other requested information.

KEY RESPONSIBILITIES:

1. Set-up, enter and edit data from assigned area into computer database or system.
2. Create, run, verify and edit reports.
3. Update files and send and receive data files, as needed.
4. Maintain system operations for assigned area.
5. Respond to and process requests and add records, as needed.
6. Perform other duties assigned by supervisor.

TERMS OF EMPLOYMENT: Twelve (12) months/ 258 days

EVALUATION: Performance in the position will be evaluated by the Principal

TITLE: Media Specialist

REPRORTS TO: Principal

SUPERVISES: Library Aides, Clerks if assigned

ATTACHMENT P

POSITION GOAL:

Committed to the improvement of the teacher-learning process through effective use of media; the educational media specialist takes the initiative in assisting teachers and students in translating objectives into meaningful learning experiences. The media specialist is a key person in the selection, creation, and use of materials and equipment which contribute substantially toward the improvement of learning for all students.

PERFORMANCE RESPONSIBILITIES:

1. To work cooperatively within the school community in planning media center services and activities.
2. To convert plans into written programs including policies, procedures, budgets, etc.
3. To maintain user-oriented environment, arrange and circulate resources, and manage personnel.
4. To conduct program assessment and analyze data for program modification.
5. To know how to select and evaluate all types of media, to know the sources for selection, the criteria for judging, and to have the ability to purchase media in terms of the needs of the students and teachers in their particular situations.
6. To provide for the weeding, inventory and repair of all materials and equipment.
7. To plan with the faculty for a systematic and integrated program of library instruction; instruction that covers fundamental library skills and is taught in a context of meaningful relationships for the pupil.
8. To serve as a resource consultant when working with the faculty on curriculum development, provide reference assistance, motivation and guidance in reading/viewing/listening, to orient and instruct students and educators.
9. To provide production resources and technical assistance and encourage teachers and pupils toward a multi-media approach to learning.
10. To serve as a spokesman for the media program and profession. To belong to professional organizations, know current trends, and make them known to the personnel with whom they work.
11. To perform other duties as assigned by the Principal.

TERMS OF EMPLOYMENT: Ten (10) months – Teacher Salary Schedule

EVALUATION:

Performance in the position will be evaluated semi- annually by the Principal.

TITLE: Guidance Counselor

REPORTS TO: Principal

POSITION GOAL: This position provides a professional student support service for students. It includes assisting students in making wise choice regarding their educational, vocational, and social needs and advising them of opportunities available to meet their goals.

PERFORMANCE RESPONSIBILITIES:

1. To assist students in obtaining their previous school records or other appropriate documents and/or forms.
2. To advise students of program offerings and requirements.
3. To coordinate student registration and orientation for students.
4. To maintain current student records and interpret information about each student.
5. To interpret interest or aptitude survey instruments or refer students to appropriate educational personnel and programs for service.
6. To assist students in developing a positive and realistic self-concept.
7. To advise students of higher education and/or career opportunities and requirements.
8. To provide students with information regarding financial aid or refer students to appropriate personnel or agencies.
9. To refer students to appropriate community agencies.
10. To confer with students and teachers regarding individual student progress.
11. To confer with teachers and administrators regarding improvements in curriculum and general school operation.
12. To maintain and promptly submit accurate complete records as required by law, district policy, and administrative regulations.
13. To participate in staff meetings and in-service training activities.
14. To participate in professional organizations and public relations activities.

ATTACHMENT P

15. To perform other duties as assigned by the Principal.

TERMS OF EMPLOYMENT: Ten (10) months – Teacher Salary Schedule

EVALUATION: Performance in the position will be evaluated by the Principal/Director in accordance with Collective Bargaining Agreement.

TITLE: **Reading Coach**

REPORTS TO: Principal

POSITION GOAL: This position focuses on student achievement by working with teachers to ensure quality implementations of research-based reading programs(s) and scientifically- based reading strategies/practices at the middle school level.

EXAMPLES OF RESPONSIBILITIES INCLUDE:

1. Serve as a coach, mentor, and conduct on-going classroom observations of literacy instruction.
2. Facilitate implementation of appropriate curriculum by providing on-going support for middle school teachers as they identify and implement authentic learning activities and materials.
3. Support and assist classroom teachers in assessing specific literacy needs of students, develop appropriate, differentiated instruction, and refer students to the middle school remediation process if necessary.
4. Assist the District in implementing the middle school literacy curriculum at the school.
5. Provide opportunities for professional development in reading components, scientifically-based reading research, high quality reading instruction, and data interpretation and management; involving teachers, assistants, administrators, parents, and other stakeholders.
6. Coordinate and assist with literacy assessment, student progress monitor, and training teachers in student data analysis according to model specified in grant
7. Participate in the selection and/or adoption of textbooks and other instructional materials at the school and/or county level
8. Assist in the preparation and monitoring of the School Improvement Plan

ATTACHMENT P

9. Be responsible for the documentation of grant-specified activities, and assist with evaluation of effectiveness of grant implementation.
10. Perform other duties as directed by the Principal or the Director of Secondary Education.

QUALIFICATIONS:

1. Minimum of a Bachelor's degree in Middle Grades Education from an accredited college or university and be endorsed or certified in reading, working toward endorsement or certification.
2. A minimum of three years successful teaching experience in reading instruction.
3. Demonstrated competency in knowledge of the Sunshine State Standards, scientifically-based reading research, exemplary practices in reading instruction and data analysis.
4. Ability to plan, organize and direct activities for teachers.
5. Ability to establish and maintain effective working relationships with teachers, administration, district staff, and the public.
6. Experienced in facilitating adult training.

TERMS OF EMPLOYMENT: Ten (10) months – Teacher Salary Schedule

EVALUATION: Performance in the position will be evaluated by the Principal.

TITLE: Paraprofessional/Teacher Aide

REPORTS TO: Principal

POSITION GOAL: Perform a variety of instructional tasks and clerical duties in classroom to assist teaching staff with education of school students.

KEY RESPONSIBILITIES:

1. Assist students with work. Read to children and work with students on small group activities.
2. Assist teachers with lessons. Perform teacher's duties in classroom when teacher is not present.
3. Monitor and grade student homework. Assist teacher with assigning homework.
4. Accompany students to and from bus, to classrooms, to nurse's office, and for parent pick-up. Direct children at crossing areas.
5. Make copies to assist teacher with lesson plans/daily projects. Prepare visual aids.
6. Provide clerical support including filing, recording grades, typing, sorting and distributing mail, running errands, etc.
7. Perform other duties assigned by supervisor

TERMS OF EMPLOYMENT: Nine (9) months/ 187 days

EVALUATION: Performance in the position will be evaluated by the Principal.

TEACHER

(Bachelor of Arts/Science in Education or field of instruction, Certification/license)

- Meets and instructs assigned classes in the locations and at the times designated.
- Plans a program of study that, as much as possible, meets the individual needs, interests and abilities of the students.
- Creates a classroom environment that is conducive to learning and appropriate to the maturity of the students.
- Prepares classes for the classes assigned and shows written evidence of preparation upon request.
- Encourages students to set and maintain standards of classroom behavior.
- Guides the learning process toward the achievement of curriculum goals and in harmony with the goals, establishes clear objectives for all lessons, units and projects to communicate these objectives to students.
- Employs a variety of instructional techniques and instructional media, consistent with physical limitations of the location provided and the needs and capabilities of the students involved.
- Strives to implement by instruction and action the school's philosophy of education and instructional goals and objectives.
- Assesses the accomplishments of students on a regular basis and provides progress reports as required.
- Seek assistance from the ESE Teachers and Facilitator as required
- Takes all necessary and reasonable precautions to protect students, equipment, materials and facilities.
- Maintains accurate, complete and correct records as required by law and administrative regulation.
- Assists the administration in implementing all policies and rule governing student life and conduct, and for the classroom develop reasonable rules of classroom behavior and procedures and maintains order in the classroom in a fair and just manner.
- Makes provisions for being available to students and parents for education related purposes outside the instructional day when required or requested to do so under reasonable terms
- Plans and supervises purposeful assignments for paraprofessionals and volunteers.
- Strives to maintain and improve professional competence.
- Attends meetings and serves on staff committees as required.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the school's policy on evaluation of professional personnel.

I acknowledge that I have received the job description associated with my responsibilities and I understand the expectations of my position. I understand that should my performance not meet the expectations established by the school. I will receive written notice during a conference with appropriate

administrative staff and will be given the opportunity to improve unless the infraction is of a serious nature which may include, but not be limited to, violation of Florida's Professional Ethics, insubordination, etc. I also understand that I am required to perform such other tasks and assume such other responsibilities as the principal/director may from time to time assign.

Signature of
Employee: _____ Date: _____ /
_____ / _____

Signature of
Principal: _____ Date: _____ /
_____ / _____

TEACHER

(Bachelor of Arts/Science in Education or field of instruction, Certification/license)

- Meets and instructs assigned classes in the locations and at the times designated.
- Plans a program of study that, as much as possible, meets the individual needs, interests and abilities of the students.
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- Strives to implement by instruction and action the school's philosophy of education and instructional goals and objectives.
- Assesses the accomplishments of students on a regular basis and provides progress reports as required.
- Seek assistance from the ESE Teachers and Facilitator as required
- Takes all necessary and reasonable precautions to protect students, equipment, materials and facilities.
- Maintains accurate, complete and correct records as required by law and administrative regulation.
- Assists the administration in implementing all policies and rule governing student life and conduct, and for the classroom develop reasonable rules of classroom behavior and procedures and maintains order in the classroom in a fair and just manner.
- Makes provisions for being available to students and parents for education related purposes outside the instructional day when required or requested to do so under reasonable terms
- Plans and supervises purposeful assignments for paraprofessionals and volunteers.
- Strives to maintain and improve professional competence.
- Attends meetings and serves on staff committees as required.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the school's policy on evaluation of professional personnel.

I acknowledge that I have received the job description associated with my responsibilities and I understand the expectations of my position. I understand that should my performance not meet the expectations established by the school. I will receive written notice during a conference with appropriate

administrative staff and will be given the opportunity to improve unless the infraction is of a serious nature which may include, but not be limited to, violation of Florida's Professional Ethics, insubordination, etc. I also understand that I am required to perform such other tasks and assume such other responsibilities as the principal/director may from time to time assign.

Signature of
Employee: _____ Date: _____ /
_____ / _____

Signature of
Principal: _____ Date: _____ /
_____ / _____

ATTACHMENT R

Sarasota STEM STEM Academy

Beginning Teacher Support Program Plan

Sarasota STEM STEM Academy Beginning Teacher Support Program Plan

Standard I Systemic Support for High Quality Induction Program

The Sarasota STEM STEM Academy Board of Directors, school administrators, and faculty have a strong commitment to the objectives of a purposeful Beginning Teacher Support Program. We believe that attracting, supporting, and retaining high quality teachers are key elements to successful student learning. We are committed to supporting our beginning teachers through mentoring and induction by providing an ongoing program focused on improvement and accountability based on data analysis and program review.

Principal leadership is instrumental to the success of our on-site mentoring and induction program. Our principal establishes a positive school environment that supports mentor-beginning teacher interaction and targeted professional development. The principal values and supports the multiple faceted role of the mentor, including confidentiality.

Sarasota STEM STEM Academy provides for efficient management of the Beginning Teacher Support Program by funding a stipend for a BT Program coordinator on site.

The school principal oversees the implementation of the on-site mentoring and induction program. Principal leadership is instrumental in establishing a positive school environment that supports mentor-beginning teacher interaction and targeted professional development. Our principal values and supports the multiple faceted role of the mentor, including confidentiality.

The principal supports the mentor-beginning teacher relationship by:

- Assigning mentors in the fall of the year of the beginning teachers' first year of employment;
- Placing assigned mentors in the same licensure area and near the beginning teachers, when possible;
- Maintaining low class size;
- Assigning the beginning teacher, a class roster(s) of students who reflect the general make-up of the total student population; and
- Including each beginning teacher in the work of one school committee so that the beginning teacher can receive information, provide input, and develop professional leadership skills. Additional extra-curricular duties are voluntary for the years in the Beginning Teacher Program via a waiver form.

Beginning Teachers in their first three years of teaching are eligible for participation in the Beginning Teacher Support Program. Specific provisions of the program include the following:

- Beginning Teacher Orientation;

- A minimum of four formal observations and frequent informal observations which include peer observers, as well as administration observation support;
- Mentor support and training; and
- Documentation of appropriate staff development activities based on the NC Professional Teaching Standards.

Time is designated for novice teachers to become familiar with the campus, resources, services, employee benefits, governance, and the education mission of the school. Specific information given to beginning teachers focus on:

- Opportunities for professional development training provided to beginning teachers through Sarasota STEM STEM Academy that focus on the school's education mission;
- The FCPCS Standards and evidences of these standards to be implemented in the classroom and observed by mentor(s) and administrators;
- Procedures for achieving HQ status and a positive VAM score reviewed with all participants in the Beginning Teacher Program; and
- Sarasota STEM STEM Academy standards and expectations for teachers regarding efficient and effective execution of professional duties.

Standard II Mentor Selection, Development and Support

Each teacher participating in the Beginning Teacher Program is assigned a trained mentor designated by the school principal. The criteria for selecting a mentor to serve beginning teachers are:

- Above average evaluations;
- Above average classroom management skills;
- Demonstration of skills in working with all student ability levels and diversity;

The process for mentor application and selection is transparent and uniformly applied.

The role of the mentor:

- Attends beginning teacher orientation and provides logistical and emotional support;
- Focuses on improving teacher instruction and student learning; and
- Provides ongoing support and encouragement for the beginning teacher.

The professional development for the mentor includes:

- Initial training regarding the role of the mentor and responsibilities in the induction program;
- Training to advance their mentoring knowledge and skills; and
- Opportunities to participate in professional learning communities of mentoring practice.

Standard 3: Mentoring for Instructional Excellence

The instructional success of Sarasota STEM STEM Academy depends on the quality and professionalism of its teachers and mentors. To achieve this success, the Sarasota STEM STEM Academy Board of Directors is committed to providing the best possible learning environment that supports academic nurturing and growth, through the STEM model curriculum that is grounded in rigor, relevance, and relationships.

The principal establishes daily policies and routines that encourage instructional growth for beginning teachers and their mentors by:

- Providing time for mentors and beginning teachers to work together to engage in mentoring and induction-related activities;
 - Assigning beginning teachers positions in their area of licensure;
 - Assigning mentor(s) in the fall of the year of the beginning teachers' first year of employment;
 - Placing assigned mentor(s) in the same licensure area and near the beginning teachers, when possible;
 - Maintaining low class size
 - Assigning the beginning teacher, a class roster(s) of students who reflect the general make-up of the total student population; and
 - Including each beginning teacher in the work of one school committee so that the beginning teacher can receive information, provide input, and develop professional leadership skills. Additional extra-curricular duties are voluntary for the years in the Beginning Teacher Program via a waiver form.
-
- Encouraging mentors to work with their beginning teachers to develop a positive, inclusive, and respectful classroom environment that supports learning for diverse student population.
 - Supporting mentors as they guide their beginning teachers to design and implement a broad range of specific strategies that focus on meeting the diverse needs of their students and promoting high levels of learning.

Standard 4: Beginning Teacher Professional Development

Sarasota STEM STEM Academy supports targeted professional development for beginning teachers. Professional development for beginning teachers is aligned with the Cordia Professional Teaching Standards, the Florida Teacher Evaluation System, and the unique needs

of beginning teachers. The mentor and grade level colleagues may collaborate with the beginning teacher in developing an on-going Professional Development Plan (PDP). With assistance from the mentor, it is the responsibility of the beginning teacher to develop, execute, and maintain the personal Professional Development Plan. The PDP must show evidence of specific strengths, weaknesses, reinfection on management and instructional skills, strategies, and assessment. The Sarasota STEM STEM Academy Education goals and the NC Professional Teaching Standards must be addressed in the PDP and be observed throughout the year. The principal may review the PDP after any formal observation and will evaluate completion of the PDP in the end-of-year summative conference. The beginning teacher's mentor may be invited to review the PDP with the principal at the request of the beginning teacher. The mentor is not in an evaluative role, but maintains a supportive role to the beginning teacher.

Sarasota STEM STEM Academy specifically provides beginning teachers professional development opportunities that focus on:

- Differentiating instruction in mixed-ability classrooms,
- MTSS and
- STEM Education

The school is currently working in collaboration with Mote Marine, Riverview High School, and the Bobby Jones Golf Club

Standard V Formative Assessment of Candidates and Programs

The observation process is a significant part of the professional growth for a beginning teacher; consequently, it is essential that professionals with different perspectives are involved in the observation process. Sarasota STEM STEM Academy uses the Florida Professional Teaching Standards and the FCPCS Teacher Evaluation System to provide standards-based data to promote ongoing high-quality program improvement.

The principal (or his designee) and a fellow career teacher (peer) will observe teachers who are participating in the Beginning Teacher Program. The observation requirements are as follows:

- The principal must complete a minimum of 3 formal observations and optional informal observations during each year of participation in the Beginning Teacher Program.
- The designated observer (peer) teacher must complete a minimum of one formal observation during each year of participation in the Beginning Teacher Program.
- The mentor may provide informal observations during each year of participation in the Beginning Teacher Program to provide instructional feedback and support to improve beginning teacher practice and student learning. The mentor's observations will not be included in the Beginning Teachers' evaluation.
- The principal will complete all observations and one annual summative evaluation (no later than early June) using the state approved electronic NC Educator Evaluation System model to assure appropriate spacing of observations throughout the year.

The Beginning Teacher Support Program will be evaluated several times during the duration of beginning teacher participation. Program evaluation will be part of the summative evaluation process each year that the teacher participates in the program. Information will also be gathered by individual interviews and surveys from the beginning teacher participants. The Sarasota STEM STEM Academy Leadership Team will review data collected concerning the effectiveness of the program to promote and guide ongoing work with beginning teachers to improve student learning. Working cooperatively with other professional staff, the Beginning Teacher Program will be revised to facilitate success for all beginning teachers at Sarasota STEM STEM Academy.

ATTACHMENT R

EMPLOYEE GRIEVANCES

The intent of this policy is to secure, at the lowest possible level, equitable solutions to problems affecting employees. These grievance proceedings shall be kept as informal and confidential as possible at all levels of the procedure.

An employee grievance is defined as the formal written claim by an Sarasota STEM Charter Schools' employee or group of employees that there has been a violation, misinterpretation, or misapplication of federal or state law or regulation, or Sarasota STEM Charter Schools policies. A grievance does not include appeals from decisions of school employees for which other avenues of appeal to the Board exist.

It is desirable for grievances to be resolved through free and informal communications. An employee should first attempt to resolve any grievance through discussion with the employee's supervisor. If a grievance cannot be resolved at this level, the aggrieved employee may request a grievance conference with the supervisor.

Failure of an employee to comply with timelines listed below will result in denial of the grievance or appeal.

The Board prohibits retaliation against an employee who files a grievance under this policy. Failure of the school administration to comply with these timelines will result in automatic right of appeal to the next level.

Step I -- Supervisor Conference

An employee wishing to invoke the grievance procedure shall make a written request for a conference with the supervisor. The request shall describe the grievance and name the specific policy, rule or law believed to have been violated. The following additional guidelines shall be observed in Step I:

- A. A grievance shall be filed as soon as possible but not longer than thirty (30) calendar days after disclosure of the facts giving rise to the grievance.
- B. The supervisor shall grant the conference within five (5) workdays following receipt of the request. The supervisor will state in writing his/her position on the question to the employee within five (5) workdays following the conference.
- C. The supervisor conference should involve the supervisor and employee only, unless they both agree to include other participants.

Step II -- Appeal to the School Leader

If the grievance is not resolved at Step I, the employee may appeal the supervisor's decision in writing to the School Leader. The appeal must be made within five (5) workdays following receipt of the supervisor's written response (see guideline B of Step I above). The School Leader or designee shall review the grievance and conduct an informal hearing within ten (10) workdays following receipt of the appeal. A written response shall be made to the employee and supervisor from the designee within five (5) workdays following the review.

The aggrieved party may appeal the decision of the School Leader to AES. The appeal must be made within five (5) workdays following receipt of the response.

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Step III—Appeal to AES. If the grievance is not resolved at Step II, the employee may appeal the supervisor's decision in writing to AES. The appeal must be made within five (5) workdays following receipt of the School Leader's written response (see guideline B of Step I above). An AES Principal shall review the grievance and conduct an informal hearing within ten (10) workdays following receipt of the appeal. A written response shall be made to the employee and supervisor from the designee within five (5) workdays following the review.

Step IV -- Appeal to the Sarasota STEM Academy Charter Schools Board of Directors
A panel of the Board consisting of three (3) members shall hear the grievance. Any appeal to the Board panel shall be on the record unless the panel determines that additional information may be presented. At the appeal hearing, each side normally shall be allotted 30 minutes to present oral argument. The aggrieved party will be informed in writing of the panel's decision within five (5) workdays. The Board panel may affirm, disaffirm, or modify the decision of the School Leader, or AES designee. If the Board panel fails to reach a unanimous decision on the grievance, the matter will be reviewed by the full Board for a final decision.

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At Sarasota STEM Academy, we understand that social media can be a fun and rewarding way to share your life and opinions with family, friends and co-workers around the world. However, use of social media also presents certain risks and carries with it certain responsibilities. To assist you in making responsible decisions about your use of social media, we have established these guidelines for appropriate use of social media.

This policy applies to all persons who work or volunteer for the School.

Guidelines

In the rapidly expanding world of electronic communication, social media can mean many things. Social media includes all means of communicating or posting information or content of any sort on the Internet, including to your own or someone else's web log or blog, journal or diary, personal website, social networking or affinity Web site, Web bulletin board or a chat room, whether or not associated or affiliated with the School, as well as any other form of electronic communication.

The same principles and guidelines found in the School policies and these basic beliefs apply to your activities online. Ultimately, you are solely responsible for what you post online. Before creating online content, consider some of the risks and rewards that are involved. Keep in mind that any of your conduct that adversely affects your job performance, the performance of fellow workers or otherwise adversely affects students, parents, suppliers, volunteers, people who work on behalf of School or School's legitimate business/education interests may result in disciplinary action up to and including termination.

Know and follow the rules

Carefully read these guidelines, the School's Employee Handbook, including the communications policy, confidentiality policy, bullying and cyber bullying policy, the School's non-discrimination and anti-harassment policies, and ensure your postings are consistent with these policies. Inappropriate postings that may include discriminatory remarks, harassment, and threats of violence or similar inappropriate or unlawful conduct will not be tolerated and may subject you to disciplinary action up to and including termination.

Be respectful

Always be fair and courteous to fellow teachers or staff, volunteers, students, parents, suppliers or people who work on behalf of School. Also, keep in mind that you are more likely to resolve work-related complaints by speaking directly with your co-workers or by utilizing our Open Door Policy than by posting complaints to a social media outlet. Nevertheless, if you decide to post complaints or criticism, avoid using statements, photographs, video or audio that reasonably could be viewed as malicious, obscene, threatening or intimidating, that disparage students, parents, volunteers, staff, or suppliers, or that might constitute harassment or bullying. Examples of such conduct might include offensive posts meant to intentionally harm someone's reputation or posts that could contribute to a hostile work environment on the basis of race, sex, disability, religion or any other status protected by law or School policy.

Be honest and accurate

Make sure you are always honest and accurate when posting information or news, and if you make a mistake, correct it quickly. Be open about any previous posts you have altered. Remember that the Internet archives almost everything; therefore, even deleted postings can be searched. Never post any information or rumors that you know to be false about the School, fellow workers, students, parents, volunteers, suppliers, people working on behalf of School.

Post only appropriate and respectful content

- Maintain the confidentiality of School private or confidential information. Such information may include information regarding the development of systems, processes, know-how and technology. Do not post internal reports, policies, procedures or other internal business/school-related confidential communications. Do not post information about individual students or families and be sure to maintain the confidentiality as is protected and required under state or federal law.

- Do not create a link from your blog, website or other social networking site to a School website without

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identifying yourself as an employee or volunteer of the School.

- Express only your personal opinions. Never represent yourself as a spokesperson for School. If the School is a subject of the content you are creating, be clear and open about the fact that you are an employee or volunteer and make it clear that your views do not represent those of the School, fellow workers, parents, students, suppliers or people working on behalf of the School. If you do publish a blog or post online related to the work you do or subjects associated with the School, make it clear that you are not speaking on behalf of the School. It is best to include a disclaimer such as "The postings on this site are my own and do not necessarily reflect the views of the School."

Using social media at work

Refrain from using social media while on work time or on equipment we provide, unless it is work-related as authorized by your supervisor or consistent with School Communication's Policy. Do not use School email addresses to register on social networks, blogs or other online tools utilized for personal use.

Retaliation is prohibited

School prohibits taking negative action against any employee or volunteer for reporting a possible deviation from this policy or for cooperating in an investigation. Any employee or volunteer who retaliates against another employee or volunteer for reporting a possible deviation from this policy or for cooperating in an investigation will be subject to disciplinary action, up to and including termination.

Media contacts

Employees and volunteers should not speak to the media on the School's behalf without contacting the School's Board, Principal or Executive Director. All media inquiries should be directed to them.

For more information

If you have questions or need further guidance, please contact the School's principal/executive director or the School's Board of Directors.

SARASOTA STEM ACADEMY CHARTER SCHOOL'S POLICY PERSONNEL TOPICS

EQUAL EMPLOYMENT OPPORTUNITIES

The Sarasota Stem Academy Charter Schools Board of Directors and its employees shall not discriminate against any employee, applicant for employment, or student because of race, color, religion, sex, national origin, age or disability.

The Principal shall report to the Board at least annually on actions taken to implement this policy and the results of those efforts.

EMPLOYMENT OF PERSONNEL

The Sarasota Stem Academy Charter Schools will employ the best candidate for the job.

Hiring Criteria

The Principal will recommend and the Board will hire candidates for employment based on the following factors:

- A. Application
- B. Academic qualifications
- C. State licensure
- D. Record of student teaching experience [where applicable]
- E. Record of experience, background information, performance, including references
- F. Personal interviews, and
- G. Criminal record check.

Contingent Hires

New personnel may begin work with the understanding that continued employment is contingent upon Board approval and a satisfactory criminal record check.

Equal Employment Opportunity

All hiring practices will comply with the Board's policies governing equal employment opportunity.

ADVERTISING VACANCIES

All vacancies occurring during the school year shall be posted in each school a minimum of five-workdays before filling of said vacancies, except when circumstances dictate a shorter posting time. A vacancy exists only after the Principal has completed lateral reassignments.

EMPLOYMENT OF RELATIVES

The Sarasota Stem Academy Charter Schools Board of Directors will not place any new employee or fill any vacant position with an employee who would be under the direct supervision of a member of that employee's immediate family. An employee's immediate family includes the employee's spouse, child, parent, brother, sister, mother-in-law, father-in-law, daughter-in-law, son-in-law, sister-in-law, brother-in-law, grandmother, grandfather, grandson, granddaughter, stepmother and stepfather.

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Should two employees at a particular site enter into one of the familial relationships listed above when one is in a supervisory or evaluative role over the other, one employee will be reassigned as soon as reasonably possible. Any summative evaluation duties shall be reassigned immediately.

The Board does not discourage relatives of current employees from seeking positions with the school.

CRIMINAL RECORD CHECKS

The Sarasota Stem Academy Charter Schools Board of Directors believes that a safe and secure learning and working environment should be provided for all students and staff. The Board further believes that employees should be role models for students and should positively represent the Sarasota Stem Academy Charter Schools in the community. These beliefs reflect the fundamental principle that anyone who directly or indirectly has contact with children is in a unique position of trust in this society. Criminal dispositions against an applicant or employee may have an impact upon these goals and will be considered in hiring and dismissal decisions.

All applicants must consent to criminal record checks as a condition of consideration for employment. Such consent shall include consent for criminal record checks that may take place after employment.

A criminal record check will be conducted of all newly hired employees, including substitutes. All new employees will be hired conditioned upon the review of the individual's criminal record, and the employee shall be considered a conditional employee until final approval.

Information obtained through the implementation of this policy shall be kept confidential as provided in the North Carolina General Statutes. Procedures for implementing this policy will be developed and administered by the Principal , including procedures for compliance with the Fair Credit Reporting Act, if appropriate.

GENERAL CODE OF ETHICS AND STANDARDS OF CONDUCT

School employees hold positions of public trust; they are responsible for the education of students, and also serve as examples and role models to students. School employees cannot perform their duties effectively unless they have the trust and respect of students, parents, vendors, suppliers, the public and other employees. Accordingly, they must exhibit the highest standards of honesty, integrity, fairness and professionalism in any activity. Employee conduct should be such as to protect both the person's integrity and reputation and that of the school. An unwavering commitment to honorable behavior by each and every employee is expected.

It is not practical or possible to enumerate all of the situations that might fall under this policy. Clearly, employees are expected to perform their job duties in a competent and ethical manner without violating, either the public trust or applicable laws, policies and regulations. Many policies addressing specific conduct are included in this policy manual. The Sarasota Stem Academy Charter Schools Board of Directors further requires all certified employees to know

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and abide by the Code of Professional Practice and Conduct for North Carolina Educators; however, the absence of a law, policy, or regulation covering a particular situation does not relieve an employee from the responsibility to exercise the highest ethical standards at all times.

All school employees shall review, be familiar with and follow the printed policies of the Board. Copies of the policy manual shall be available in the principal's office of each school.

EMPLOYEE DRESS CODE

All faculty and employees of the Sarasota Stem Academy Charter Schools serve as role models for students with whom they work and as leaders in the community. Consistent with these roles, all faculty and employees will dress in a manner and have an appearance that is appropriate and professional in light of their job duties and work environment.

ADVERTISEMENTS AND SALES IN THE SCHOOLS

The Sarasota Stem Academy Charter Schools Board of Directors appreciates the contribution of useful products and services by private enterprise to the schools; however, the distribution of donated items, the display of items, or the use of services is not allowed when the result of the distribution, display, or use results in more than incidental advertisement. Administrative staff shall review donated products and services to determine which are acceptable for use based on their educational value balanced against the advertisement which may occur.

The names of businesses and their representatives who have been involved in cooperative programs with the Sarasota Stem Academy Charter Schools shall not be considered a violation of this policy. Further, this policy does not limit the inclusion of advertisement in student publications. A principal may give permission for the placement of advertisements in teachers' lounges or work areas, provided that the product or service may be useful to the work of the school or in improving the conditions of employment, and provided that such distribution does not interrupt normal school operations.

Sales

No person or group may sell products or services to students while they are under the jurisdiction of the school, except in the cases of school pictures, class rings, and other items selected by a school group for fund-raising or to promote the purposes of the group or the school.

The integrity of the instructional day must be protected. Therefore, no sales shall occur during instructional time. This provision does not apply to sale of products from school stores.

A principal may give permission for salespersons to meet with employees before and after school for the purpose of promoting and selling a product or service, provided that the product or service may be useful to the work of the school or in improving the conditions of employment; however, participation by an employee must be strictly voluntary.

UNDUE INFLUENCE

School employees shall not use their positions or assignments to unfairly or unduly influence students by:

- 1) receiving fees from educational institutions for the recruitment of students;

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- 2) recruiting students to participate in private business-type activities operated by the employee;
- 3) causing students to feel it necessary or advisable to participate in activities or events which require more than nominal costs for such activities as lunches, dinners, admissions, transportation, and entertainment; or
- 4) receiving fees or other consideration for the recruitment, enlistment, or chaperoning of students for private promotions provided that school employees may, with the principal's permission, announce educational trips for which the employee may receive consideration. In no case shall an employee use significant class time for such announcements.

SEXUAL HARASSMENT

All employees and students are entitled to work and study in school-related environments that are free of sexual harassment. To this end, the Board prohibits employees and students from engaging in sexual harassment and advises employees and students that when evidence of sexual harassment is established, disciplinary action may be taken, up to and including dismissal (for employees) and suspension (for students).

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- A. Submission to the conduct is made, either explicitly or implicitly, a term or condition of an individual's employment, academic progress, or completion of school-related activity; or
- B. Submission to or rejection of such conduct is used as the basis for employment decisions affecting such an individual, or, in the case of a student, submission to or rejection of such conduct is used in evaluating the student's performance or affecting the student's opportunities within a course of study or other school-related activity; or
- C. Such conduct has the purpose or effect of unreasonably interfering with an employee's work performance or a student's educational performance, or creating an intimidating, hostile, or offensive environment.

Examples of sexual harassment include, but are not limited to, deliberate, unwelcome touching; suggestions or demands for sexual involvement accompanied by implied or overt promises or threats; pressure for sexual activity; continued or repeated offensive sexual flirtations, advances or propositions; continued or repeated verbal remarks about an individual's body; sexually degrading words used toward an individual or to describe an individual; or the display in the work place or school setting of sexually suggestive objects or pictures.

A hostile environment exists if the conduct of a sexual nature is sufficiently severe, persistent, or pervasive to limit a student's ability to participate in or benefit from the educational program or creates a hostile or abusive educational or work environment.

Sexual harassment does not include personal compliments welcomed by the recipient or social interactions or relations freely entered into by an employee or prospective employee or appropriate social interactions between students that do not violate the Code of Student Conduct.

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In the case of consensual relations between students, there may be reason to question the consensual nature of the conduct if one or both of the students are very young or there is a large age disparity between the students.

It is possible for sexual harassment to occur at various levels: between peers or coworkers, between supervisors and subordinates, between employees and students, between students, or imposed by non-employees on employees and/or students.

Romantic or sexual advances toward students by employees or romantic or sexual relationships between school employees and students are never appropriate, whether they are consensual or non-consensual or otherwise outside the definition of sexual harassment. Such relationships are prohibited. Employees engaging in inappropriate relationships with students, or who fail to report such relationships to the Principal, will be subject to disciplinary action, up to and including dismissal.

All complaints of sexual harassment shall be promptly and thoroughly investigated. A student does not have to report an incident of harassment to trigger an investigation if a school official knows or, in the exercise of reasonable care, should have known about the harassment. Suspected sexual harassment shall be investigated according to the following procedures:

A. All complaints and investigations of sexual harassment shall be confidential. Information shall be given only to those individuals who need to have access to it in order to investigate appropriately and address the complaint.

B. A student who believes that he/she has suffered sexual harassment may report the matter in writing to the school principal. A school employee may also make written complaints to the Principal for cases of student to student harassment and for complaints of harassment. Any teacher or other school employee who receives from a student a report (oral or written) of alleged sexual harassment shall immediately report the same to the school principal, and the principal shall promptly inform the Principal of the allegations. Failure by the employee to do so may subject the employee to disciplinary action. If the student's school principal is the alleged offender, such report by the student or by other school employees shall be made to the Principal.

C. An employee who believes that he/she has suffered sexual harassment may report the matter in writing to the Principal; however, any school employee who occupies an organizationally superior position relative to an employee who receives from such employee a report, whether oral or written, of alleged sexual harassment shall promptly report the same to the Principal. Failure by such employee to do so may subject the employee to disciplinary action.

D. In any case involving alleged sexual harassment by the Principal, reports shall be made to any member of the Board.

E. Claims of sexual harassment shall be promptly and thoroughly investigated, and appropriate action shall be taken. The actions taken should be reasonably calculated to end any harassment, eliminate a hostile environment if one has been created, and prevent harassment from occurring.

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again. Violations shall be deemed to be serious disciplinary infractions. In the case of students, the Student Code of Conduct outlines the range of disciplinary consequences.

F. No employee or student will be subject to negative action in retaliation for reporting alleged sexual harassment in accordance with this policy. Such retaliation is against the law and is prohibited by this policy.

G. The Principal may establish such guidelines and additional procedures as he/she deems necessary for the purpose of implementation of this policy.

H. Anyone who has brought a complaint under this policy and is not satisfied with the results of the investigation may file a formal grievance with the Board.

BULLYING/HARASSMENT

It is the priority of the Sarasota Stem Academy Charter Schools Board of Directors to provide every student and employee in the school with a safe and orderly learning environment. To this end, the Board specifically prohibits harassing or bullying behavior at all levels: between students, between employees and students, between peers or coworkers, between supervisors and subordinates, or between non-employees/volunteers and employees and/or students. This policy is in addition to Policy 4410/5125 – Sexual Harassment.

Students are expected to comply with the behavior standards established by Board Policy and the Student Code of Conduct. Employees are expected to comply with Board Policy and school regulations. Volunteers and visitors on school property also are expected to comply with Board Policy and established school rules and procedures.

The Board specifically prohibits reprisal or retaliation against any individual who makes a complaint or reports an incident of harassing or bullying behavior or who participates in an investigation or grievance proceeding initiated under this policy. Reprisal or retaliation against any individual who reports an act of harassment or bullying may result in disciplinary action being taken, up to and including dismissal in the case of employees, or up to and including long-term suspension or expulsion in certain cases for students.

This policy shall be distributed annually in the Sarasota Stem Academy Charter Schools Student Handbook and the Sarasota Stem Academy Charter Schools Employee Handbook.

A. Definition of Harassment and Bullying

1. As used in this policy, bullying or harassing behavior is any repeated, systematic pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication on school property; at any school sponsored function; in a school transportation vehicle; or as otherwise stated in Board Policy 4301 – Student Code of Conduct, and that:

- a. Places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property; or
- b. Creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities, or benefits.

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A hostile environment means that the victim subjectively views the conduct as bullying or harassing behavior and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior.

2. Bullying or harassing behavior includes, but is not limited to, acts reasonably perceived as being motivated by any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics.

B. Reporting Bullying and Harassing Behavior

1. Any student who believes that he or she has been bullied or harassed in violation of this policy should report such behavior immediately to a teacher, counselor or administrator at his/her school.
2. Any employee who believes that he or she has been bullied or harassed in violation of this policy should report such behavior to their immediate supervisor and/or the Principal or designee.
3. A school employee who witnessed or has reliable information that a student or school employee has been subject to any act of bullying or harassing behavior shall report the incident as follows:
 - a. To the principal in the case of a student; or
 - b. To the immediate supervisor of the alleged bully or harasser and/or the Principal .
 - c. Failure to make such a report may subject the employee to disciplinary action.
4. Any person may report an act of bullying or harassment anonymously. However formal disciplinary action may not be taken solely on the basis of an anonymous report.

C. Investigation of Bullying and Harassment Reports

1. All complaints of bullying or harassing behavior made by students shall be promptly and thoroughly investigated by the principal or designee. If the alleged bully or harasser is an employee, the principal will determine if a referral to the Principal is warranted.
2. All complaints of bullying or harassment made by employees shall be promptly reported to their immediate supervisor and/or the Principal . The Principal or designee shall conduct the investigation.
3. If the individual required to investigate a complaint made under this policy is the alleged bully or harasser, the investigation shall be conducted by an appropriate school administrator as designated by the Principal . If the alleged perpetrator is the Principal , the Board attorney is the investigator. In such cases, whoever receives a complaint of bullying or harassment shall immediately notify the Board Chair. The Board Chair shall direct the Board attorney to respond to the complaint and investigate. If the alleged perpetrator is a member of the Board, the Board attorney is the investigator. In such cases, whoever receives a complaint of bullying or harassment shall notify the Principal who shall direct the Board attorney to respond to the complaint and investigate. Unless the Board Chair is the alleged perpetrator, the Principal shall also notify the Board Chair of the complaint.

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4. If at any time during the investigation the school official investigating a student's allegation of bullying or harassment receives information alleging the bullying or harassment was based on sex or gender, the school official shall notify the Principal . In such cases, the procedures outlined in Board Policy 4410/5125 – Sexual Harassment shall be followed. Further, in any case of alleged bullying or harassment, the school shall notify any other appropriate person or entity if required by law or Board Policy 5215 – Reporting Information to External Agencies.

D. Disciplinary Action

1. The actions taken in response to evidence of bullying or harassing behavior should be reasonably calculated to end any bullying or harassing, eliminate a hostile environment if one has been created, and prevent harassment from occurring again. In addition to taking disciplinary action as necessary, the principal or other school official shall take appropriate remedial action to address the conduct fully.
2. Violations of this policy shall be considered misconduct and will result in disciplinary action up to and including long-term suspension or expulsion in the case of students and disciplinary action up to and including dismissal in the case of employees.
3. This policy may not be construed to allow school officials to punish student expression or speech based on an undifferentiated fear or apprehension of disturbance or out of a desire to avoid the discomfort and unpleasantness that may accompany an unpopular viewpoint.
4. Nothing in this policy precludes the school from taking disciplinary action against a student or employee where the evidence does not establish harassment but the conduct otherwise fails to satisfy the school's high expectations for appropriate conduct.

PROHIBITED RELATIONSHIPS WITH STUDENTS

All employees, volunteers, and student teachers of the Sarasota Stem Academy Charter Schools are prohibited from dating, courting, or entering into a romantic or sexual relationship with any student while enrolled in the school, regardless of the student's age and regardless of whether the involvement is consensual. Employees engaging in such inappropriate conduct will be subject to disciplinary action, up to and including dismissal.

Any employee who has reason to believe that another employee is inappropriately involved with a student, as described above, shall report this information to the Principal . An employee who fails to inform the Principal of a reported or suspected inappropriate relationship between an employee and a student may be subject to disciplinary action.

DRUG-FREE WORKPLACE

It is the policy of the Sarasota Stem Academy Charter Schools Board of Directors that a drug-free workplace shall be maintained. The Board prohibits the unlawful manufacture, transmission, conspiring to transmit, possession, use, or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid, counterfeit drug, alcohol, other intoxicants of any kind, or any other controlled substance as defined in schedules I through V of Section 202 of the Controlled Substances Act (21 U.S.C. 812) and further defined by regulation at 21 CFR 1300.11 through 1300.15. The Board prohibits the possession, use,

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transmission, or conspiring to transmit drug paraphernalia. In addition, no employee shall be impaired by the excessive use of prescription or nonprescription drugs. Employees must not operate equipment while taking prescription drugs that impair/limit their ability to do so.

The proper use of a drug authorized by valid medical prescription from a legally authorized health care provider shall not be considered a violation of this rule when the drug is taken by the one for whom the drug was prescribed.

This policy shall govern each employee while on any property owned by the Board, at any time during which an individual employee is acting in the course and scope of his/her employment with the Board, or at any other time that the employee's violation of this policy has a direct and adverse effect upon the performance of his/her job.

Each employee shall be given a copy of this policy. A record of receipt will be kept on file. Each employee shall comply with this policy and shall notify his/her supervisor of his conviction of any criminal drug statute within 24-hours after such conviction. The supervisor shall notify the Principal of any such conviction within 24-hours of receiving notice of such conviction.

The Principal must notify the Board within 3-calendar days of receiving notice of such conviction. Also, if the employee is employed in a federally-funded program this same notice shall be provided to the Federal agency responsible for the funded program. Additionally, within 30-calendar days, a convicted employee must be required to participate in a rehabilitation program or be terminated.

Violation of this policy shall subject an individual to personnel action by the Board, which could result in termination of employment with the Sarasota Stem Academy Charter Schools.

DRUG AND ALCOHOL TESTING ALL EMPLOYEES

The Board requires all employees to maintain a drug- and alcohol-free workplace.

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The Board prohibits the unlawful manufacture, distribution, dispensing, possession or use of any controlled substance or alcohol. In addition, no employee shall be impaired by the excessive use of prescription or nonprescription drugs, or by the use of alcohol. The proper use of a drug authorized by valid medical prescription from a legally-authorized health care provider shall not be considered a violation of this policy.

This policy covers all employees of the school, including permanent full-time, permanent part-time, and temporary employees, while on any property owned by the school or at any time during which an individual employee is acting in the course and scope of his/her employment with the Board, or at any other time that the employee's violation of this policy has a direct and adverse impact upon the performance of his/her job.

Any employee of the Sarasota Stem Academy Charter Schools may be subjected to a search of his/her person, locker, desk or other school property under his/her control in the workplace when the employee's superior(s) has reasonable grounds for suspecting that the employee is selling, possessing or using alcohol or a controlled substance in the workplace.

Any employee of the Sarasota Stem Academy Charter Schools may be subjected to a test for the use of alcohol or controlled substances in the workplace when the employee's superior(s) has reasonable grounds to suspect that the employee is using or is under the influence of alcohol or any controlled substance in the workplace.

Any employee who refuses a drug- or alcohol-screening test may be terminated.

Cost of the screening will be borne by the Sarasota Stem Academy Charter Schools.

Violation of this policy shall be deemed unacceptable personal conduct which shall be cause for disciplinary action up to and including dismissal. Any illegal drug activity will be reported to the appropriate law enforcement authority.

TECHNOLOGY ACCEPTABLE USE (ALL USERS)

The Sarasota Stem Academy Charter Schools computer resources are owned by the school.

Sarasota Stem Academy Charter Schools offers a county-wide area computer network with Internet access for students, teachers, and staff. Teachers and staff also have access to e-mail through the school's network. The network and other school technological resources provide opportunities to enhance instruction, appeal to different learning styles and meet the educational goals of the Board. Through the school's technological resources, users can observe events as they occur around the world, interact with others on a variety of subjects, and acquire access to current and in-depth information. Access includes local, national and international connections to (1) libraries, companies, agencies and businesses; (2) discussion groups on a variety of subjects; (3) information news services; and (4) electronic mail communication.

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Users must respect the privacy of others. When using e-mail, blogs or other forms of electronic communication, users, including students, must not reveal personally identifiable, private or confidential information, such as the home address, telephone number, credit or checking account information or social security number of themselves or other users. In addition, school employees will follow the guidelines of the Family Educational Rights and Privacy Act (FERPA), Board Policy 4200 Student Records and Board Policy 4207 Directory Information when publishing student information. Users also may not forward or post personal communications without the author's prior consent.

Users are prohibited from using another individual's computer account. Users may not read, alter, change, block, execute or delete files or communications belonging to another user without appropriate authorization or the owner's express prior permission. In addition, employees shall not share or reveal their passwords or user IDs for any data system. All employees with access to PowerSchool or other sensitive data systems are responsible for safeguarding their user IDs and passwords.

If a user identifies a security problem on a technological resource, he or she must immediately notify a supervisor without demonstrating the problem to other users. Unauthorized attempts to log onto any school computer or the Sarasota Stem Academy Charter Schools network as a system administrator may result in cancellation of user privileges and/or additional disciplinary action. Any user identified as a security risk or having a history of problems with other computer systems may be denied access.

Views may be expressed as representing the view of the school or part of the school only with prior approval by the Principal or Designee.

Internet Safety

The Board is aware that there is information on the Internet that is not related to the educational program. The Board also is aware that the Internet may provide information and opportunities to communicate on subjects that are not suitable for school-age children and that many parents would find objectionable. School personnel shall take reasonable precautions to prevent students from having access to inappropriate materials, such as violence, nudity, obscenity or graphic language that does not serve a legitimate pedagogical purpose. The Principal shall ensure that the Internet service provider or technology personnel have installed a technology protection measure that blocks or filters Internet access to audio or visual depictions that are obscene, that are considered pornography or that are harmful to minors. Employees may have a different level of blocks or filters based on district guidelines.

Privacy

Sarasota Stem Academy Charter Schools' electronic information resources, the Internet, and use of e-mail are not inherently secure or private. No right of privacy exists in the use of technological resources. Users shall have no expectation of privacy while using school technological resources. Users should not assume that files or communications created or

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transmitted using school technological resources or stored on servers or hard drives of individual computers will be private.

School administrators or individuals designated by the Principal may review files, monitor all communication, and intercept e-mail messages to maintain system integrity and to ensure compliance with Board policy and applicable laws and regulations. School personnel shall monitor online activities of individuals who access the Internet via a school-owned computer. The Board reserves the right to take appropriate disciplinary action based on the user's inappropriate or illegal use or use that is in violation of this policy. Communications relating to or in support of illegal activities will be reported to the appropriate authorities.

Information in electronic messages is not anonymous and is subject to disclosure to third parties under state and/or federal law upon request.

Personal Websites

The Principal may use any means available to request the removal of personal websites that substantially disrupt the school environment or that utilize school or individual school names, logos or trademarks without permission.

Students - Though school personnel generally do not monitor student Internet activity conducted on non-school computers during non-school hours, when the student's online behavior has a direct and immediate effect on school safety or maintaining order and discipline in the schools, the student may be disciplined in accordance with Board Policy.

Employees - Employees are to maintain an appropriate relationship with students at all times. Employees are encouraged to block students from viewing personal information on employee personal websites or online networking profiles in order to prevent the possibility that students could view materials that are not age-appropriate.

Employees may not use personal web sites or online networking profiles to post information in an attempt to communicate with students in their roles as school employees. If an employee creates and/or posts inappropriate content on a website or profile or engages in any direct communication with students, parents, supervisors or co-workers (whether by email, instant messaging, or other digital media) and it has a negative impact on the employee's ability to perform his or her job as it relates to working with students, the employee will be subject to discipline up to and including dismissal. This section applies to all employees, volunteers and student teachers working in the school.

Employee Personal Use

The Board expects that employee use of technological resources will be related to the school's goals of educating students and/or conducting school business. The Board recognizes, however, that some personal use is inevitable, and that incidental and occasional personal use that is infrequent or brief in duration is permitted so long as it occurs on personal time, does not interfere with the employee's work or school business, and is not otherwise prohibited by Board policy or regulations, Sarasota Stem Academy Charter Schools procedures, or applicable law.

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Care of Property

Users of Sarasota Stem Academy Charter Schools' computers are expected to respect school property and be responsible in using the equipment. Users are to follow all instructions regarding maintenance or care of the equipment. Users may be held responsible for any loss or damage caused by intentional or negligent acts in caring for computers while under their control. The school is responsible for any routine maintenance or standard repairs to school computers. Users are expected to timely notify the information technology facilitator of any need for service.

No Warranties

The Sarasota Stem Academy Charter Schools makes no warranties of any kind, whether express or implied, for the electronic information resources it is providing. The Board will not be responsible for any damages suffered by users, including loss of data resulting from delays, non-delivery, service interruptions, or any other cause. The Board will not be responsible for any claims, losses, damages, costs, or other obligations arising from the unauthorized use of school electronic information resources. Use of any information obtained via the Internet is at the user's risk. The Board specifically denies any responsibility for the accuracy or quality of information obtained through its service. Users are responsible for any losses sustained by the Sarasota Stem Academy Charter Schools resulting from the user's intentional misuse of the school's electronic information resources.

Application of Public Records Law

All information created or received for work purposes and stored on or contained in the school's computer resources or electronic data files is subject to public disclosure unless an exception to the Public Records Law applies. This information may be purged or destroyed only in accordance with the applicable records retention schedule and the State Division of Archives regulations.

COMMUNICABLE DISEASES OR CONDITIONS (EMPLOYEES)

It is the policy of the Sarasota Stem Academy Charter Schools to provide a safe and secure environment for all students and employees. In an effort to balance the need to protect the rights of students and employees and the need to control the spread of serious communicable diseases and conditions, decisions regarding the employment status of employees with communicable diseases or conditions shall be made on a case-by-case basis, in accordance with this policy.

In order to prevent the spread of communicable diseases and conditions, universal health and safety precautions, which include regulations regarding the cleanup of all bodily fluids (including blood), shall be distributed by the administration and shall be followed by all school employees. Failure to follow these universal precautions may result in disciplinary action against the offending employee. Instances of an employee's failure to follow the universal precautions shall be reported to the principal or the Principal .

In accordance with G.S. 130A-136, principals or supervisors shall report suspected cases of reportable communicable diseases or conditions to the County Health Director for investigation and shall substantiate the report with available factual information. Such reports shall remain strictly confidential and may only be shared with other staff members as necessary to prepare

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and file a report. All staff members who are made aware of any such report shall keep the information strictly confidential.

Any employee suffering from a communicable disease or condition shall follow all control measures given to him/her by the County Health Director and shall take all necessary precautions to prevent the transmission of the disease or condition. Any school employee who has reason to believe that a fellow employee is suffering from a reportable communicable disease and that the fellow employee is failing to follow safe practices shall report this to his/her principal or supervisor or the County Health Director. Supervisory personnel shall report all such unsafe conduct to the County Health Director. Failure to follow control measures may result in severe sanctions against the offending employee. An employee suffering from a communicable disease or condition is encouraged to inform his/her principal or supervisor so that appropriate accommodations may be made and appropriate precautions may be taken.

When addressing the issue of whether reasonable accommodation is possible, the Principal shall determine to what degree the employee's presence in his/her current job exposes students or other staff to possible transmission of the disease and/or whether the employee is able to continue in his/her current position with reasonable modifications. The Principal shall consult with the County Health Director if there is any question as to the employee's risk of transmission on the job. If the Principal determines that a significant risk of transmission exists in the employee's current position or that the employee is no longer able to continue in his/her current position for health reasons, the Principal shall determine whether alternative employment opportunities are reasonably available within the school.

If the employee requesting accommodation refuses to consent to the release of information to medical personnel or an interdisciplinary committee appointed by the Principal, his/her request for an accommodation may be denied until the employee agrees to allow the Principal to consult with the necessary parties.

BLOODBORNE PATHOGENS

In accordance with the regulations established by the United States Department of Labor pursuant to the Occupational Safety and Health Act and the North Carolina Occupational Safety and Health Administration's Bloodborne Pathogens Standard, the Sarasota Stem Academy Charter Schools shall have in effect a Bloodborne Pathogens Exposure Control Plan. The Plan, which is designed to eliminate or minimize employee exposure to infectious bodily fluids, bodily secretions, or infectious materials, shall include appropriate employee training and specific precautions that all employees must take when dealing with blood and other bodily fluids.

For employees with occupational exposure to blood and bodily fluids or other infectious materials, the Plan shall include appropriate training, provision of hepatitis B vaccinations, universal precautions, and specific work practice precautions to minimize contact with potentially infectious bodily fluids. Occupational exposure means reasonably anticipated skin, eye, mucous membrane, or parenteral contact with blood or other potentially infectious materials that may result from the performance of an employee's duties.

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A copy of the Bloodborne Pathogens Exposure Control Plan shall be accessible to all employees, and a copy shall be maintained in each school unit or department. The Plan shall be updated as required by state and federal law.

It shall be the duty of each employee to familiarize himself or herself with the provisions of the Bloodborne Pathogens Exposure Control Plan and to comply with the provisions thereof. Failure to comply with the Plan shall be cause for disciplinary action.

REPORTING INFORMATION TO EXTERNAL AGENCIES

It is the policy of the Sarasota Stem Academy Charter Schools in serious matters relating to the safety and welfare of students and employees that certain actions and information be reported to external agencies as required by law or regulation.

Law Enforcement

Any administrator, including the Principal, personnel administrator or principal, who knows or has substantial reason to believe that a certified employee has engaged in illegal or immoral behavior amounting to physical or sexual abuse of a child shall report the information to Law Enforcement. For purposes of this requirement, physical abuse means the infliction of serious physical injury other than by accidental means and other than self-defense. The term sexual abuse means the commission of any sexual act upon a student or causing a student to commit a sexual act regardless of the age of the student and regardless of the presence or absence of consent.

Any principal, assistant principal or designee who has a reasonable belief that an act has occurred on school property involving assault resulting in serious personal injury, sexual assault, sexual offense, kidnapping, possession of a firearm or other weapon in violation of the law, or possession of a controlled substance in violation of the law, shall immediately report the act to the appropriate law enforcement agency.

For purposes of the requirement, "school property" shall include any school building, school campus, grounds, recreation area, or athletic field in the charge of the principal.

Department of Social Services

Any principal or designee who has cause to suspect that a child is a dependent juvenile or that a parent, guardian, custodian or caretaker has abused or neglected the child, shall report the situation to the Department of Social Services. Any employee who has cause to suspect that a child is abused, neglected or "dependent" shall report the situation to the principal or designee. In the absence of the principal or designee, the employee shall report the situation directly to the Department of Social Services.

For the purposes of this section, a dependent juvenile is defined as a juvenile in need of assistance or placement because he has no parent, guardian, or custodian responsible for the juvenile's care or supervision or whose parent, guardian or custodian, due to physical or mental incapacity and the absence of an appropriate alternative child care arrangement, is unable to provide for the care or supervision of the child. The definition of caretaker includes any person other than a parent, guardian or custodian who has responsibility for the health and welfare of a

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juvenile in a residential setting. A principal, teacher or other school employee is not a student's caretaker.

Department of Health

Principals shall report suspected cases of reportable communicable diseases or conditions to the Mecklenburg County Health Department for investigation. The principal shall also report suspected cases of reportable communicable diseases or conditions to the Principal . Any employee who has reason to believe that a fellow employee or a student has a reportable communicable disease and is not following safe practices shall report the situation to his/her principal or supervisor. In the absence of the principal or supervisor, the employee must report the situation to the County Health Director. Confidentiality of reports is protected by law and school officials cannot be liable for making such reports.

OUTSIDE EMPLOYMENT/CONFLICT OF INTEREST

Responsibilities related to employment with the Sarasota Stem Academy Charter Schools shall take precedence over any form of outside employment. Outside employment is not allowed when it prevents the employee from performing responsibilities in an effective manner or when it raises any question of conflict of interest should the employee's position in the school provide access to information or other advantage useful to an outside employer.

Conflicting Business Interests

An employee of the Sarasota Stem Academy Charter Schools shall not engage in selling goods or services to the public school and shall not engage in or have a financial interest, directly or indirectly, in any activity that conflicts or raises a reasonable question of conflict with duties and responsibilities in the school.

No school employee may serve as an agent for any manufacturer, merchant, dealer, publisher, or author of any merchandise to be used in the Sarasota Stem Academy Charter Schools. No school employee may receive any gift, reward or promise of reward for recommending or procuring the use of any goods by the Sarasota Stem Academy Charter Schools.

No staff member shall engage in any type of private business during school time or on school property.

No school employee may use confidential information obtained in the course of employment for pecuniary benefit or allow another to do so.

Gifts

No gifts from any person or group desiring to do business with the school shall be accepted by a school employee except for nominally valued instructional products or advertising items that are widely distributed. This is not intended to prohibit the receiving of reasonable or appropriate gifts by school personnel from students and parents.

5230.3 School Resources

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Employees will not use the Sarasota Stem Academy Charter Schools' facilities, equipment, or materials in performing work outside the school. Employees will not use expendable school resources for non-work related reasons.

PERSONNEL FILES

The Principal shall maintain a personnel file for each Board employee, and shall not release personnel file information except as allowed by state law.

EMPLOYEE GRIEVANCES

The intent of this policy is to secure, at the lowest possible level, equitable solutions to problems affecting employees. These grievance proceedings shall be kept as informal and confidential as possible at all levels of the procedure.

An employee grievance is defined as the formal written claim by a Sarasota Stem Academy Charter Schools' employee or group of employees that there has been a violation, misinterpretation, or misapplication of federal or state law or regulation, or Sarasota Stem Academy Charter Schools policies. A grievance also includes any matter subject to appeal under G.S.115C-45(c) or G.S.115C-305. A grievance does not include appeals from decisions of school employees for which other avenues of appeal to the Board exist.

It is desirable for grievances to be resolved through free and informal communications. An employee should first attempt to resolve any grievance through discussion with the employee's supervisor. If a grievance cannot be resolved at this level, the aggrieved employee may request a grievance conference with the supervisor.

Failure of an employee to comply with timelines listed below will result in denial of the grievance or appeal.

The Board prohibits retaliation against an employee who files a grievance under this policy. Failure of the school administration to comply with these timelines will result in automatic right of appeal to the next level.

5245.1 Step I -- Supervisor Conference

An employee wishing to invoke the grievance procedure shall make a written request for a conference with the supervisor. The request shall describe the grievance and name the specific policy, rule or law believed to have been violated. The following additional guidelines shall be observed in Step I:

- A. A grievance shall be filed as soon as possible but not longer than thirty (30) calendar days after disclosure of the facts giving rise to the grievance.
- B. The supervisor shall grant the conference within five (5) workdays following receipt of the request. The supervisor will state in writing his/her position on the question to the employee within five (5) workdays following the conference.
- C. The supervisor conference should involve the supervisor and employee only, unless they both agree to include other participants.

5245.2 Step II -- Appeal to the Principal

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If the grievance is not resolved at Step I, the employee may appeal the supervisor's decision in writing to the Principal . The appeal must be made within five (5) workdays following receipt of the supervisor's written response (see guideline B of Step I above). The Principal or designee shall review the grievance and conduct an informal hearing within ten (10) workdays following receipt of the appeal. A written response shall be made to the employee and supervisor from the Principal or designee within five (5) workdays following the review.

The aggrieved party may appeal the Principal 's decision to the Sarasota Stem Academy Charter Schools Board of Directors as provided by G.S.115C-45. The appeal must be made within five (5) workdays following receipt of the Principal 's response.

Step III -- Appeal to the Sarasota Stem Academy Charter Schools Board of Directors

A panel of the Board consisting of three (3) members shall hear the grievance. Any appeal to the Board panel shall be on the record unless the panel determines that additional information may be presented. At the appeal hearing, each side normally shall be allotted 30 minutes to present oral argument. The aggrieved party will be informed in writing of the panel's decision within five (5) workdays. The Board panel may affirm, disaffirm, or modify the decision of the Principal . The Principal will develop a grievance form to assist in recording each step of the grievance process. If the Board panel fails to reach a unanimous decision on the grievance, the matter will be reviewed by the full Board for a final decision.

LEAVE

Employee leave shall be subject to the Board Adopted Leave Policy

USE OF IN-SCHOOL PERSONNEL MAILBOXES

Boxes for the use of local school faculty and staff for receiving notices, mail, etc. are part of school property and are under the jurisdiction of the Sarasota Stem Academy Charter Schools Board of Directors, as are other school equipment items.

Official school communications distributed through regular administrative channels do not require prior approval. The principal or designee must approve school-wide distribution of materials through local school boxes, except items received from the U.S. Postal Service, in advance. The respective principal must approve distribution through local school boxes of local school materials, other than official school business and items received from the U.S. Postal Service, in advance. At no time may personnel boxes be used for political purposes such as endorsing political candidates, not even in communications such as newsletters. This does not include internal elections of any school-related organization or group.

If distribution of materials is to be handled by a Sarasota Stem Academy Charter Schools employee not working at the respective building, the individual disseminating the materials must identify himself to the principal of the school before placing any material in personnel boxes.

RETENTION AND CAREER STATUS

The Sarasota Stem Academy Charter Schools will retain teachers and administrators who demonstrate and continue to strive for excellence in the performance of their responsibilities and

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in their contributions to improved educational outcomes. The Principal each year will make recommendations to the Board concerning the reemployment or nonrenewal of probationary teachers and contracted school administrators.

Satisfactory performance shall be considered the minimum acceptable standard of performance for teachers and administrators in the Sarasota Stem Academy Charter Schools; however, satisfactory performance shall not constitute any assurance to any teacher or administrator of rights to employment or reemployment.

Subjective and objective appraisals of performance and contributions to improved educational outcomes and the needs of the Sarasota Stem Academy Charter Schools shall be considered in making decisions to reemploy or grant career status to teachers and administrators.

5400.3 Teachers and other eligible certified staff shall receive career status in accordance with the provisions of state law.

It is the policy of the Sarasota Stem Academy Charter Schools to award career status to teachers or contract extensions to administrators who have demonstrated consistently high standards of performance. The awarding of career status is not an entitlement based upon four consecutive years of service, but a status, which may be earned through high performance.

CONTRACTS FOR TEACHERS

Contracts for employment will be offered to all employees on an “at will” basis. Contracts for employment are between the Sarasota Stem Academy Charter Schools Board of Directors and the employee. The employee must sign and return the contract to the office of the Principal within 7-calendar days from the date of the employment letter, or the offer will be deemed withdrawn.

LICENSURE

Professional employees must hold or be eligible to hold North Carolina licensure in the areas to which the employee is assigned.

Establishing and maintaining licensure with the North Carolina Department of Public Instruction is the responsibility of the individual employee.

If a professional employee holds only provisional or validated licensure in the employee's assigned area, the employee must meet all requirements for certificate extension or renewal.

Failure to establish or maintain current licensure is grounds for dismissal.

LICENSURE IN CASE OF TEACHER SHORTAGES

If a teacher shortage exists in a given subject or grade level, the Principal shall recommend that the Sarasota Stem Academy Charter Schools declare a shortage in that subject or grade level.

ACTION PLANS

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Any certified employee who receives a below standard or unsatisfactory rating on an evaluation shall be placed on an action plan to improve the employee's performance, unless the employee is recommended for dismissal or demotion. An action plan also may be used whenever appropriate to address performance concerns.

The action plan shall contain a statement of the employee's performance problem(s), list specific expectations for improvement, and include timelines for reviewing the employee's progress. The supervisor may consider input from the certified employee in developing the plan.

The action plan shall provide for periodic review of the employee's performance in meeting the objectives of the plan.

If the employee's performance fails to meet expectations stated in the plan, the Principal and the employee's supervisor shall decide whether to recommend that the employee be dismissed or demoted.

An employee's compliance with the action plan is mandatory.

This policy does not limit the Principal's authority to recommend dismissal for any reason allowed by law.

TUTORING FOR PAY

The Sarasota Stem Academy Charter Schools should offer a varied and flexible instructional program that will minimize the need for students to obtain private tutoring. In cases where private tutoring is recommended or necessary, the following conditions shall apply.

A teacher shall not tutor a child for a fee who currently is enrolled in a classroom where the teacher works.

Use of expendable school supplies in tutoring for a fee is prohibited.

No teacher may receive compensation of any kind for referring a student to private tutoring.

SUBSTITUTE TEACHERS: RECRUITMENT AND QUALIFICATIONS

Every effort will be made to employ only those substitute teachers whose training and experience is comparable to training and experience required for licensure by North Carolina Teacher Licensure Standards. Preference will be given to college graduates with prior teaching experience, teacher training, or other special qualifications in the subject area.

The Principal or designee shall:

- A. Conduct a personal interview of each applicant.
- B. Evaluate each applicant's experience.
- C. Recommend qualified applicants to the Board.
- D. Require a criminal records background check of applicant.

Principals are to use the following procedure in selecting a substitute:

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- A. Make every effort to select substitutes from the register provided.
- B. Deviate from this register only in emergency situations. When this is necessary, the principal should provide the Principal with the name, address, and telephone number of the substitute as soon as possible. Principals are encouraged to suggest to potential substitute candidates that they make application to the Sarasota Stem Academy Charter Schools Board of Directors.

Student teachers will not normally be used as substitute teachers. The Principal must approve any use of student teachers as substitutes. This approval is contingent upon agreement by the student teacher and the principal.

Substitute Teachers: Use and Compensation

Substitutes must be provided for those teachers who have regular classroom assignments and for those teachers whose assignments are used for released time. Substitutes should be provided for specialists and resource teachers if it is in the best interest of the students and an appropriate substitute is available.

All substitutes must be paid through the regular payroll procedure.

When deemed appropriate, a principal may assign a regular classroom teacher assistant to act as a substitute teacher. If a teacher assistant acts as a substitute teacher on a day he or she is not already assigned in a classroom, he/she will be paid for that service as required by law.

STUDENT TEACHERS

Student teachers from accredited colleges and universities may be assigned for student teaching experience in the Sarasota Stem Academy Charter Schools. The Sarasota Stem Academy Charter Schools Board of Directors authorizes the Principal or designee to enter into agreements with institutions of higher education that establish student teaching opportunities.

Student teachers assigned in the Sarasota Stem Academy Charter Schools shall be subject to the policies, practices, and procedures of the school.

The Principal or designee shall remove a student teacher if the student teacher's presence is detrimental to student welfare or school operations.

FAIR LABOR STANDARDS ACT COMPLIANCE

It is the policy of the Sarasota Stem Academy Charter Schools Board of Directors to comply with the wage and hour requirements of the Fair Labor Standards Act for all "nonexempt" employees.

Work Week

For purposes of compliance with the Fair Labor Standards Act, the employee work week shall be from 12:01 a.m. Saturday to 12 midnight Friday. The Principal is authorized to designate different work weeks for various classes of employees.

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Volunteer Work

Employees may volunteer to work at school events, provided the work is clearly at the employee's option, is in a different capacity from the employee's regularly-assigned duties and is performed on an occasional or sporadic basis. Employees may not volunteer to provide the same type of service they are employed to perform for the school. Such work shall be treated as regular work and be subject to hourly employment compensation.

PRINCIPAL

The Principal shall function as the chief administrative officer of the school and as the chief executive officer to the Sarasota Stem Academy Charter Schools Board of Directors.

The Board elects the Principal, prescribes his duties, and may remove the Principal for cause. The Principal is responsible for the administration and organization of the Sarasota Stem Academy Charter Schools.

The Principal may delegate duties to subordinate employees as required for effective administration of the school except where the Board prohibits delegating authority. The Principal shall be responsible for work delegated to employees. Any reports or recommendations for Board action from any employee under the direction of the Principal shall be made to the Principal.

PRINCIPAL EVALUATION

The purpose of this policy is to set forth standards and define the process for the evaluation of the performance of the Principal. The most important and fundamental responsibility of the Board is the employment of the Principal. As the governance team, the Board and Principal hold themselves accountable for the continuous improvement of the Sarasota Stem Academy Charter Schools. The Board will ensure that the Principal effectively manages the school through successful implementation of the school's goals, objectives, and policies. The Board commits to an ongoing process of assessing the Principal's performance throughout the year. The annual process will include a formal, summative, written evaluation of the Principal.

Objectives:

The Board shall strive to accomplish the following objectives in conducting the Principal's written evaluation:

1. Ensure administrative leadership for excellence in the School.
2. Develop and sustain a productive working relationship between the Board and the Principal through honest and constructive communication regarding goals and performance.
3. Clarify and align the expectations of the Board and Principal with the School's core beliefs and commitments.
4. Clarify the Principal's role according to the Principal's job description and contract, as well as the School's goals and objectives.
5. Calibrate the Principal's salary increase and amount of bonus, if any.
6. Determine strengths, weaknesses, and professional development needs of the Principal.
7. Communicate to the community the process for the Principal's evaluation, current performance objectives, and priorities.

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Evaluation Instrument

The Principal 's evaluation instrument, approved by the Board, will utilize the performance standards for the key responsibilities of Principal s. The instrument will also reflect the Board and Principal 's goals for the school by incorporating into the document performance standards and specific indicators for these standards. The Board and Principal will establish performance goals or targets for the Principal as part of the evaluation process for the subsequent year, based in part on the established baseline criteria, data and district goals.

ASSIGNMENT OF PRINCIPAL'S DUTIES

Any duty or responsibility assigned to a principal by statute, State Board of Education regulation, or by the Principal , may, with the approval of the Sarasota Stem Academy Charter Schools Board of Directors or the Principal , be assigned by the principal to an assistant principal designated by the Board, or to an acting principal designated by a principal.

- *“Specifically, charter schools must have policies that include, at a minimum, the following;*
 - i. No voting members of the governing board shall be an employee of a for-profit company that provides substantial services to the charter school for a fee.*
 - ii. No employee of the charter school shall be immediate family (as defined in G.S. 115C-12.2) to any member of the Nonprofit board of directors.*
 - iii. No employee of the charter school, whether hired by the board of directors or a management company, shall be a voting member of the Nonprofit board of directors.*
 - iv. No teacher or staff member that is immediate family of the chief administrator shall be hired without the board of directors evaluating their credentials, establishing a structure to prevent conflicts of interest, and notifying the Department, with evidence, that this process has occurred.”*

Faculty and Staff Handbook

Sarasota STEM Academy

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SARASOTA STEM ACADEMY
FACULTY/STAFF HANDBOOK

Faculty/Staff Handbooks are made to provide you with important information so you can better understand your responsibilities during the school year. This handbook should be kept in your room and be used as a personal resource. All faculty and staff members are expected to read this document thoroughly and be knowledgeable as to the procedures and guidelines.

The information contained herein is revised yearly and you will be provided with periodic updates to keep you abreast of the latest developments. Please feel free to provide the administration with any feedback that would benefit our school so that we may consider your suggestions during the revision process. We would also be happy to address any questions or concerns about the content of this handbook.

In addition to this resource, a comprehensive policy manual is provided by Sarasota STEM Academy, Inc. and is available as a reference. Please be aware that the Student/Family Handbook also provides you with pertinent information.

All educators must strive to provide the best education possible for the children entrusted to our care. The above referenced resources will help you with this process and provide you with guidelines and/or directions to assist you in your daily routine. Please speak to an administrator should you require clarification for school procedures.

Sarasota STEM Academy will continue to pursue high standards in order to achieve academic goals that will translate into success for our children.

Together everyone accomplishes more!

Sincerely,

The SSA Administration

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SSA SCHOOL PROCEDURES

ABSENCES FOR STAFF

A substitute list for obtaining emergency substitutes for the 2016-2017 school year will be provided to the faculty. All staff members are expected to report absences by calling xxx **no later than 6:00 a.m.** When you have been absent, you must call or email xxx **no later than 2:00 p.m.** to let her know if you are returning to work the following day. If we do not hear from you by 2:00 p.m., **we will retain the substitute for the next day and you will be charged for a PTO day.**

ACCIDENTS AND INJURIES OF STAFF

Any staff member who is injured while on the job is required to report the incident to the office immediately. The injured staff member must also **complete** an accident report. Report all incidents for your protection and insurance purposes. If medical attention is required, check the list of authorized physicians since workmen's compensation will cover only the physicians authorized.

ACCIDENTS AND INJURIES OF STUDENTS

When a student is injured, an accident report must be filled out **by the supervising teacher** at the time of the accident. **The teacher should call the student's parent or guardian immediately** to report the injury.

All injuries must be reported, e.g. pencil stabs, scratches, etc.

The supervising teacher or staff member present at the time of the incident is responsible for:

- Filling out the accident report at the time of the accident;
- Notifying the parent or guardian immediately,
- Requesting assistance for coverage if necessary;
- Informing the administrator in charge of the accident or injury; and,
- Ensuring that the injured child is made as comfortable as possible (medication may NOT be administered). The child must be sent to the school clinic so that any needed services may be provided.

ADMINISTRATIVE TEAM

Your Administrative Team is here to support and assist you at all times. It is extremely important to inform the principals and/or assistant principal of any situation or incident that may become a potential problem. Please be informed that it is not acceptable to leave a message with the secretary in lieu of speaking directly to an administrator.

ALARM

The entire school is on a monitored and sensitive alarm system to enhance security. Therefore, your cooperation is asked in closing all windows at the end of the day and not hanging mobiles or fixtures from the ceiling of classrooms. Access to classrooms after school hours must be authorized by a member of the administration.

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AMERICANS WITH DISABILITIES ACT

SSA Sarasota adheres to a policy of nondiscrimination in employment and strives affirmatively to provide equal opportunity for all as required by state and federal law. The SSA Board attempts to identify and overcome real or potential artificial barriers to employment, training, or promotional opportunities for its staff and applicants.

In addition, the SSA Board has established procedures to assure nondiscrimination in employment, and the elimination of harassment. It is the policy of the school that all employees will be treated with respect. Hostile treatment or violence SSAinst an employee because of his/her gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, gender identity, social and family background, linguistic preference, or disability, will not be tolerated.

STUDENT ATTENDANCE--SPECIFIC RESPONSIBILITIES

There are probably no factors more important to a student's progress in school than regular and punctual attendance. SSA Sarasota has a vision whereby each student engages in a rigorous course of study which prepares him/her for a myriad of successful post- secondary options. Students are expected to:

- Be present at school each and every day;
- Attend class as scheduled;
- Arrive to school and class(es) on time; and
- Demonstrate appropriate behavior and a readiness to learn.

SSA Sarasota has the affirmative obligation to increase student attendance through a monitoring process that will classify all absences as excused or unexcused, to inform parent/guardians of student absences, and to see that the compulsory attendance laws are enforced as mandated by Florida Statutes. This obligation will be satisfied through the implementation of an attendance review procedure, which monitors the type and number of student absences as well as the impact of these absences on learning.

I. Attendance Defined

School Attendance - Students are to be counted in attendance only if they are actually present or engaged in a school-approved educational activity which constitutes a part of the instructional program for the student.

Class Attendance - Students are to be counted in attendance if they are physically present in class or have been excused by the teacher on a class-related assignment, or have been requested by a member of the school support staff for an approved school activity. **Early Sign-outs** – The early release of students causes disruption to the academic performance of all students and may create safety and security concerns. No students shall be released within the final **30 minutes** of the school day unless authorized by the principal or principal's designee (i.e., emergency, sickness).

II. Absences Defined

Excused School and Class Absences and Tardies

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- Student illness: Students missing 3 or more consecutive days of school due to illness or injury are required to provide a written statement from a health care provider. The written statement must include all days the student has been absent from school. If a student is continually sick and repeatedly absent from school due to a specific medical condition, he or she must be under the supervision of a health care provider in order to receive excused absences from school.
- Medical appointment: If a student is absent from school due to a medical appointment a written statement from a health care provider indicating the date and time of the appointment must be submitted to the principal.
- Death in family
- Observance of a religious holiday or service when it is mandated for all members of a faith that such a holiday or service is observed.
- School-sponsored event or educational enrichment activity that is not a school-sponsored event, as determined and approved by the principal or principal's designee: The student must receive advance written permission from the principal or the principal's designee. Examples of special events include: public functions, conferences, and regional, state and national competitions.
- Subpoena by law enforcement agency or mandatory court appearance.
- Outdoor suspensions
- Other individual student absences beyond the control of the parent/guardian or student, as determined and approved by the principal or the principal's designee. The principal shall require documentation related to the condition.

B. Unexcused School Absence

Any absence that does not fall into one of the above excused absence categories is to be considered unexcused. Any student who has been absent from school will be marked unexcused absent until he/she submits required documentation as specified above. Failure to provide required documentation within three school days upon the return to school will result in an unexcused absence. Unexcused absences include:

- Absences due to vacations, personal services, local non-school event, program or sporting activity.
- Absences due to older students providing day care services for siblings.
- Absences due to illness of others.
- Absences due to non-compliance with immunization requirements (unless lawfully exempted).

A student accumulating ten (10) or more class unexcused absences in an annual course or five (5) or more class unexcused absences in a designated semester course will have quarterly, semester and final grade(s) withheld pending an administrative screening and completion of assigned interventions by the Attendance Review Committee. Unexcused absences do not require that the teacher provide make-up work for the student. However, the Attendance Review Committee may assign educationally-related activities to mitigate the loss of instructional time.

III. Responsibilities Defined

A. The principal is expected to ensure that:

- Attendance/tardiness is taken and recorded by duly authorized persons at a designated time(s) every official school day.

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- A review of classes that have excessive absences is made in order to determine if the quality of instruction is a factor in the failure of students to attend class on a regular basis. Should this be the case, he/she will initiate appropriate action to upgrade the quality of instruction in the classroom(s) in question.
- A duly authorized person(s) determines the status of each absence/tardiness.

The steps outlined in Section 1003.26, Florida Statutes to ensure regular school attendance are implemented. An Attendance Review Committee is established and convened a minimum of six (6) times per year. Provide consideration to appeals made by students and/or parents regarding recommendations of the Attendance Review Committee.

B. The classroom teacher is expected to:

- Encourage good school and class attendance with challenging and rigorous instruction and curriculum and by demonstrating an interest in the welfare of students.
- Take and record attendance/tardiness for the students enrolled in each class. The record should reflect excused or unexcused absences/tardiness.
- Upon request of the student or the parent/guardian, provide make-up assignments for excused absences/tardiness.
- Make recommendations to the Attendance Review Committee regarding quarterly, semester and final grades when the student has accumulated ten (10) unexcused absences in an annual course or five (5) unexcused absences in a designated grading period or semester course.

C. The student is expected to:

- Attend classes one hundred and eighty (180) days each school year.
- Request the make-up assignments for all excused absences/tardiness from his/her teachers upon his/her return to school or class. It should be noted that all class work, due to the nature of instruction, is not readily subject to make-up work.
- Complete the make-up assignments for classes missed within three days of the return to school. Failure to make up all assignments will result in the lower assessment of the student's academic and/or effort grade.
- Be reported as present for the school day in order to participate in athletic and extracurricular activities.

D. The parent/guardian is expected to:

- Be responsible for his/her child's school attendance as required by law and stress the importance of regular and punctual school attendance with his/her child.
- Report and explain an absence or tardiness to the school.
- Ensure that the child has requested and completes makeup assignments for all excused absences/tardiness from his/her teachers upon his/her return to school or class.
- Appear before the Attendance Review Committee at the scheduled time to provide information relating to his/her child's absences and to support prescribed activities.

E. The Attendance Review Committee is comprised of a minimum of a student services representative and an administrator or administrative designee and will provide guidance and support to students with significant absences. They are expected to:

- Provide early intervention by convening when students reach an accumulation of five (5) Unexcused absences in a semester or ten (10) unexcused absences in an annual course.
- Convene a minimum of six (6) designated times per year.

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- Give consideration to all extenuating circumstances surrounding student absences.

The Attendance Review Committee is charged with the responsibility of prescribing activities designed to mitigate the loss of instructional time and has the authority to recommend the following:

- Issuing of quarterly, semester or final grades.
- Temporary withholding of quarterly, semester or final grades. The following are among possible options:
 1. Make-up assignments
 2. Attendance probation for the following grading period(s)
 3. Completion of a school service project
 4. Permanent withholding of quarterly, semester or final grades and credit. The student is to be informed of his/her right of final appeal to the regional superintendent or designee.
- Review attendance history for student exhibiting patterns of excused and/or unexcused absences and provide appropriate referrals and counseling support.

IV. Appeal Process

The parent or guardian who does not concur with decisions made by the Attendance Review Committee may petition to the principal or principal's designee.

V. Truancy petition; prosecution; disposition

If a child does not comply with efforts to enforce school attendance, the school may file a truancy petition.

ATTENDANCE REPORTING PROCEDURES

Daily student attendance will be recorded using the electronic gradebook. Teachers will be responsible for the prompt and accurate input of attendance no later than 9:00.m each morning. The data submitted by teachers via the electronic grade book will be uploaded to the district's system. Once the attendance information has been entered in the electronic grade book, changes will not be possible. All changes will have to be done by the data processor/registrar.

Any student absent from class will be automatically unexcused until documentation has been submitted to the teacher indicating the absence was within the excused category. Teachers MUST submit an attendance correction form to data processor/registrar on a weekly basis.

Teachers are to maintain a daily attendance record for each individual student by printing a weekly roster (subject to change) and inserting it in the gradebook. The teacher's gradebook is the source document for attendance data.

ATTENDANCE BULLETIN

SSA Sarasota maintains a log of Daily Attendance Bulletins as part of the audit trail for attendance and FTE reporting.

IMPORTANT: IT IS REQUIRED THAT THE ATTENDANCE BULLETIN BE VERIFIED BY ALL INSTRUCTIONAL PERSONNEL DAILY. THE BULLETIN WILL BE POSTED BY

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THE SIGN IN SHEET FOR TEACHERS TO VERIFY ABSENCES AND INITIAL THAT THE ATTENDANCE IS CORRECT. PLEASE NOTIFY THE DATA PROCESSOR/REGISTRAR IF YOU NOTE AN ERROR.

BELLS

Classes begin at **7:30 am** and end at **2:30 pm** for 6th grade -9th grade. Students are to be allowed into the classroom **7:15am**.

Classes begin at **8:30 am** and end at **3:30 pm** for Kindergarten – 5th grade. Students are to be allowed into the classroom **8:15am**.

Teachers are expected to walk their students out of the building and monitor the dismissal of students.

BULLETIN BOARDS

The teacher and his/her students are responsible for maintaining the bulletin boards in their classrooms. Student work is to be displayed in a neat and attractive manner. Please use backing on all bulletin boards. You are encouraged to design original bulletin boards instead of using commercial (Drago, Get Smart, etc.) materials.

Please **DO NOT** use tacks and staples on the wooden areas in the room, doors, or areas other than bulletin boards. Sticky tack may be used on areas other than bulletin boards but must be completely removed by the year's end. As per fire code requirements, no more than 20% of an individual wall may be covered with non-flame retardant material.

Each Grade level will be assigned a particular wall in which they are responsible for decorating. The Assistant Principal will assign these walls.

CAFETERIA PROCEDURES

Teachers are to escort their students into the serving line in accordance with the lunch schedule. Teachers must return to the cafeteria to pick up their students on time.

Initially, all students must be given an index card with their I.D number when coming to eat in the cafeteria until they memorize their meal identification number. Teachers must help students learn their numbers. Teachers should assist the students initially in locating their appropriate seats. Students should enter and leave the cafeteria quietly. Complete rules and regulations concerning cafeteria behavior should be reviewed and enforced with the students. These can be found in the student handbook. The support of the teacher is crucial to the establishment of a proper cafeteria environment.

We have scheduled a 25 minute lunch period with no lapse of time between classes. The schedule calls for punctuality. Adhere to the schedule and table locations. Review cafeteria rules carefully with your children. It is most important for each teacher to establish lines of communication with the cafeteria monitors. Teachers are to pick up their class inside the cafeteria. **Classes are responsible for cleaning their area.**

Staff members are expected to remain on campus during their duty free lunch period.

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CERTIFICATES

It is the professional responsibility of each educator to provide the school with a copy of a current, valid Florida Educator's Certificate or copies of other documentation such as Statement of Eligibility and or college transcripts, as may be applicable (Florida State Board of Education Rule 6A-1.0503). You may access <http://pers.dadeschools.net/prodev/certification.htm> or <http://www.dade.k12.fl.us/pers/prodev/6317.pdf> for information. Furthermore, you must send a copy to the district office for input into the computer system.

CHILD ABUSE

Pursuant to Chapter 415, Florida Statutes, all employees or agents of the school have an affirmative duty to report all actual or suspected cases of child abuse or neglect. Any teacher that contacts DCF should inform the administration to ensure appropriate follow-up. **There are no exceptions. Failure to report abuse can result in criminal or civil liability. When in doubt, report! 1 800 -96-ABUSE**

CHILDREN PLACED OUTSIDE OF THE CLASSROOM

Placing students in the hallway outside of the classroom unsupervised is **NOT PERMITTED UNDER ANY CIRCUMSTANCES**. If you feel a child needs to be separated from the class due to total disruptive behavior, please send the student to the office and complete a Jupiter discipline referral. Do not place students outside your classroom for instructional purposes either.

CLASSROOM EMERGENCIES REQUIRING CUSTODIAL SERVICES

All classroom emergencies, e.g., toilet overflows, spills or leaks, student vomiting, electrical problems, etc., are to be reported to the main office.

COFFEE IN CLASSROOM

Staff members should avoid hot beverages around students. Staff members who want a cup of coffee, tea, or hot beverage should have the hot beverage in an insulated cup.

CLASSROOM SUPERVISION

Under no circumstances should the classroom teacher leave his/her students unattended. Teachers should not use cell phones during instructional time.

The teacher is responsible for students enrolled in his/her class (es). An official pass must be used whenever a student leaves the classroom without a teacher. Teachers should initiate a "buddy system" when students leave the classroom for other locations.

The teacher must escort his/her students to and from special area classes. A teacher CANNOT send students to special area classes, the cafeteria or back to their homeroom class without teacher supervision. Special area teachers must remain with the students until the classroom teacher returns. All teachers are required to arrive at their scheduled class on time in order to promote effective classroom management. Middle School teachers must supervise students as they move from class to class.

CLINIC

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Our school does not maintain a clinic. When a child has an accident, notify the office immediately. Please contact parent or emergency contact from the phone in your classroom room.

COLLECTION OF MONIES

Money collected for school pictures, insurance, or special activities must be submitted to the office each day. No money should be kept by teachers overnight. Plans involving collection of funds must be cleared with the principal before they are implemented. All monies should be collected via EZPAY unless otherwise approved by the principal or assistant principal.

All monies collected must be submitted with a RECAP OF COLLECTION SHEET listing the Student's name and the amount collected. Please refer to the collection of money procedures in the book of this handbook.

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COMMITTEES

The administration will be responsible for electing/selecting a chairperson. The chairperson will be responsible for scheduling meetings, setting up the agenda, and setting the pace of the meetings. They must also make sure that the outcomes of the meeting are disseminated to the staff. The chairperson must make certain that the goals of the committee are being met. The committee will appoint a secretary who will keep minutes and turn them into administration as a record of on-going activities.

COMMUNICATIONS OUTSIDE THE SCHOOL

No letters or notices bearing the school's **letterhead** are to be sent to parents, agencies, organizations, or individuals within the school without being approved by administration.

Teachers must give a copy of approved letters/notices to front office for records.

Teachers and other personnel who send communications to the parents via the student or U.S. Mail such as bulletins, flyers, homework assignments, letters, notices, notes, progress reports, etc. are directed to proofread the written or printed material for grammatical errors, incorrect spelling and punctuation, and legibility before forwarding it. Written assignments placed on the board should be scrutinized by the same aforementioned process in order to avoid criticism and embarrassment. Communications generated, displayed, forwarded and distributed to parents, agencies and the school/community should depict a positive image of our school.

CLASSROOM DISCIPLINE

Teachers should make every effort to handle routine classroom discipline problems by providing a Progressive Discipline Plan, conferring with the student, contacting parents, and referring the student to the administration when appropriate. The elementary school will use CHAMPS and the middle/high will use CHAMPS and tracking cards. The Plan consists of:

1. 1st incident, teacher will attempt to redirect student.
2. If incident continues, teacher will use disciplinary strategies, such as timeout.
3. If incident continues, teacher will contact parent/guardian.
4. If incident continues, teacher will refer student to the administration.
5. If incident continues, teacher will arrange parent/guardian conference in order to cohesively devise an intervention plan that will promote academic and behavioral achievement.

If a serious violation of school rules has occurred, a "Student Case Management Referral Form" should be completed and forwarded to the administration. A response will be forthcoming.

If a student presents an immediate and serious discipline problem, call the office or send a reliable student to the office to summon an administrator. Office referrals should be used as a final resort in order to make it a significant experience.

UNDER NO CIRCUMSTANCES SHOULD STUDENTS BE TOLD TO LEAVE THE CLASSROOM. ALWAYS WALK IN 2s AND 3s IF STUDENT IS LEAVING.

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Good classroom management is essential for effective operation of the total school program and the teacher plays an important role in this area. The teacher must give careful attention to the emotional, social, physical, and civic development of students and incorporate into his/her program a plan of guidance that leads youngsters towards self-control. Discipline cannot be handled by proxy. It involves standards of conduct as well as consistent and reasonable consequences for inappropriate behavior.

The following student offenses should be handled by the classroom teacher.

1. Tardiness (unless it is excessive)
2. Profanity
3. Unauthorized removal of another's property (minor infraction, e.g., pencil, book)
4. Excessive talking
5. Getting out of seat without **permission**
6. Failure to complete assignments
7. Failure to turn in homework
8. Other minor infractions of classroom/school rule
9. Chewing Gum/Food/Drinks

The following student offenses will be referred to the administration.

1. Leaving the classroom and/or school without permission.
2. Bringing weapons and/or drugs to class/school
3. Serious fights which cause injury or disrupt the educational process
4. Excessive profanity
5. Destruction of school property
6. Flagrant disrespect or defiance of authority
7. Verbal or physical assault on teacher
8. Continued tardies or absences following teacher's warning
9. Unauthorized removal of another's property (major infraction)

The disciplinary policies of the school should be administered on a consistent basis throughout the school. The CODE OF STUDENT CONDUCT should be reviewed with students at the beginning of each school year.

NEVER

- Use corporal punishment of any kind (hitting, taping or tying students, having students stand for long periods of time, write lines etc.).
- Send a child to stand outside a classroom where he/she is unsupervised.
- Use humiliation or sarcasm.
- Impose total group punishment of any kind.
- Assign excessive, meaningless, repetitive assignments as punishments.

The administration will attempt to support teachers in discipline problems to the best of their ability. However, the following procedures are necessary to accomplish this goal:

- Maintain anecdotal records/Parent Logs.
- Contact parents to ensure cooperation at home.
- Do not send students to the office and expect them to explain the reason he/she is being sent to the office. The students always have their side of the story. (An Admin will not see a student unless you have completed a Jupiter Ed discipline referral.

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EMERGENCY PROCEDURES FOR SERIOUSLY ILL OR INJURED STUDENTS

It is imperative that every student in every homeroom have a completed **EMERGENCY CONTACT CARD** on file in the office. All members of the school staff are expected to study the following procedures and fix clearly in their minds what is to be done in case of an emergency.

When a child is judged by the classroom teacher or person in charge of the activity to be seriously ill or injured, follow these procedures:

1. The teacher shall immediately dispatch two reliable students to the office or nearest communication device to notify the principal and/or an assistant principal.
2. In cases of serious illness, make the child as comfortable as possible under the circumstances. Do not attempt to move the child until assistance arrives.
3. In case of an accident, take First Aid measures depending on the nature of the accident. (Each staff member should have a basic working knowledge of First Aid).
4. Once administration as arrived, the child should be moved to the office as quickly and as carefully as possible. Ask for the help of other teachers or reliable students. This step would not apply where the teacher might suspect serious internal injury or conditions that may become more serious by moving the student.
5. The teacher will notify the parent and/or relative listed on the Emergency Contact Card.
6. In cases where the parent or others listed on the Emergency Contact Card cannot be reached and it is apparent that immediate professional help is needed, the administrator in charge shall contact the police for the purpose of summoning help.
7. All accidents are to be reported to the office staff by the teacher in charge of the group or activity in writing on the correct form. **However, an injured student is not to be sent to the teacher where the incident originally occurred. The teacher receiving the report must complete the report based on student account of the event.**
8. If in doubt about the seriousness of an injury or illness, take action that assumes the worst. Don't assume all will be OK in time.

When a teacher must leave the room to bring a child to the office, notify the teacher closest to your room to monitor your students and later notify the main office.

An accident report must be completed by the supervising teacher and given to admin assistant in the main office.

EMERGENCY TEMPORARY INSTRUCTOR PLANS

Emergency plans should be developed with three days of work for students. These are not regular substitute plans that you would prepare if you knew you were going to be out. These will be used only in case of an emergency during your absence. Updated emergency substitute plans should be kept on file **in the main office with** the assistant principal. It should include: attendance roster, all subject area work, seating chart, daily schedule, school map, fire drill map, and a copy of the safety and security plan.

ENTRY INTO SCHOOL BUILDING AFTER THE SCHOOL DAY

Official permission must be obtained from the principal to enter the school building during hours that the school is not officially open for school business.

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EQUIPMENT/REMOVAL OF SCHOOL EQUIPMENT

All school equipment leaving the building must be signed out on the official Use of Equipment for form. Permission to sign out equipment must be obtained from the principal. Forms are available through the main office.

FACULTY/PROFESSIONAL DEVELOPMENT MEETINGS

The transmittal of information, exchange of ideas, and staff interaction are vital to the educational process. **Attendance at faculty meetings is required by all personnel.** Routine medical/dental appointments should not be scheduled on these days. Faculty meetings for the 2016-2017 school years will be distributed to the staff during preplanning. Any changes in that schedule will be announced. **To be excused from a faculty meeting, you must see the principal for approval.**

FACULTY PARKING

Please park in our designated area only. Parking in other areas is discouraged.

FIELD TRIPS

Trips for students are permitted which have value in meeting educational objectives, are directly related to the curriculum, or are necessary to the fulfillment of obligations to the interscholastic athletic and activity program.

The educational purpose and length of the field trip must be approved by the principal at **least 2 months in advance**. A signed parental permission form must be on file at the school prior to student's participation.

A roster is to be submitted along with the field trip application request that includes the names, addresses, and telephone numbers of all students who are eligible to participate in the field trip. Also, a form should be submitted to the cafeteria designating free or reduced lunch status of students **at least three weeks prior to the field trip.**

Important: **ALL CHAPERONES MUST BE CLEARED AS VOLUNTEERS.** Please remember that this takes a long time to process.

FIRE DRILLS

When the warning system is sounded throughout the school, teachers will lead the students quickly and silently out of the building according to the evacuation route/direction posted in each room. Teachers will close the doors upon leaving and take their gradebooks. After arriving at the designated safe area, role should be checked to ensure that all students are accounted for. At the all-clear sound, teachers and students will return to class. Fire drills will occur minimally once each month. When the fire alarm rings, teachers should.

- Signal the students to prepare to evacuate.
- Exit with the gradebook in hand.
- Check classroom restrooms and other contiguous rooms.

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- Proceed to the room exit and initiate room evacuation. DO NOT waste time closing windows, drawing shades, etc.
- Check to see that everyone has departed the room.
- Close the classroom door. DO NOT lock it.
- Follow the assigned evacuation route to the assembly area.
- Evacuate quickly but do not permit running, shoving, tripping, or excessive talking.
- Take roll call and report missing persons to the principal or the Assistant Principal.

FISCAL PROCEDURES

The responsibility of school funds, expenditures and receipts, is that of the principal. Under no circumstances should any member of the staff order materials, equipment and supplies or collect money from students without the approval of the principal.

Teachers should not facilitate any fundraising without approval from administration.

GIFTED REFERRALS

Students exhibiting enhanced academic success and superior thinking skills may meet criteria for the gifted program. Children demonstrating these superior qualities should be identified and referred to the ESE Specialist early as possible.

GRADEBOOK CRITERIA (Subject to Change)

The teacher's gradebook is a legal document required by state law. It can be summoned in any court case as a legal record of grades and attendance. It must be accessible at the school site while school is in session. Emphasis must be placed on accuracy, consistency in recording, and neatness. Designated persons will monitor gradebooks periodically. In organizing and maintaining your gradebook, observe these guidelines:

Classroom teacher should arrange their gradebook by subject according to the order of the report card being used.

Student academic grades should be recorded each week per week per subject for each nine-week period. Each grade should be labeled according to the evaluation device administered to determine mastery of the concept assessed.

Final grades should be recorded in the gradebook each nine week period for each subject.

Record the name and student identification number for every student and the date he/she entered the class by placing the letter E (entered) in the column that corresponds with the entry date.

Teachers must log teacher-parent communications in the official gradebook and specify whether such contact was in person, by telephone, or through written correspondence. When required parent contact is not achieved, evidence of attempts to contact parents should be recorded in the gradebook, and referred to designated administrative personnel for follow-up.

ESE and ESOL identification and specific strategies need to be listed in gradebook and on lesson plans.

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Unsatisfactory progress notes/failure notices that have been issued should be indicated in the gradebook. **According to policy, Progress Notice indicating unsatisfactory performance must be given to every student that is in danger of achieving a grade below a “C” or a 2 in effort. The same applies for behavior. The electronic gradebook can produce such notices for individual students.**

Grading Scale

The following grading scale applies to students in Kindergarten - 2nd:

E – Excellent Progress

S – Satisfactory Progress

N – Unsatisfied Progress

The following grading scale applies to students in grades 3rd-9th:

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

Please note that if a student in grades 3rd-9th is functioning below grade level in Language Arts, Reading and/or Mathematics, the student will receive a letter grade no higher than a D or F and the below grade level report card comment (L.A. and Mathematics).

In addition, if a student is in danger of retention, danger of retention comments must be included in the report card.

HALL PASSES

Students must have a hall pass when leaving your classroom. All students found in the hall without a hall pass will be sent back to their classroom.

HOLIDAYS

On a school day, which immediately precedes or follows a holiday, a PTO day cannot be taken. If it is taken it is without pay.

HOME LEARNING POLICY

SSA Sarasota recognizes that one of the main purposes of school is to begin training in the habits of independent study by establishing good work habits and improving while reinforcing skills. This can be done by making assignments that can be carried out without the supervision of the teacher. The responsibility becomes a threefold goal: teacher, student and parents.

Teacher Responsibilities

- The teachers will show evidence of home learning assignments in their lesson plans.

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- The teachers will check and review the assigned home learning. Home learning assignments will not be given as punishment or as busy work.
- The teachers are to give home learning assignments that are well within the capabilities of students, and can be adapted to individual needs, interests and capacities.
- The teachers are to make sure assignments are clearly understood by pupils, and can be done by the pupils without help from others.
- Home learning assignments will be checked, or graded, and recorded in the gradebook.

Student Responsibilities

- The student is to ask questions pertaining to the assignment during the time the assignment is given or at the teacher's convenience.
- The student must put forth his/her best effort to do the home learning assignment and to complete it by the due date.
- The student is to turn in the completed assignment in an acceptable manner to his/her teacher.
- The student is to copy all assignments in her/his assignment book, and bring home necessary books and materials.

Parent Responsibilities

- The parent is to provide appropriate time and space free from interruption in order that the student will be able to concentrate without disturbance.
- The parent should encourage the child to finish the assignment or do the required amount of study for the evening.
- The parent should be available for advice or consultation; however, the student should assume the ultimate responsibility.

SSA Sarasota home learning policy emphasizes the importance of reading and encourages parents to become involved in the implementation of the home learning guidelines, which include a marked emphasis on reading.

One way that parents can support a renewed emphasis on meaningful home learning is to ensure that their children read daily. Of course, parents or other family members should make every effort to read to students who cannot read on their own.

The recommended daily home learning averages are as follows:

<u>Grade Level</u>	<u>Frequency of Assignments</u>	<u>Total Daily Average (All Subjects) K –</u>
1	Daily (5 days a week)	30 minutes
2 – 5	Daily (5 days a week)	45 minutes
6 – 8	Daily (5 days a week)	90 minutes

All students must read 30 minutes daily in addition to regular home learning assignments.

INTERNET AS A LEARNING TOOL

The purpose of providing students and employees access to the Internet is to promote academic excellence. This computer technology provides resource sharing, innovation and communication that will help launch today's schools into the information age. Utilization of the Internet by

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students and employees must be in support of and consistent with the educational objectives of the school. When utilizing the Internet all users must adhere to the provisions of this rule and the standards of conduct established in the school.

INCLEMENT WEATHER PLAN

Each teacher must have on file an inclement weather plan for each student in their classroom. This should be done at the beginning of the school year. All students who walk home should be retained in the school during dismissal time if the weather is poor.

LEAVING CAMPUS DURING THE SCHOOL DAY

Staff members are permitted to leave the campus during their designated lunch period without administrative approval; however, they must sign in and out in the office. Persons who find it necessary to leave the campus at any other time during the work day, **must have approval from the principal/assistant principal and must also sign in and out in the office.**

LESSON PLANS

Daily lesson plans are required in advance on a weekly basis. All lesson plans must indicate objectives, activities, assessments and home learning. Please utilize Pacing Guides as they apply to individual subjects.

Additionally, teachers will include sustained Independent Reading time, on a daily basis, as part of their weekly plans.

If you have ESOL students in your class, lesson plans must include the ESOL strategies. (Handout will be provided). These strategies may be coded to facilitate their inclusion in lesson plans.

A variety of activities need to be present with emphasis on hands-on activities, cooperative and flexible groupings and other learning activities that will assure a successful instructional program. FSA strategies and question formats should be incorporated in all subject areas.

ESE and RtI plans must be included for any student in Tier 2 and Tier 3.

MAILBOXES

Mailboxes should be checked and emptied upon arrival in the morning, and before leaving at the end of the day. All pertinent information for staff members will be posted on the bulletin board in the office. **Students are not allowed to retrieve items from staff mailboxes.**

MATERIALS AND SUPPLIES

Basic supplies will be provided to teachers at the opening of school. If you need additional supplies, fill out the supply request form and leave it with the admin assistant in the office. All supply requests will be filled within 48 hours, or as soon as possible.

MEDIA RELEASES

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There are instances when students may be recognized for any of a variety reasons via newspapers, television or other forms of media. In order for a student to be recognized in any school event that may have media coverage, it will be necessary to obtain parental consent from the parents/legal guardians. A list of kids without will be provided. Please plan accordingly so that consent may be obtained well in advance of perspective events.

MEDICAL EMERGENCIES

If a student or staff member is injured, the principal or designee must be notified at once and the proper forms must be completed. **The principal or designee will make the decision to call 911.** Remember the safety and welfare of everyone in the school is our number one concern.

MONEY AND VALUABLES

- Do not leave any money in the building overnight.
- Do not leave money in or on your desk.
- No money is to be collected from students without the principal's approval.
- Do not leave purses or other valuables unattended.
- No money collected for any purpose shall be held overnight by the teacher.
- All monies collected must be turned in to the office and must be submitted WITH A RECAP SHEET listing the student's name, teacher's signature, amounts and purpose of collection.
- ALL MONIES COLLECTED MUST BE TURNED IN TO THE OFFICE BY 9:00 a.m.

MORNING PROCEDURES

Students should not arrive at school earlier than 7:00 am unless they are a part of the Before School Care Program if applicable. Classes begin at **7:30am** for 6th -9th and **8:30am** for Kindergarten – 5th grade students. To accomplish this task parents should not be in the classrooms and teachers should not hold parent/guardian conferences during the time students are entering class. Remember that the safety of the students is vital. Teachers should have an assignment for the students as soon as they walk in through the door.

OPENING EXERCISES

Opening exercises five minutes after school start time for the grade levels. Special announcements are available to teachers and school programs upon completion of the designated communication form. All students and staff members are encouraged to listen attentively to announcements. **To request an announcement, please fill out the announcement form and give it to the media specialist at least twenty-four (24) hours in advance.**

PARENT COMMUNICATION

Parent–Teacher conferences should occur on a regular basis. Emphasis should be placed on students' success and creativity along with academic or behavioral difficulties that the student is experiencing. Please adhere to the following:

1. Please return all parent/guardian phone calls/ response to emails within 24 hours.

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2. Teachers must log all parent-teacher conferences and specify whether such contact was in person, by telephone or through written correspondence.
3. Evidence of attempts to contact parents should be recorded in the communication log.
4. A referral to the visiting teacher is appropriate if all attempts to contact the parent/guardian have not been successful.

PERFORMANCE MONITORING PLAN (PMP)

Schools are required to conduct parent conferences for students identified as not meeting the student performance levels in reading, writing, science and/or mathematics. These conferences need to be held immediately upon the identification of the individual student's deficiency. The parent/guardian needs to be invited to the conference and evidence of that fact needs to be documented and maintained. In the event that the parent/guardian does not attend the conference, the school needs to make a good faith effort to communicate the results of the conference to the parent/guardian. Communication with the parent/guardian could include: a letter sent via the student, a letter sent via registered mail, or a telephone conference.

PARENTAL INVOLVEMENT

Parental involvement is greatly encouraged at our school. Parents are to report to the office before entering classrooms or any portion of the building. Teachers may not hold informal conferences with parents during time when you are responsible for supervising students. Furthermore, **do not impart any information** to parents regarding any aspect of the school other than exactly what pertains to you and your teaching. Please refer parents to an administrator instead. Never disclose or discuss information regarding students with anyone other than the parents/guardians responsible for a given pupil.

PROGRAMS FOR ASSEMBLIES

Any assembly held throughout the school year must have a program developed by the grade group or teacher that is sponsoring the event. Programs for assemblies should include the date, names of administrative team, school name, purpose or title of assembly. All additional information is left up to the teacher or grade group's judgment. **The program must be approved by the principal before it is duplicated and distributed.**

PROGRESS REPORTS/REPORT CARD DISTRIBUTION

Interim progress reports must be sent ready on the announced Progress Report date through the grading period. A notice of failure and/or Tier for RtI must be sent home as soon as it is observed that a student is doing unsatisfactory work.

PUBLIC RELATIONS

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Our public image as a faculty is important and each of us is in a position to enhance or detract from it by our actions. Hopefully our high degree of professionalism in all areas will serve to enhance it. Please adhere to the following:

- Strive to answer all correspondence from parents, whether phone calls or written notes, promptly, within 24 hours. This is particularly true in the case of questions and request for conference that come back on report cards.
- Don't let an unpleasant encounter with a parent result in loss of composure on your part. Arrange a conference with the parent and give him/her an opportunity to voice his/her frustrations. Your patience and understanding in such cases will usually result in the parent working with you rather than SSAinst you.
- Never discuss a child's progress or behavior with another child's parent. Even though it is difficult, at times, do not indicate to a parent that you agree with him when he/she blames another child for his own child's problems.
- Avoid discussing problems within our program with parents. They can't solve them, but we, as a faculty, can try to do so through our collective effort.
- All written communications sent home by anyone should first be cleared by the principal.

REPORT CARDS

The report card serves as a major means of communicating a child's progress to his parents. The following points should be kept in mind:

- A report card must be completed for each child enrolled.
- "Insufficient Attendance" may be noted when a student is enrolled fewer than **10** days.
- Grades must be given when a child is enrolled 10 or more days.
- If the student came from another public school in Sarasota County, it is the responsibility of the teacher to speak with the registrar in order to receive the grades from the other school on time for the report card.
- It is the teacher's responsibility to spend considerable time and effort in preparing report cards.
- Comments and grades should be consistent.
- Comments should convey positive, meaningful information to parents.
- A drop in progress should be explained by a comment.
- In order to verify the delivery of the report cards to the home, report card envelopes will be printed with a space for parent signature and should be returned to the teacher.
- An unsatisfactory work notice should be sent at the first indication of unsatisfactory progress or behavior. An unsatisfactory work notice must be sent four weeks prior to the close of each grading period when there is a lack of academic progress, effort, or conduct.

ROOM APPEARANCE AND CARE

Bulletin boards should display students' work which is current and attractive. The way a classroom looks sets the tone for instruction. An attractive uncluttered room inspires children to learn. Children should be encouraged and trained to develop an attitude of personal responsibility for careful use of their "home" at school. It is important to stop working sufficiently before the end of the school day not only to evaluate the day's work, but also to tidy up the instructional areas and to prepare for the next day. Chairs and instructional materials must be removed from the floors to enable daily cleaning.

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Each child is responsible for his/her immediate seating area and furniture must not be written on or defaced in any way.

SCHOOL DAY FOR STAFF

The classroom teachers' normal workday will be eight (8) hours. School policy is that all employees who leave the work location during their work hours will complete the required Leave Early Form. **Please be reminded that approval to leave early is at the discretion of the principal.** This form must be turned in to the admin assistant for approval at least 24 hours in advance.

An employee present more than one-fourth (1/4) and less than three-fourths (3/4) of the workday is considered as having worked one-half (1/2) day and an employee present three-fourths (3/4) or more of the workday is considered working a full day, upon prior approval of the principal.

TEACHER DRESS CODE

The following uniform policy is in effect for the 2016-2017 school year:

Business Casual-

- Male teachers must wear slacks with a button down shirt with a tie Monday through Thursday.
 - No tie on Friday

- Female teachers can not wear:
 - Joggers
 - Leggings
 - Sweat pants
 - Flip Flops
 - Yoga
 - Low cut shirts
 - T-Shirts

SCHOOL VOLUNTEERS

School volunteers are greatly encouraged as a part of our school. Florida Statutes define a school volunteer as any non-paid person who may be appointed by a school or its designee. School volunteers may include, but not limited to, parents, senior citizens, students, and others who assist the teacher or other members of the school staff. All school volunteers must clear a background check prior to assuming volunteer responsibilities through Raptor. **This rule includes room parents. All chaperones must be cleared as volunteers prior to attending any and all field trips or school functions.**

SOLICITATIONS AND SALES

There will be no solicitations or sales of any non-instructional products, goods, materials or services on the school grounds. Products furnished by businesses for the purpose of advertising are not to be distributed to pupils, except for those donated items given as prizes/rewards.

SPECIAL CLASSES

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The teacher must accompany his/her class to and from all special classes. Students must arrive on time in an orderly manner and are expected to be dismissed on time in an orderly manner. **EACH STUDENT IS TO BE IN ATTENDANCE IN ALL SPECIAL CLASSES AS SCHEDULED.**

STAFF ARRIVAL

Instructional staff is expected to **arrive at school by 7:00 am or 8:00 am** and place their initials on the sign-in sheet. The school is to be notified if staff members will be late. Failure to do so may result in loss of pay for the day. It is imperative that the school be notified immediately when you know you will be absent or late. This will alleviate the problem of getting substitute coverage. **Please do not sign in and out in the morning as this may result in an audit exception for the school.** Your cooperation is expected and appreciated.

STAFF TARDINESS

Administration will monitor staff members who abuse the attendance and tardiness rules – it puts a hardship on your students and your fellow teachers. Additionally, it is neither fair to use special area teachers to cover classes if substitutes cannot be found in a timely manner. Any staff member expecting to arrive after the time they are expected at school must speak with a school administrator. If this policy is not adhered to, the employee will be charged a half-day absence.

SCHOOL SUPPORT TEAM/RESPONSE TO INTERVENTION

The purpose of the School Support Team (SST) is to devise alternative strategies for students who demonstrate learning or behavioral problems or for those students needing an enrichment component. Be aware that SPED programs are governed and ruled by federal guidelines; therefore, under no circumstance can a teacher volunteer any type of information regarding student testing/placement.

It is the teacher's responsibility to start the process on any student who needs additional support. This includes a classroom teacher and/or special area teacher. Parents may also request a SST for their child. It is their right to do so. If you need assistance, please see the ESE specialist.

It is important that parents are not advised of the following by instructional personnel:

Do not advise parents that their child will be tested. Referral for a psychological evaluation is determined by the M-Team/SST.

Do not advise parents that their child has a learning disability or is emotionally handicapped. Program eligibility is determined by a psychological evaluation and determined at the time of staffing by appropriate region personnel.

Do not advise parents that their child is gifted. Program eligibility is determined by a psychological evaluation and determined at the time of staffing by appropriate region personnel. **Do not advise parents that their child has ADD/ADHD.** This is a medical condition that can only be determined by a medical doctor not a school psychologist.

Do not advise parents that the evaluation process takes too long and they should consider having their child evaluated privately.

STUDENT WITHDRAWALS

When a child is withdrawing, the registrar may provide you with a Withdrawal Information Sheet. The use of this checklist facilitates the process of withdrawing the child. Occasionally, a child

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withdraws and then returns to school after several weeks. In this case, you must receive information from the registrar in order to re-admit this student to your class. This is your notification that he/she has cleared through the office and his/her records have been re-activated.

TELEPHONE USAGE/MESSAGES/CELLULAR PHONES

The school's telephones are for conducting school business. Personal telephone calls are to be limited to **EMERGENCIES ONLY**. Calls will not be transferred to your room, unless it is a family emergency. Charges for long distance calls to the school phones, requests for operator assistance, and operator requests to interrupt a call are prohibited. Telephone messages will be placed in your mailbox. You will be informed immediately should you receive an emergency phone call. Telephones on secretaries' desks are not to be used by staff members.

The phones in the main office and classroom extensions are specifically for official school business. The use of the telephone by children will be confined to emergency calls only. Under no circumstances are children to call their parents to make after school recreation arrangements, bring home learning assignments, etc. Please carefully screen student requests to use the phone. If teachers feel it necessary for a child to call home, an office pass should be filled out and brought by the child to the office.

Cellular Phones

Cellular phones may not be utilized during the time staff is assigned work duties and/or the supervision of students.

TESTING

It is important that we prepare our students for the required state and school testing. A variety of test formats are recommended to be used: timed test, multiple choice, short response and extended response, etc. The various formats are to be included in your regular classroom assessments. Pretests are to be administered to determine the students' prior knowledge. The results should be used to customize instruction, thus facilitate learning.

It remains the professional responsibility of each teacher to adhere to strict security and testing guidelines and administration. You will receive a Testing Calendar for the 2016-2017 school years. **Please mark all dates on your calendar.**

TEXTBOOKS

Adequate textbooks are to be provided to each student in order to ensure that required home learning assignments may be accomplished and provide continuity of instruction. Every student should have access to supplemental readers to be used in the classroom or at home.

Please do not make the statement, **"We do not have enough books."** If you find a need in Materials, we will attempt to correct it immediately.

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Each of you should assume the responsibility for textbook control with your group. Please account for all textbooks you checked out during the year. No student is ever to be denied textbooks. It is recommended that each teacher conduct quarterly textbook audits to help maintain accurate inventory accounts in the classroom.

All charges for lost or damaged books are to be paid in the office as soon as possible. The teacher must see the assistant principal for a textbook receipt that includes title and cost of the book. The student responsible for the loss or damaged book should come to the office with money and textbook receipt. Teachers are responsible for providing an accurate textbook inventory to the Assistant Principal at the end of the school year.

TITLE IX

SSA Sarasota is required to implement the necessary actions to fully comply with the Title IX Regulations prohibiting sex discrimination in schools. Physical education classes will be organized according to ability rather than sex except for certain contact sports. The intent of the requirement is to insure equal opportunities and remove cultural biases, which limit aspirations due to gender.

VIDEOS

Teachers may not show videos and/or streaming media in the classroom without prior authorization from the principal.

VISITORS

All visitors for students or staff must check into the main office and display their identification VISITOR PASS tags at all times.

Civil Rights and Diversity Compliance Facts About Sexual Harassment in Employment

Sexual harassment is a form of sex discrimination that violates Title VII of the Civil Rights Act of 1964.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when submission to or rejection of this conduct explicitly or implicitly affects an individual's employment, unreasonably interferes with an individual's work performance or creates an intimidating, hostile or offensive work environment.

Sexual harassment can occur in a variety of circumstances, including but not limited to the following:

- The victim as well as the harasser may be a woman or a man. The victim does not have to be of the opposite sex.
- The harasser can be the victim's supervisor, an agent of the employer, a supervisor in another area, a co-worker, or a non-employee.

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- The victim does not have to be the person harassed but could be anyone affected by the offensive conduct.
- Unlawful sexual harassment may occur without economic injury to or discharge of the victim.
- The harasser's conduct must be unwelcome.

It is helpful for the victim to directly inform the harasser that the conduct is unwelcome and must stop. The victim should use any employer complaint mechanism or grievance system available.

When investigating allegations of sexual harassment, EEOC looks at the whole record: the circumstances, such as the nature of the sexual advances, and the context in which the alleged incidents occurred. A determination on the allegations is made from the facts on a case-by-case basis.

Prevention is the best tool to eliminate sexual harassment in the workplace. Employers are encouraged to take steps necessary to prevent sexual harassment from occurring. They should clearly communicate to employees that sexual harassment will not be tolerated. They can do so by establishing an effective complaint or grievance process and taking immediate and appropriate action when an employee complains.

Civil Rights and Diversity Compliance Common Sense Suggestions for Non-Instructional Employees

- Do not discipline, counsel or touch students. Notify an administrator if you believe a student is misbehaving.
- Do not flirt with students, staff members, and co-workers.
- Do not discuss your personal life or personal matters with students, staff members, and co-workers.
- Know and follow your worksite policy regarding reporting absences and tardies.
- Request vacation days in writing and in advance for approval. Do not call in the morning and expect to be granted vacation leave for that day.

ATTACHMENT R

- **Do not conduct personal business during work hours or use the phone for personal calls.** Be present and on time every day. Be a role model at work and in the community.
 - Dress professionally, appropriately, and modestly. Wear your uniform if your job requires it. Know School Board Rules, especially regarding Drug-Free Work Place, Violence in the Workplace, Weapon Possession, Corporal Punishment, Sexual Harassment, Employee Conduct and Non-Instructional Personnel.
 - Do not argue with co-workers; use of profanity is prohibited by Board Rule.
 - Respect your supervisor and follow all instructions given, whether or not you agree with them.
Request a leave if you will be absent from the worksite more than 30 days.
 - Do not assume your supervisor/principal knows why you are absent for a long period of time. Notify him/her in writing of your intentions. It is better to resign than be terminated from your job for abandonment.
 - Remember, romance and work can be a dangerous combination. Do not risk your paycheck for what may be a temporary partner!
-
- Dress appropriately and modestly.
 - Keep your hands and other parts of your body to yourself. Do not flirt with teachers or staff members.
 - Do not harass fellow students; respect their differences. What you intend as humor may, in fact, be cultural bias or harassment.
 - Watch what you say, how you say it, and who you say it to.
 - Use common sense and good judgment. Ask yourself how someone else could perceive your comments or actions. Ask yourself if your comments or actions could be taken out of context and/or misinterpreted.

Civil Rights and Diversity Compliance Discrimination/Harassment

THE BOARD OF SSA SARASOTA ADHERES TO A POLICY OF NONDISCRIMINATION IN THE EDUCATIONAL AND WORK ENVIRONMENTS.

DISCRIMINATION/HARASSMENT

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It is the policy of the SSA Board, that all students and employees be treated with respect. The School strives affirmatively to provide a workplace and educational environment free from discrimination and harassment (including sexual harassment), as required by law. Through this policy, the School establishes its intent to provide equal access, opportunity, and treatment to students in the provision of educational programs and activities and to applicants and employees in all aspects of the employment process. Slurs, innuendos, hostile treatment, violence, or other verbal or physical conduct SSAinst a student or employee reflecting his/her race, ethnic origin, sexual orientation, gender, or any other of the categories described below, will NOT be tolerated by the School.

The SSA Board Policy covers the following protected categories:

- > Gender
- > Race
- > Color
- > Age
- > Disability
- > Social and Family Background
- > Linguistic Preference
- > Ethnic or National Origin
- > Marital Status
- > Religion
- > Sexual Orientation
- > Political Beliefs
- > Pregnancy

Sexual Harassment will NOT be tolerated.

Sexual Harassment includes:

Unwelcome sexual advance;

Requests for sexual favors; and other verbal or physical conduct of a sexual nature

When:

Submission to such conduct is made - either explicitly or implicitly - a term or condition of employment or participation in an educational program; submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual; or such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidation, hostile, or offensive working or educational environment

RETALIATION SSAINST A STUDENT OR EMPLOYEE WHO FILES A COMPLAINT IS PROHIBITED BY LAW.

If any student, employee, or applicant has a complaint of discrimination/harassment that cannot be resolved with the appropriate school administrator, said complaint can be made to the SSA Board chairperson.

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Civil Rights and Diversity Compliance Federal and State Laws

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964 as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of gender.

Age Discrimination in Employment Act of 1967 (ADEA) as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

The Equal Pay Act of 1963 as amended prohibits gender discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against the disabled.

Americans with Disabilities Act of 1990 (ADA) prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

The Family and Medical Leave Act of 1993 (FMLA) requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons.

The Pregnancy Discrimination Act of 1978 prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

Florida Educational Equity Act (FEEA) prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

Florida Civil Rights Act of 1992 secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 205.07 (Florida Statutes), which stipulate categorical preferences for employment.

Civil Rights and Diversity Compliance How to File a Complaint

CHAPTER 6B-1

CODE OF ETHICS - EDUCATION PROFESSION

6B-1.006 Principles of Professional Conduct for the Education Profession in Florida

6B-1.001 Code of Ethics of the Education Profession in Florida.

(1) The educator values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.

(2) The educator's primary professional concern will always be for the student and for the development of the student's potential. The educator will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.

(3) Aware of the importance of maintaining the respect and confidence of one's colleagues, of students, of parents, and of other members of the community, the educator strives to achieve and sustain the highest degree of ethical conduct.

Specific Authority 229.053(1), 231.546(2) (b) FS. Law Implemented 231.546(2) (b) FS. History - New 3-24-65, Amended 8-9-69, Repromulgated 12-5-74, Amended 8-12-81, 7-6-82, Formerly 6B-1.01.

6B-1.006 Principles of Professional Conduct for the Education Profession in Florida.

(1) The following disciplinary rule shall constitute the Principles of Professional Conduct for the Education Profession in Florida.

(2) Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator's certificate, or the other penalties as provided by law.

(3) Obligation to the student requires that the individual:

(a) Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety

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(b) Shall not unreasonably restrain a student from independent action in pursuit of learning.

(c) Shall not unreasonably deny a student access to diverse points of view.

(d) Shall not intentionally suppress or distort subject matter relevant to a student's academic program.

(e) Shall not intentionally expose a student to unnecessary embarrassment or disparagement.

(f) Shall not intentionally violate or deny a student's legal rights.

(g) Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.

(h) Shall not exploit a relationship with a student for personal gain or advantage.

(i) Shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

(4) Obligation to the public requires that the individual:

(a) Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.

(b) Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.

(c) Shall not use institutional privileges for personal gain or advantage.

(d) Shall accept no gratuity, gift, or favor that might influence professional judgment.

(e) Shall offer no gratuity, gift, or favor to obtain special advantages.

(5) Obligation to the profession of education requires that the individual:

(a) Shall maintain honesty in all professional dealings.

(b) Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.

(c) Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.

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- (d) Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.
- (e) Shall not make malicious or intentionally false statements about a colleague.
- (f) Shall not use coercive means or promise special treatment to influence professional judgments of colleagues.
- (g) Shall not misrepresent one's own professional qualifications.
- (h) Shall not submit fraudulent information on any document in connection with professional activities.
- (i) Shall not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.
- (j) Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.
- (k) Shall provide upon the request of the certificated individual a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
- (l) Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct for the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules.
- (m) Shall self-report within forty-eight (48) hours to appropriate authorities (as determined by district) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendere for any criminal offense other than a minor traffic violation within forty-eight (48) hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of Sections 943.0585(4)(c) and 943.059(4)(c), Florida Statutes.
- (n) Shall report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 231.28(1), Florida Statutes.
- (o) Shall seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 231.28(1), Florida Statutes.

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(p) Shall comply with the conditions of an order of the Education Practices Commission imposing probation, imposing a fine, or restricting the authorized scope of practice.

(q) Shall, as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.

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EMERGENCY PROCEDURES IN CASE OF A DISTURBANCE

During times of emergency the primary responsibility of all school personnel is to provide for the personal safety of students, to isolate the problem area, and keep the school organized and under control.

If an emergency situation should arise, all personnel are to adhere to the following guidelines:

TEACHERS

- Teachers are to hold assigned children regardless of their classroom setting at the time of the announcement of an emergency. Students are to remain in class under the supervision of that teacher.
- Check outside of your classroom and allow children in the halls near your room inside of your class, regardless of their homeroom assignments.
- Close and lock your classroom doors.
- Press the call button in your room to let the office know the names and homeroom teacher of children in your room who are not part of your homeroom class.
- Maintain calm and order within the classrooms.
- Do not permit students to leave your class for any reason.
- Listen carefully to all announcements. Do not dismiss students until advised by the principal or designee.
- Teachers who travel between classes must find the closest secured area away from the disturbance.

SECURITY

- Assigned security personnel will report directly to the group restrooms and escort all children in that area directly to the cafeteria or nearest safe location away from the disturbance.

CUSTODIANS

- immediately lock bathrooms as soon as they are clear of children.
- Lock and close all gates/doors leading into the building.
- Move throughout the building, collecting and disposing of any instruments that may be used as weapons (bottles, boards, sticks, etc.).
- Move into the cafeteria area and help cafeteria workers secure cafeteria SSAinst outsiders.
- When disturbance is over, begin immediate cleanup of affected area.

PHYSICAL EDUCATION CLASSES

The physical education instructors will escort children under their supervision directly into nearest safe location away from the disturbance.

CAFETERIA WORKERS

Close and lock all doors and secure cafeteria SSAinst outsiders. Assist to supervise students in dining area during the disturbance. If and/or when media should arrive a 'no comment' statement should be given so that a single source can act as rumor control. Doors may not be opened at any time.

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MAIN OFFICE

- Assist to secure office area.
- Call police and/or paramedics once cleared by the principal.
- Manage incoming information and relay to the Principal and The Assistant Principal over the two way radio.
- Assign office staff to monitor phones and public addresses system as well as the clinic.

PRINCIPAL

- Move to area of disturbance.

THE ASSISTANT PRINCIPAL

- Move to area of disturbance or other location directed by the principal.

OFFICE STAFF

The office staff will assist in the office/clinic area. All personnel are instructed not to make any outgoing calls in order to keep the lines available for emergency calls.

COUNSELOR

- Work with and assist members of the Hollywood Police.
- Maintain an accurate record of events, a list of injured students, and names of violators.
- Assist in giving first aid to injured students and supervising notification of their parents and/or 911 in main office areas.
- Upon direction by the principal, notify the principals of the feeder pattern

BOMB SCARE

In the case of a bomb threat, the announcement will be "Search Drill." At that time, teachers will initiate an evacuation and report any suspicious items the main office. Does not touch, prod, or move suspicious object. Do not use cell phone, hand radio or P.A. system as these may detonate device.

FIRE DRILL/EVACUATION

The alarm will be a continuous audible signal that will indicate the evacuation of the school. When the alarm is activated, children should proceed to the area designated for their classroom by means of the nearest exit. They should be instructed to leave in a silent, orderly manner.

During the year there will be at least one fire drill per month. Students should practice before the scheduled drill.

- Evacuation routes are posted and easily seen by every exit.
- Never allow furniture to block exits.
- Do not block vision of fire extinguisher or fire exit signs.
- Teachers must take their gradebooks with them during evacuation to account for each student.

The "All Clear" for re-entry will be given by the principal or designee.

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All staff members must make certain that an emergency evacuation route map specifying both primary and secondary routes is posted near the door in each room. If none exists, notify the designated administrator.

HOMICIDAL THREAT

- Remain calm
- Assess immediate danger; do NOT make any sudden moves.
- Notify the main office when it is safe to do so.
- Follow orders of administrator for personal safety.

HOSTAGE SITUATION

- Remain calm
- Do not attempt to defuse the situation. This is a police function.
- Do not agitate or anger predator.
- Do NOT make any sudden moves.
- Follow orders of administrator for personal safety.

SUICIDAL THREAT/ATTEMPT/IDEATION

- Contact office immediately and report situation
- If an actual attempt, exit students from room (depending on severity) to a nearby class. Remain with victim until assistance arrives. Gather information to report to appropriate officials.
- During a threat/ideation report incident to administrator immediately. Do not leave student alone. Escort student to the office if possible or wait for assistance. All threats/ideations must be reported immediately so that assistance may be rendered.
**REPORT ANY AND ALL THREATS/IDEATIONS REGARDLESS OF SEVERITY.
DO NOT DISMISS ANY THREAT/IDEATION.**

GUIDELINES FOR INSTRUCTION PERTAINING TO THE FLAG AND PLEDGE OF ALLEGIANCE

The flag and the pledge of allegiance to the flag are important symbols of the democratic heritage of the United States. It is required that the pledge of allegiance be said at the beginning of the day in every elementary and secondary public school.

The public school system is one of the major social institutions responsible for the transmission of our democratic heritage to present and future generations. In fulfilling that responsibility, each school through its instructional programs and activities will provide knowledge of and encourage respect for the important symbols of our nation. Board Rule, Florida and federal statutes, and court decisions provide the bases for the following guidelines to be observed by each school in carrying on instructional activities in regard to the flag and pledge of allegiance.

- I. Teachers will direct their instructional efforts toward understanding patriotism and appreciation of freedom in our country.
- II. The essentials of the United States Constitution and flag education, including proper flag display and flag salute will be taught in all schools.
- III. In pledging allegiance to the flag, the following pledge will be used: "I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all." Students

ATTACHMENT R

will be taught not to pause after one nation when reciting the pledge of allegiance to the flag.

- IV. The pledge of allegiance will be rendered by standing with the right hand over the heart.
- V. Students who, because of religious or other deep personal conviction, do not participate in the salute and pledge of allegiance to the flag will stand or sit in silence.
 - A. The staff will counsel with students who do not participate in the pledge and flag salute. The main purpose for counseling would be to assist students in understanding our democratic heritage and in respecting the rights of all citizens. Parents are to be contacted to determine the reason for the student's behavior. Parents will be asked to provide a written request to excuse the student from reciting the pledge.
 - B. Students who do not participate in the pledge and salute, who stand or sit quietly, even though failing to get written parental permission, may not be disciplined.
 - C. Students not participating in the pledge and salute to the flag who interfere with others doing so will be considered disruptive. Any gestures, words, or actions other than those officially prescribed above will be considered interference with the rights of others and disruptive. In those instances where interference or disruption occurs, the school staff will take appropriate disciplinary action.

Application for Admission***Student Information***Student Applicant's Full Name _____
Last First Middle

Date of Birth _____ Current School _____

Grade Level Applying for the 2018-2019 school year? (circle one) **K 1 2 3 4 5 6 7 8**

Are you a sibling of a currently enrolled student? Yes No

List the name of your currently enrolled sibling _____

Are you a twin or multiple birth sibling? Yes No

List the name of your twin or multiple birth siblings _____

Contact Information

Home Address _____ City _____

State _____ Zip _____ Home Phone (____) _____ - _____ Cell Phone (____) _____ - _____

Primary Email _____

Secondary Email _____

Parent(s)/Guardian(s)(1) Name _____ Relationship to Student
Last First

Address (if different from student) _____

(2) Name _____ Relationship to Student
Last First

Address (if different from student) _____

Legal Custody of Child (circle one) Both Parents Mother Only Father Only Other _____

Sign your name, certifying that you have read the Admissions Procedures document before completing this application.

Avant Garde Academy admits students without regard to race, sex, disability, color, religion, national, or ethnic origin.



RIVERVIEW HIGH SCHOOL

SARASOTA, FL 34231
(941) 923-1484
(941) 361-6175 FAX
WWW.RIVERVIEWHS.COM

4/10/17

To Whom It May Concern,

This is an open letter of support for the Sarasota STEM Academy and their application for Charter School status here in Sarasota County. We believe in the need for a K-8 model school with curricular emphasis centering on Environmental and Marine Sciences. The use of integrated thematic instruction focused on the marine environment, and the use of STEM based instructional practices, will produce well-rounded graduates who are better able to serve as stewards for the planet we all share.

Riverview High has offered courses in Marine Biology for the past twenty years. The addition of our Aqua Dome (aquaculture program) and our Stars to Starfish intern program have allowed for Marine Biology courses to become even more popular with our students. As many as 300 high school students take part in these classes in a given year and over 5,000 elementary school age children annually come to tour our labs. Due to this overwhelming interest, we have designed curriculum, purchased materials, developed professional development programs, cultivated business partnerships, and even built facilities that are one of a kind for any public school in the State of Florida. As we believe in the mission of the Avant Garde Academy, we will be happy to share any and all resources as needed.

Our extensive background in marine biology education will allow us to share what works and what does not. We can assist Sarasota STEM with the creation/implementation of their program and allow them to avoid the many caveats that we learned of only through trial and error. So much of the value in Sarasota County is connected to the natural world. Having a school with a curriculum designed to promote environmental awareness and stewardship of our natural resources will have a positive impact on our County as a whole, and the benefits from this program will be long lasting and far reaching. For those reasons, Riverview High School is proud to pledge our support.

If I can provide any further information related to RHS, our Marine Biology program, or ways in which we can help, please do not hesitate to contact me at the number given below. Thank you for your time.

Sincerely,

Glenn Wachter
Assistant Principal

CHARTER SCHOOL BENEVA, LLC

July 20, 2017

Re: Letter of Intent (“LOI”) to acquire land, construct a building and lease to Sarasota STEM Academy Charter School (“S-STEM”)(“Tenant”) with option-to-purchase to S-STEM (or related building corporation, “School”, and “School” interchangeably).

This LOI outlines the prospective terms under which Charter School Beneva, LLC, (“Landlord”), is prepared to purchase and improve the real property located at **930 N. Beneva Rd. Sarasota, FL 34232** (“Property”) and sublease the Property to Tenant (“Lease”) with Option-to-Purchase to Tenant. The acquisition and proposed improvements in and to the Property consistent with the terms of the Lease shall be referred to as the “Project.”

The Property and improvement costs are roughly estimated at \$12,000,000. This estimate is subject to revision and calculations for total project costs are subject to change based upon actual project costs.

- **Total Acquisition Cost.** As used herein, the term “Total Acquisition Cost” means the aggregate of the actual, complete and final (“all-inclusive”) cost of acquiring the Property including, but not limited to: all inspections of the Property, surveys, environmental reports, zoning and land use changes, legal fees, transfer and recording taxes, title insurance costs, brokerage fees, permitting fees, project administration fee, and all related closing costs.
- **Total Construction Cost.** As used herein, the term “Total Construction Cost” means the aggregate of the actual, complete and final (“all-inclusive”) cost of renovating the Property, including but not limited to: architectural, engineering and legal fees; application and permit fees and any other predevelopment soft costs associated with the design of and specifications to suit School’s needs and/or to obtain the requisite governmental approvals for the Project; off-site improvements and horizontal on-site improvements; the hard cost of construction of the vertical improvements; all capitalized interest any and all property taxes due and payable during construction of the Project; payments to third parties for title insurance, surveys and other due diligence, financing fee, finders fee, project management fee, and operating expenses prior to the completion of the Project; and the cost of the interior “finishings”, building fixtures, and equipment.

- **Total Project Cost.** As used herein, the term “Total Project Cost” shall mean the sum of Total Acquisition Cost, plus Total Construction Cost.
- **Purchase Option.** School may exercise its Option-to-Purchase of the Entire Property no earlier than five years, as is set forth in the Lease, at a purchase price equal to (100%) of Total Project Cost. The purchase price will increase by two percent (2%) per year from years six through ten (6-10), so that the purchase price is 102% of Total Project Cost in year six, and so on. The option to purchase will expire at the end of year 10.

The Lease shall include, but not be limited to, the following terms:

- **School.** S-STEM Charter School
- **Landlord.** Charter School Beneva, LLC
- **Term of Lease.** Twenty-five (25) years with two (2), five (5) year options to renew
- **Lease Payments.** Beginning on the Lease Commencement Date, annual rent will be equal to the amounts set forth below. Rent shall be due and payable on a monthly basis, paid in equal monthly installments, and shall commence on the Lease Commencement Date, and commence on July 1 of each year thereafter. The rent rate in years 1-5 is set at \$900 per student per year. Should the school choose not to exercise its option to purchase at the end of year five, rent will then become the product of Total Project Costs multiplied by 8.5% beginning in year 5. Rent will then increase by one percent (1%) from years six through ten (6-10). For the remainder of the lease term (years 11-25) rent will increase every five years, by 2% over the then-current rate.
- **Operating Costs (Additional Rent).** The Lease is a triple net lease. All costs of operating and maintaining the Property and Improvements, including, but not limited to, real estate or property taxes, insurance, and utilities, are the responsibility of the School and are to be paid directly by School.
- **Lease Commencement Date.** The Lease shall commence on the date that Tenant’s portion of the building has been certified for occupancy (temporary or permanent).
- **Security Deposit.** School will pay a Fifty Thousand (\$50,000) security deposit due five (5) days after lease execution.
- **Build-to-Suit Improvements.** School and Landlord will work together to define the scope of work which will be agreed upon by agreed upon by School and

Landlord. Any changes are subject to Landlord's sole and absolute discretion, not to be unreasonably withheld.

All work undertaken by Landlord will be those requested by School and mandated by law and applicable building code requirements for public charter schools with regard to Florida regulations.

Landlord will apprise School of the cost to construction and provide documentation thereof.

- **Project Management Fee.** Landlord shall earn a Project Management Fee equal to 3% of the Total Construction Cost. The Project Management Fee shall be included as part of the Total Construction Cost for purposes of calculating rent and purchase price.
- **Project Administration Fee.** Upon closing of the financing and acquisition of the Property, Landlord shall have earned a Project Administration Fee equal to \$25,000. The Project Administration Fee shall be included as part of the Total Acquisition Cost for purposes of calculating rent and purchase price.
- **3rd Party Commissions/Fees on behalf of School.** School shall indemnify and hold Landlord harmless from and against any claim for brokerage or other commissions asserted by any broker, agent or finder employed by School or with whom School has dealt.
- **Acceleration.** The full amount owed under the Lease will be accelerated upon an Event of Default.
- **Design and Construction.** Landlord shall work with School on the selection and engagement of the general contractor and all subcontractors to construct the improvements while complying with any applicable bidding or procurement laws and regulations. Landlord will provide owner's representation and retain ultimate construction/project management oversight responsibility.
- **Landlord's Right to Approve Assignment.** Landlord shall have the right to approve of any assignment of the Lease and any assignee of School, which approval shall be granted or denied in Landlord's sole and absolute discretion, not to be unreasonably withheld. School acknowledges that any proposed assignment will be subject to credit underwriting approval of the assignee.
- **Subordination of Fees.** If at any time during the term of the Lease the School enters into a contract with an Educational Management Organization ("EMO") or Charter Management Organization ("CMO"), the EMO or CMO shall subordinate all management fees payments CMO shall subordinate all management fees payments to any lease payments throughout the entire term of the Lease such that

the management fees will not be paid in a given month if that month's lease payments are not paid.

- **Use of Property.** The Property shall be used as a public charter school and affiliated activities and for no other purposes.

- **Insurance.** School is to provide, at its expense, adequate fire, casualty, liability, sexual molestation, and such other insurance as may be required by the Landlord (or as required by the lender providing financing for the Project) for the Property. At least five (5) days prior to Lease Commencement Date, the School will deliver to the Landlord for its approval, policies or binders evidencing such insurance, and that such insurance policy premiums have been paid to at least one year in advance. Certificates of Insurance are not acceptable as evidence of compliance with this section. Furthermore, the School shall, at its expense, maintain such policies during the term of the Lease in such amounts as may be required by the Landlord.

Each policy of insurance shall name the Landlord, and any lender if necessary, as loss payee on School's hazard insurance and as an additional insured party on School's liability insurance policy, and shall provide that such policy may not be surrendered, canceled or substantially modified, without the insurer providing at least thirty (30) days prior written notice thereof to all parties named as insured or loss payee therein, including Landlord. The policies of insurance shall be in such amounts and with deductibles as determined by Landlord in its sole and absolute discretion.

Each policy shall include a "guaranteed replacement cost" clause, which eliminates any deduction for depreciation, and an "agreed amount" clause, which removes the co-insurance provision.

- **Covenants.** Please see Exhibit B attached hereto.

- **Reporting Requirements.**

i. School covenants and agrees to provide the expected enrollment and actual enrollment as calculated by including each student considered as participating in the School (broken down by campus) as a result of the most recent count and official enrollment report required by the government agency responsible for granting School its charter (the "Granting Authority") or other such agency as designated by the laws of the State of Florida to collect and verify enrollment data from public Charter Schools.

ii. Within forty-five (45) days of the end of each school year, School shall also provide to Landlord an annual report documenting (i) the previous school year's progress in meeting the performance-based goals identified in School's charter application and (ii) all State-mandated test scores and performance assessments and

other accountability indicators, including proficiency rates and other results as required under the federal Elementary and Secondary Education Act (for so long as such statute applies to public charter schools).

iii. Within thirty (30) days following its annual issuance but no later than December 31 of each year, School shall provide to Landlord a copy of its annual audited financial statements. In addition, at the earlier of August 1st of each Lease Year or within thirty (30) days after submittal to the State, School shall provide to Landlord a copy of its annual operating budget, as approved by the School's governing board and submitted to the State.

iv. School shall provide to Landlord any and all material correspondence from the Granting Authority. School shall also provide to Landlord any and all documentation related to the continuation or renewal of the School's charter, including but not limited to periodic compliance reviews by the Granting Authority.

v. Within forty five (45) days of the end of each quarter, School shall provide its most recent unaudited financial statements.

vi. School shall also provide such other documents and instruments as Landlord may reasonably require.

In the event School exercises the option to purchase the Property, the following will apply:

- Evidence of Title / Deed.** Within thirty (30) days following the execution of a mutually agreed Purchase Agreement, the Seller will produce such deeds and affidavits as required by the title company and shall be in recordable form acceptable to Purchaser's and Seller's counsel subject only to title exceptions acceptable to Purchaser and any liens or encumbrances created by Purchaser.
- Taxes, Assessment and Closing Costs.** Real estate taxes, if applicable, due and payable during the year in which the Closing or real estate taxes becoming a lien during the year in which the closing occurs shall be paid by Seller.

[INTENTIONALLY LEFT BLANK – SIGNATURES ON SUBSEQUENT PAGE]

Sincerely,

Agreed and Accepted by:

EXHIBIT A

Estimated Project Budget & Preliminary Analysis

(Subject to revision to include Total Project Costs and Building Hope Review)

EXHIBIT B

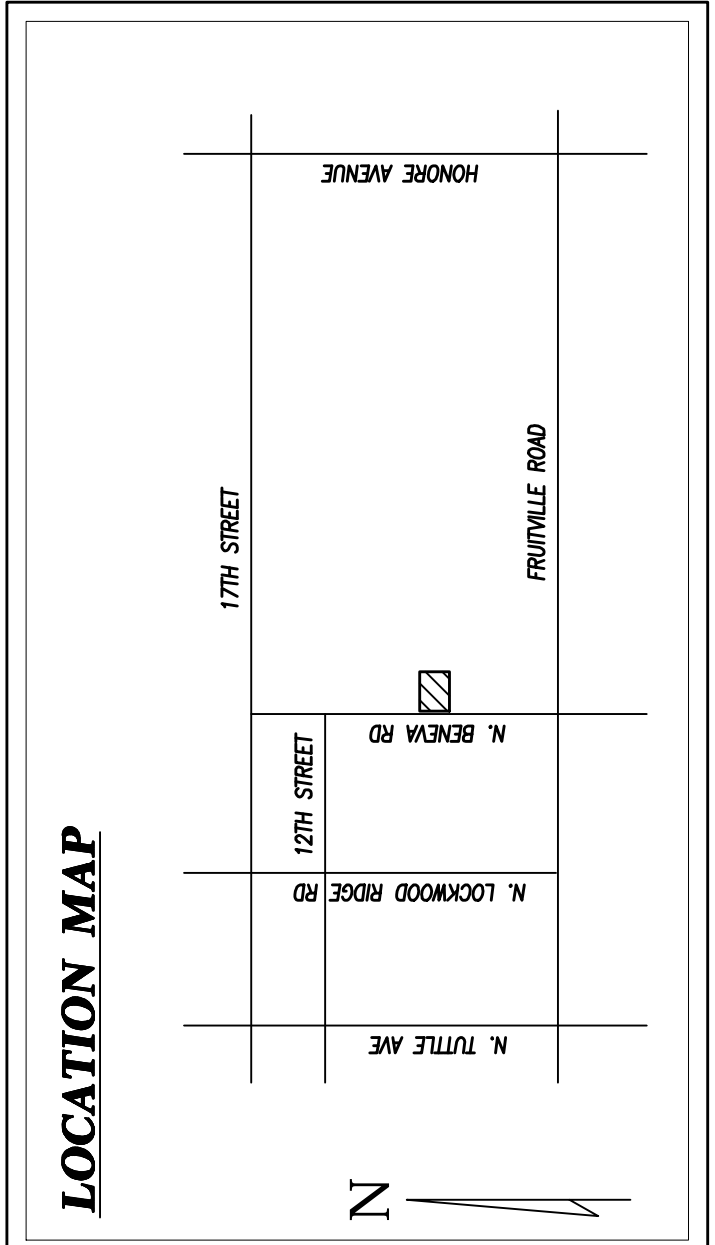
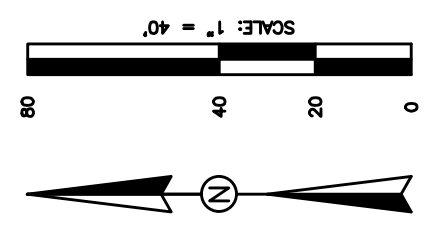
The Lease shall contain such covenants, representations and warranties as Landlord deems appropriate, including, without limitation, the following (subject to potential additional requirements from Landlord's lenders):

1. School shall notify Landlord in writing of any change in the composition of its board of directors/trustees (excluding those members that are parents of students) and its senior management within thirty (30) days of obtaining knowledge of such change. For the purposes hereof, the term "Senior Management" shall include the positions of Principal, Assistant Principal, Curriculum Director, Dean of Students, Business/Financial Manager and Executive Director.
2. School shall notify Landlord in writing of the engagement of any Educational Management Organization or Charter Management Organization. School acknowledges that it is currently receiving management services from Build the Future Education Collaborative.
3. School will obtain a charter in the name of School to operate at the Property (the "Charter"). The Charter is valid and School shall timely make application to the Granting Authority, to renew the Charter prior to its expiration and at the required intervals thereafter in order to keep its Charter valid and remain in good standing with the Granting Authority.
4. School shall notify Landlord in writing of any amendments to its charter agreement with the authorizer.
5. School shall comply with the financial reporting requirements set forth by Landlord and provide such other financial information as Landlord may reasonably request.
6. School shall covenant and agree not to perform any act or enter into any agreement that shall cause any revocation or adverse modification of its application to be or status as a nonprofit charter school and organization described in Section 501(c)(3) of the Internal Revenue Code, or carry on or permit to be carried on in the Property or permit such facilities to be used in or for any trade or business the conduct of which is not substantially related to the exercise or performance by School of the purposes or functions constituting the basis for its exemption under Section 501(c)(3) of the Internal Revenue Code if such use of such facilities would result in the loss of Borrower's exempt status under Section 501(c)(3) of the Internal Revenue Code.
7. School shall covenant and affirm that: (i) School has been granted "charter school" status under the applicable laws of the District of Columbia and is entitled to operate a charter school at the Property; (ii) School has no reason to believe that School's charter will not be renewed in accordance with and as required by applicable laws of the State of operation; (iii) School's charter to operate such charter school is in full

force and effect; (iv) School is in compliance with all applicable terms and provisions of its public school charter and all applicable laws and requirements of the State and each Granting Authority relating to the ownership and operation of charter schools generally and School's charter school specifically; (v) each and every other charter of School is in good standing and has not been revoked nor is any revocation or suspension pending or threatened; and (vi) without the prior written consent of Landlord, School shall not modify or amend its Charter.

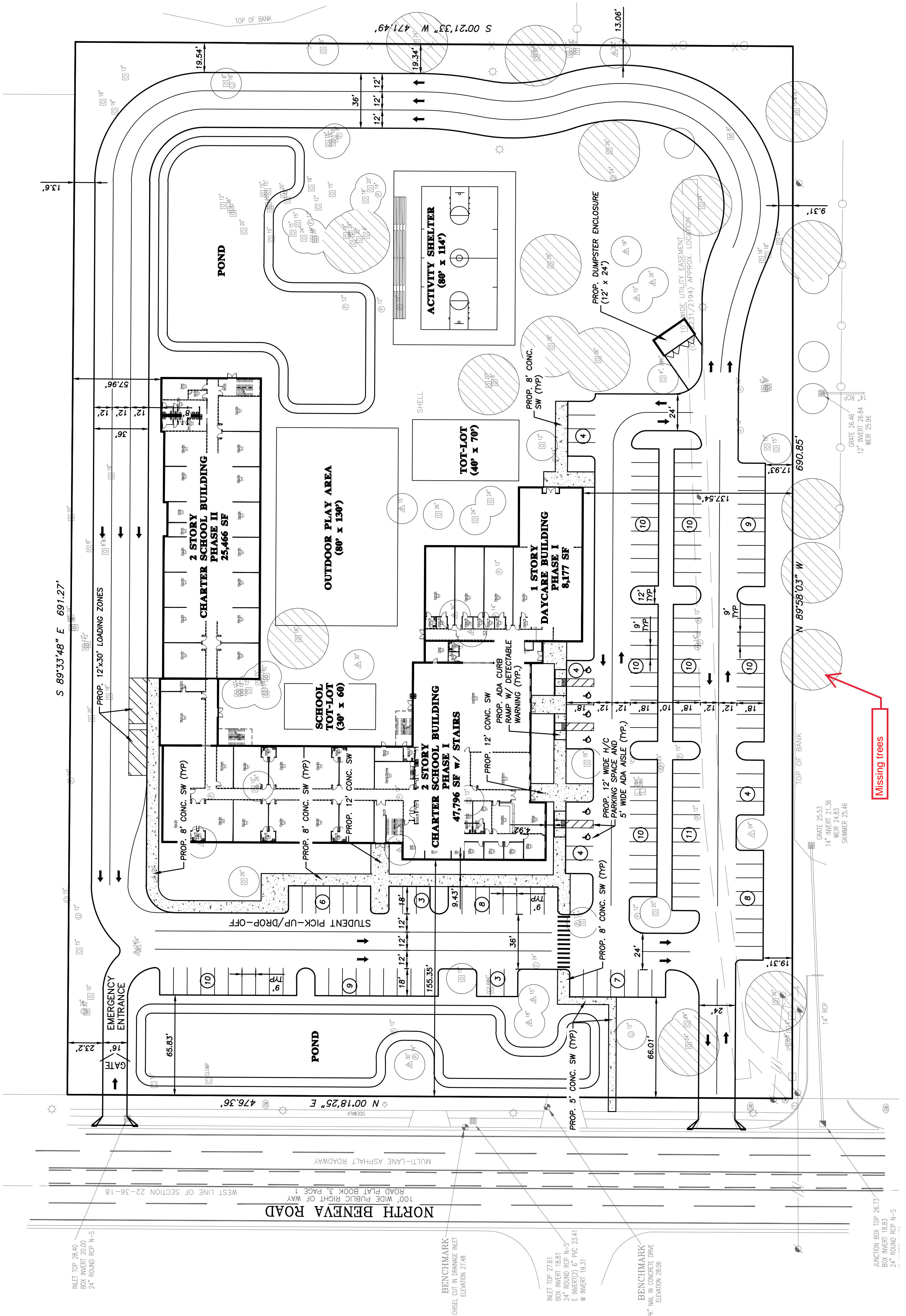
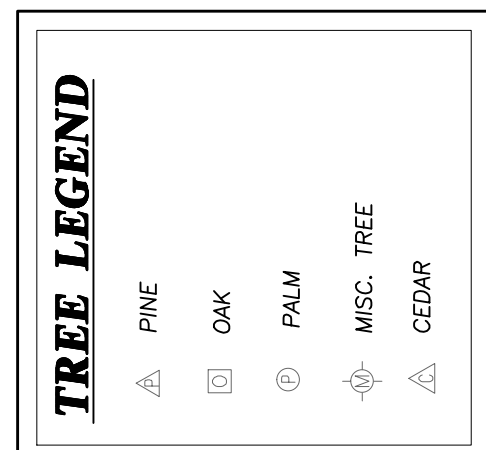
8. Without the prior written consent of Landlord, which consent shall not be unreasonably withheld, School shall not acquire any other real or personal property (that is not in the Landlord approved budget for a given year and that exceeds a fair market value of \$25,000 for any single item of personal property) or enter into, amend, modify and/or extend any lease for other real or personal property (that is not in the budget for a given year and that exceeds a fair market value of \$25,000 for any single item of personal property), except that School shall be permitted to enter into capital leases relating to tangible personal property that will be located at the Property and used in school operations (the "Permitted Capital Leases"). Additionally, School must obtain Landlord's approval, not to be unreasonably withheld, before operating any new public charter school campuses under the same charter.
9. School may be required by Landlord's senior lender to create such reserves as a sinking fund or a repair and restoration reserve, or to pledge its revenue associated with the Property. School shall use commercially reasonable efforts, and Landlord will work with School in good faith, to ensure compliance with such requirements of Landlord's senior lender.
10. Don't we need to say something about getting pledge of the revenue for the students at this location

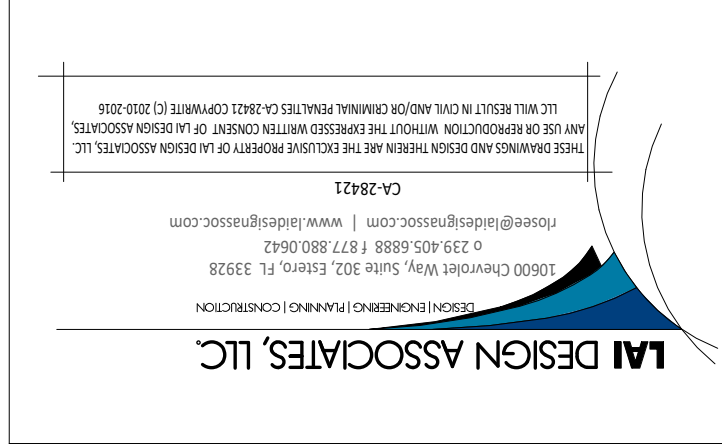
CHARTER SCHOOL BENEVA, LLC



SITE DATA

PARCEL ID # 2032040003
CURRENT ZONING RMFLR PARK
FUTURE ZONING PUBLIC CHARTER SCHOOL AND DAYCARE
PROPOSED USE MULTIFAMILY (MODERATE DENSITY)
TOTAL SITE AREA 327,508 S.F. / 7.52 ACRES
PROPOSED OPEN PAVEMENT AREA 327,508 S.F. / 7.52 ACRES (BLDG, CONC. & ASPHL)
PROPOSED OPEN GREEN SPACE 0 S.F. / 0 ACRES (XXX)
PROPOSED BUILDING FOOTPRINT 81,440 G.S.F.
PROPOSED BUILDING AREA 81,440 G.S.F.
PROPOSED BUILDING HEIGHT 2 STORIES
PARKING REQUIRED 142 SPACES
PARKING PROVIDED 150 SPACES (DAYCARE: 1 PER 300 SF PLUS 3 SPACES)
POTABLE WATER SUPPLY PROPOSED (SCHOOL, ELEMENTARY, MIDDLE AND JUNIOR: 2 PER CLASSROOM)
SANITARY SEWER PROPOSED (INCLUDING H/C)
CITY OF SARASOTA
CITY OF SARASOTA





Civil Engineer

Mechanical/Electrical Engineers
Locke Mass Associates, LLC
 15600 Chevrolet Way, Suite 302
 P. 734-741-2917

Structural Engineer
Select Structural
 12573 New Britanny Blvd.
 Fort Myers, FL 33907
 (239) 210-5090



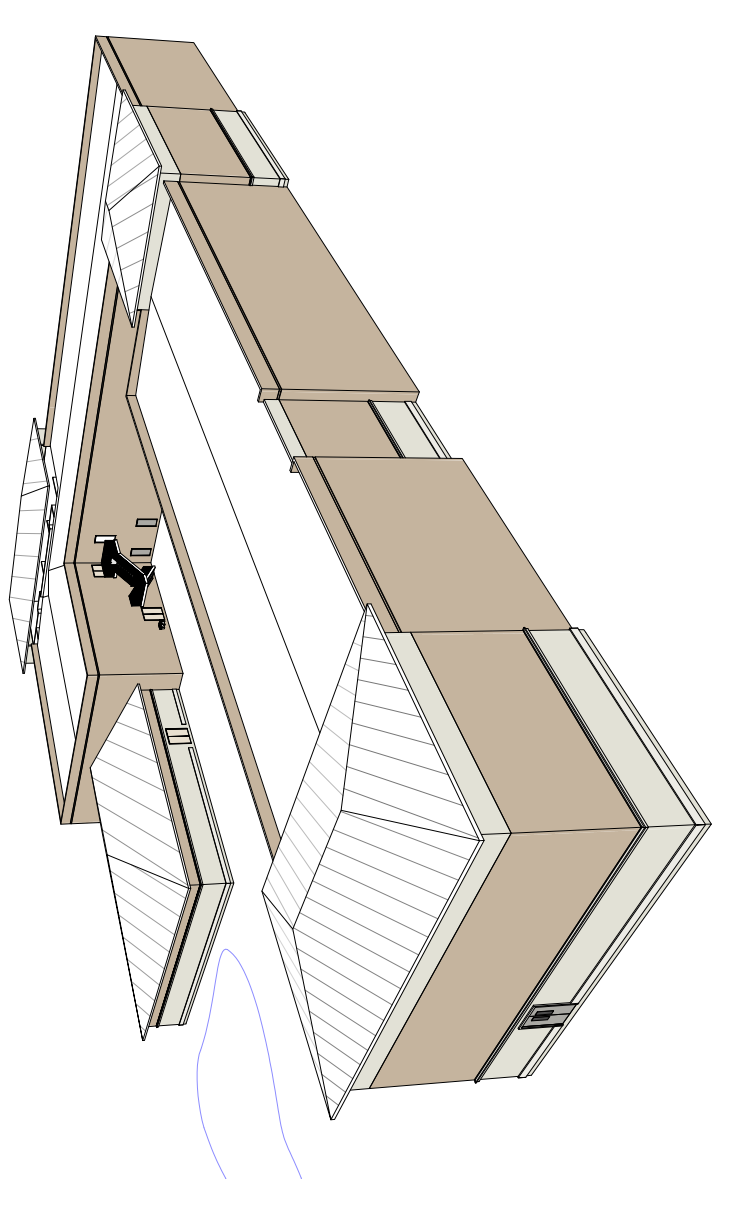
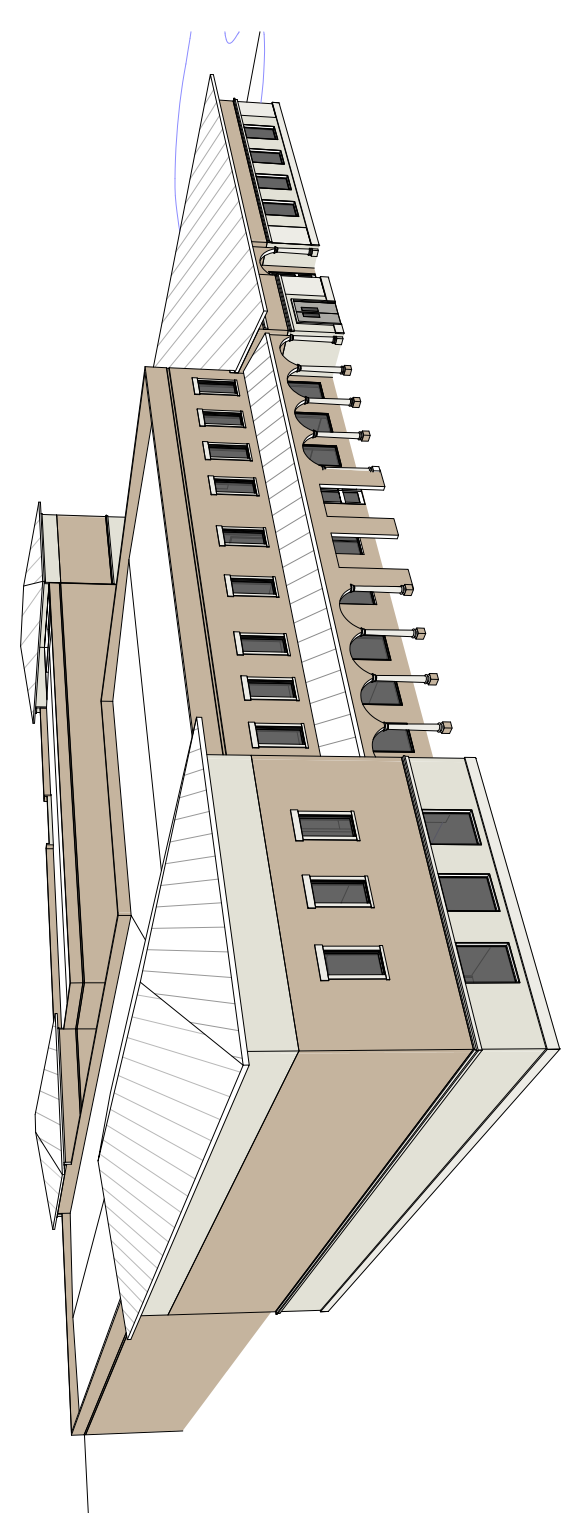
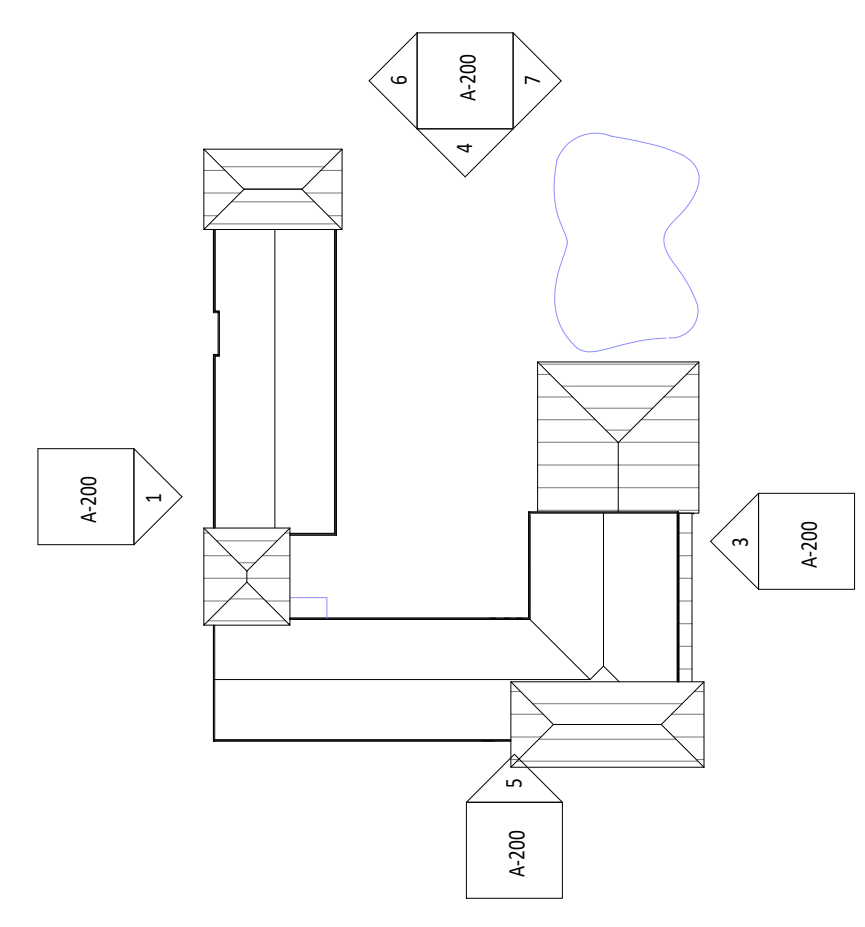
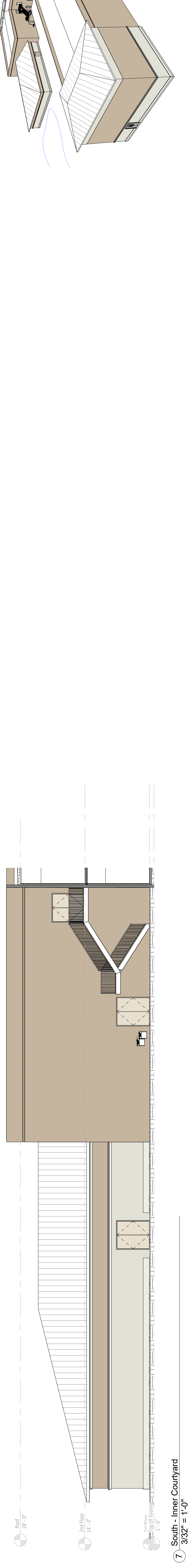
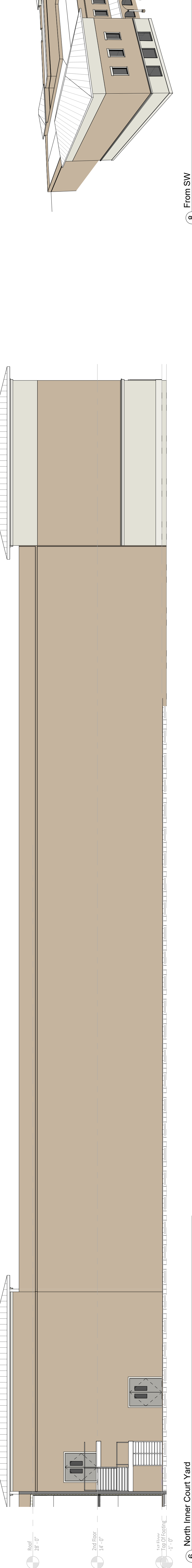
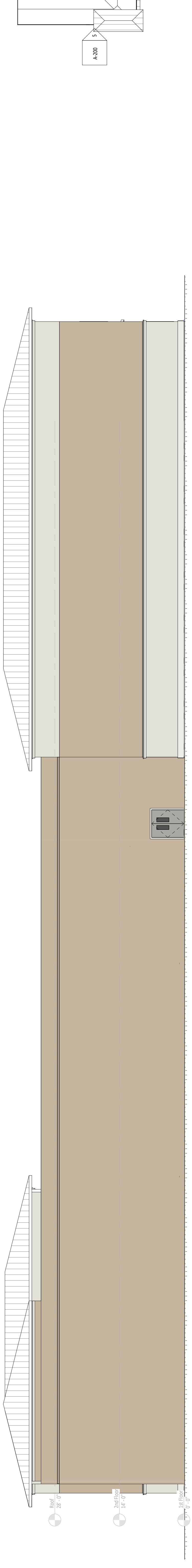
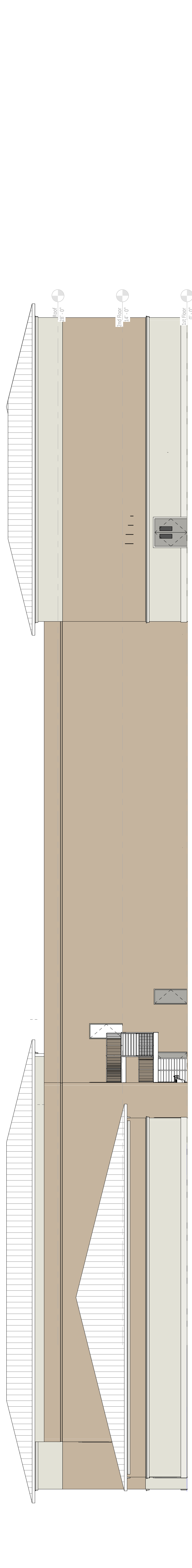
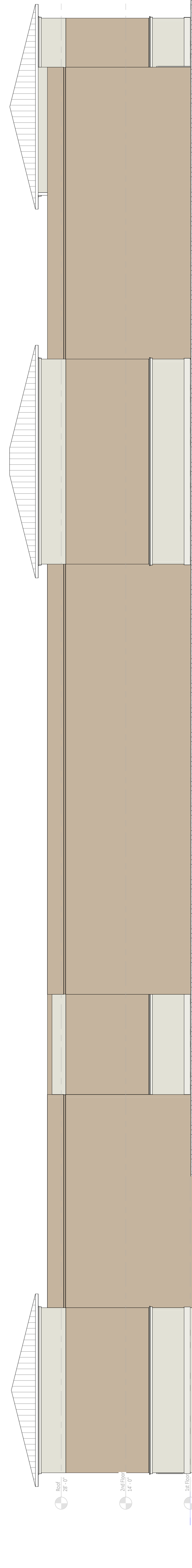
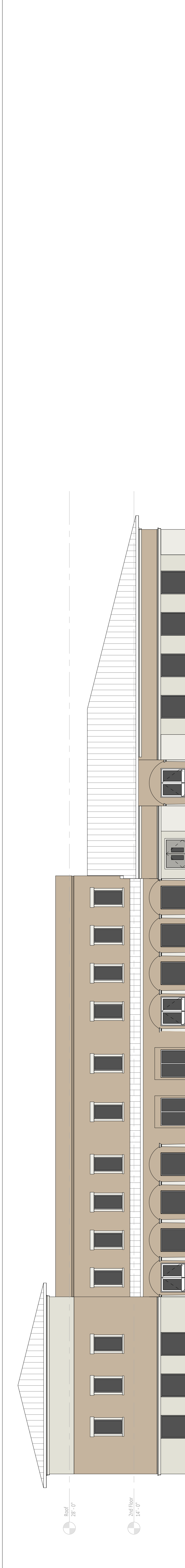
Avant Garde Academy of Sarasota (PS-8)
 980 N Beneva Rd,
 Sarasota, FL 34232

Elevations

Scale:	As Indicated
Project Number:	avv17
Drawn By:	SK
Sheet Number:	02-24-2017
Checked By:	RAM

A-200
 SHEET NUMBER

Number	Description	Date
0	Per Permit	11.30.2015



NO.	DATE	BY

A-200

Elevations

980 N Geneva Rd.
Sarasota, FL 34232



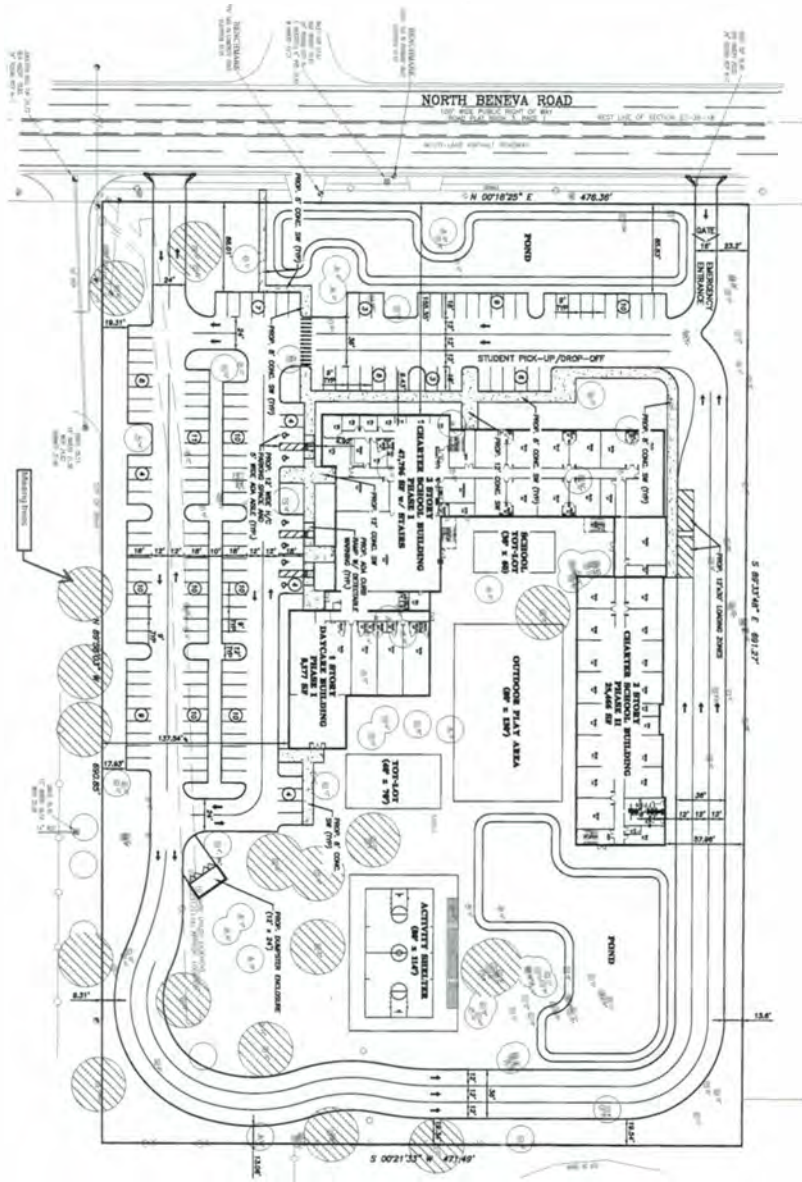
1 1/4" = 1'-0"

LA DESIGN ASSOCIATES, LLC
 10000 ...
 ...
 ...

NO.	DATE	BY

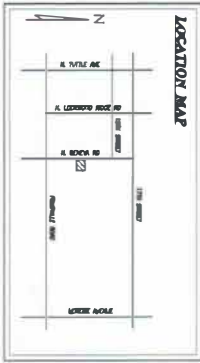
1 - Front Elev
 2 - Front Elev
 3 - Front Elev
 4 - Front Elev
 5 - Front Elev
 6 - Front Elev
 7 - North Elevation

10/20/17 09:14 LA Design Inc/2022 Asstf Loran Academic/1 2024/Concessions/02 PUBL/04 10/26 2017 - 88669



SITE DATA

PROJECT NO. 17-0000000000
 CLIENT: LORAN ACADEMIC CENTER
 ADDRESS: 930 N. BENEVA ROAD, SARASOTA, FL 34236
 PROJECT TYPE: CONCEPT SITE PLAN
 DATE: 10/26/17
 DRAWN BY: J. HAMILTON
 CHECKED BY: J. HAMILTON
 APPROVED BY: J. HAMILTON
 SCALE: AS SHOWN
 SHEET NO. 397 OF 397
 PROJECT NO. 17-0000000000
 CLIENT: LORAN ACADEMIC CENTER
 ADDRESS: 930 N. BENEVA ROAD, SARASOTA, FL 34236
 PROJECT TYPE: CONCEPT SITE PLAN
 DATE: 10/26/17
 DRAWN BY: J. HAMILTON
 CHECKED BY: J. HAMILTON
 APPROVED BY: J. HAMILTON
 SCALE: AS SHOWN
 SHEET NO. 397 OF 397



NO.	DATE	REVISION

Loran Co Inc, PE
 License # 61436
 DATE: 10/26/17
 DRAWN BY: J. HAMILTON
 CHECKED BY: J. HAMILTON
 APPROVED BY: J. HAMILTON
 SCALE: AS SHOWN
 SHEET NO. 397 OF 397
 PROJECT NO. 17-0000000000

SITE PLAN

**930 N. BENEVA ROAD
SARASOTA COUNTY, FLORIDA**

HAMILTON
 ENGINEERING & SURVEYING, INC.
 397
 7500 130-3426

Revenue Estimate Worksheet for Sarasota STEM Academy Charter School

School District: **Sarasota** Based on the 2017-18 FEFP First Calculation

1. 2017-18 FEFP State and Local Funding

Base Student Allocation \$4,203.95 District Cost Differential: 1.0113

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2017-18 Base Funding (WFTE x BSA x DCD)
(1)	(2)	(3)	(4)	(5)
101 Basic K-3	439.00	1.107	485.9730	\$ 2,066,092
111 Basic K-3 with ESE Services	35.00	1.107	38.7450	\$ 164,723
102 Basic 4-8	150.00	1.000	150.0000	\$ 637,718
112 Basic 4-8 with ESE Services	30.00	1.000	30.0000	\$ 127,544
103 Basic 9-12		1.001	0.0000	\$ -
113 Basic 9-12 with ESE Services		1.001	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)		3.619	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.619	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.619	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.526	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)		5.526	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.526	0.0000	\$ -
130 ESOL (Grade Level PK-3)	30.00	1.212	36.3600	\$ 154,583
130 ESOL (Grade Level 4-8)	30.00	1.212	36.3600	\$ 154,583
130 ESOL (Grade Level 9-12)		1.212	0.0000	\$ -
300 Career Education (Grades 9-12)		1.001	0.0000	\$ -
Totals	714.00		777.4380	\$ 3,305,243

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE (a)	Number of FTE	2017-18 Base Funding (WFTE x BSA x DCD)
Advanced Placement		\$ -
International Baccalaureate		\$ -
Advanced International Certificate		\$ -
Industry Certified Career Education		\$ -
Early High School Graduation		\$ -
Small District ESE Supplement		\$ -
Total Additional FTE	0.0000	Additional Base Funds \$ -
Total Funded Weighted FTE	777.4380	Total Base Funding \$ 3,305,243

Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (a) below.

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student
	35.00	PK-3	251	\$ 1,028
Additional Funding from the ESE	3.00	PK-3	252	\$ 3,318
Guaranteed Allocation. Enter the FTE from 111,112 and 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 and 113 above.	30.00	PK-3	253	\$ 6,771
		4-8	251	\$ 1,152
		4-8	252	\$ 3,442
		4-8	253	\$ 6,895
		9-12	251	\$ 820
		9-12	252	\$ 3,110
		9-12	253	\$ 6,563
Total FTE with ESE Services	68.00			Total ESE Guarantee \$ 80,494

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 714.00 ÷ District's Total UFTE: 42,936.88
= 1.6629%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E37 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 777.44 ÷ District's Total WFTE: 47,501.29
= 1.6367%

4. Supplemental Academic Instruction (UFTE share)	(b)	<u>8,758,112</u>	x	1.6629%	\$	<u>145,639</u>
300 Lowest Performing Schools Allocation	(d)				\$	<u>-</u>
Charter schools on the list of 300 lowest performing elementary schools should contact their school district sponsor to obtain additional funds.						
5. Discretionary Millage Compression Allocation						
.748 Mills (UFTE share)	(b)	<u>0</u>	x	1.6629%	\$	<u>-</u>
6. Digital Classrooms Allocation (UFTE share)	(b)(e)	<u>1,167,840</u>	x	1.6629%	\$	<u>19,420</u>
7. Safe Schools Allocation (UFTE share)	(b)	<u>952,133</u>	x	1.6629%	\$	<u>15,833</u>
8. Instructional Materials Allocation (UFTE share)	(b)	<u>3,274,632</u>	x	1.6629%	\$	<u>54,454</u>
Dual Enrollment Instructional Materials Allocation	(f)				\$	<u>-</u>
ESE Applications Allocation:					\$	<u>-</u>
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.						
9. Declining Enrollment (WFTE share)	(c)	<u>0</u>	x	1.6367%	\$	<u>-</u>
10. Sparsity Supplement (WFTE share)	(c)	<u>0</u>	x	1.6367%	\$	<u>-</u>
11. Reading Allocation (WFTE share)	(c)	<u>2,007,791</u>	x	1.6367%	\$	<u>32,862</u>
12. Discretionary Local Effort (WFTE share)	(c)	<u>42,704,180</u>	x	1.6367%	\$	<u>698,939</u>
13. Proration to Funds Available (WFTE share)	(c)	<u>0</u>	x	1.6367%	\$	<u>-</u>
14. Discretionary Lottery (WFTE share)	(c)	<u>742,632</u>	x	1.6367%	\$	<u>12,155</u>

15. Class Size Reduction Funds:

	<u>Weighted FTE (not including Add-On)</u>	X	<u>DCD</u>	X	<u>Allocation factors</u>	=	
PK - 3	561.0780		1.0113		1,317.03	=	<u>747,307</u>
4-8	216.3600		1.0113		898.36	=	<u>196,566</u>
9-12	0.0000		1.0113		900.53	=	<u>0</u>
Total *	777.4380				Total Class Size Reduction Funds		\$ <u>943,873</u>

(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

16. Student Transportation (g)

Enter All Adjusted Fundable Riders	<u>300</u>	x	381	\$	<u>114,300</u>
Enter All Adjusted ESE Riders		x	1,389	\$	<u>-</u>

17. Federally Connected Student Supplement (h)

<u>Impact Aid Student Type</u>	<u>Number of Students</u>	<u>Exempt Property Allocation</u>	<u>Impact Aide Student Allocation</u>	<u>Total</u>
Military and Indian Lands		\$0.00	\$0.00	\$ -
Civilians on Federal Lands		\$0.00	\$0.00	\$ -
Students with Disabilities			\$0.00	\$ -
Total				\$ -

18. Florida Teachers Classroom Supply Assistance Program (i) \$ -

19. Food Service Allocation (j) \$ -

Total \$ 5,423,212

20. Funding for the purpose of calculating the administrative fee for ESE charter schools. (k)

If you have more than a 75% ESE student population, please place a 1 in the following box: \$ -

NOTES:

- (a) Additional FTE includes FTE earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation and the small district ESE Supplement, pursuant to s. 1011.62(1)(l-p), F.S.
- (b) District allocations multiplied by percentage from item 3A.
- (c) District allocations multiplied by percentage from item 3B.
- (d) Additional funds are provided within the Supplemental Academic Instruction Allocation to support an additional hour of reading instruction in the 300 lowest performing elementary schools pursuant to s. 1011.62(1)(f), F.S. Charter schools that are on the list of 300 lowest performing elementary schools could consult their district sponsor to obtain these additional funds.
- (e) The Digital Classroom Allocation is provided pursuant to s. 1011.62(12), F.S.
- (f) School districts are required to pay for instructional materials used for the instruction of public high school students who are earning credit toward high school graduation under the dual enrollment program as provided in s. 1011.62(1)(i), F.S.
- (g) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.

(h) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(13), F.S.

(i) Teacher Classroom Supply Assistance Program allocation pursuant to s. 1012.71, F.S., for certified teachers employed by a public school district or public charter school before September 1 of each year whose full-time or job-share responsibility is the classroom instruction of students in prekindergarten through grade 12, including full-time media specialists and certified school counselors serving students in prekindergarten through grade 12, who are funded through the FEFP.

(j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(k) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. 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 s. 1013.62(3), 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% 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 s. 1013.62(3), 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%.

Other:

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Sarasota STEM Academy		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
VPK Enrollment	90	90	90	90	90	90
K8 Enrollment	714	802	890	890	890	890
Federal, State & Local Revenue						
FEFP FTE and TFTE	5,423,212	6,091,619	6,760,026	6,760,026	6,760,026	6,760,026
District Admin fee	(94,944)	(94,944)	(94,944)	(94,944)	(94,944)	(94,944)
Local Referendum Millage	714,000	802,000	890,000	890,000	890,000	890,000
Charter Capital Outlay	0	0	267,000	267,000	267,000	267,000
Subtotal	5,328,268	5,996,675	6,665,082	6,665,082	6,665,082	6,665,082
Supplemental Fee/VPK Revenue						
Subtotal	505,133	627,633	794,781	818,625	843,183	843,183
Total Revenues	6,547,401	7,426,308	8,349,863	8,373,707	8,398,265	8,398,265
Salaries & Benefits	3,179,800	3,576,300	4,154,800	4,219,800	4,291,300	4,291,300
Facility Expenses (Rent)	642,600	802,800	882,000	882,000	882,000	882,000
Direct Educational Expenses	319,200	332,700	359,200	369,976	381,075	381,075
FFET and Curriculum Debt Service	600,000	700,000	700,000	500,000	400,000	400,000
Facility Operating Expenses	120,000	120,000	120,000	123,600	127,308	127,308
Marketing and Financial Accounting	62,200	70,267	78,333	80,683	83,104	83,104
General & Administrative	104,715	123,580	131,458	135,402	139,464	139,464
Student and Faculty Services	331,300	333,400	334,200	344,226	354,553	354,553
Total Direct Costs	5,359,815	6,059,047	6,759,992	6,655,688	6,658,804	6,658,804
AES Costs	523,792	594,105	667,989	669,897	671,861	671,861

Maintenance Reserve	48,000	48,000	48,000	48,000	48,000	48,000
Contingency	250,000	250,000	250,000	250,000	250,000	250,000
Total Expenses	6,181,607	6,951,152	7,725,981	7,623,584	7,628,665	
OPERATING SURPLUS (DEFICIT)	365,794	475,156	623,882	750,122	769,600	
Net Change in Fund Balance	365,794	475,156	623,882	750,122	769,600	
Projected Year End Fund Balance	365,794	840,950	1,464,832	2,214,955	2,984,555	

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	total
REVENUES													
Fed, State & Local Revenue													
FEEP - FTE Generated Funds	444,022	444,022	444,022	444,022	444,022	444,022	444,022	444,022	444,022	444,022	444,022	444,022	5,328,268
Local Referendum Millage	59,500	59,500	59,500	59,500	59,500	59,500	59,500	59,500	59,500	59,500	59,500	59,500	714,000
<i>Sub-total Fed, State & Local Revenue</i>	444,022	444,022	444,022	444,022	444,022	444,022	444,022	444,022	444,022	444,022	444,022	444,022	6,042,268
Supplemental Fee Revenue													
Local-Rental of Facilities Fees		2,500	2,500	2,500	2,500	3,500	2,500	2,500	2,500	2,500	2,500	2,500	28,500
Voluntary Pre-K Rev - State	18,469	18,469	18,469	18,469	18,469	18,469	18,469	18,469	18,469	18,469	18,469	18,469	221,633
Voluntary Pre-K & Pre-K Rev - Fees	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	\$135,000.00
Before & After Care and Enrichment Fees		15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	120,000
<i>Sub-total Supplemental Fee Revenue</i>	29,719	32,219	47,219	47,219	47,219	48,219	47,219	47,219	47,219	47,219	32,219	32,219	505,133
TOTAL REVENUES	473,742	476,242	491,242	491,242	491,242	492,242	491,242	491,242	491,242	491,242	476,242	476,242	6,547,401
EXPENSES													
Salaries & Benefits													
<i>Sub-total Salaries & Benefits</i>	132,491.67	264,983.33	264,983.33	264,983.33	264,983.33	264,983.33	264,983.33	264,983.33	264,983.33	264,983.33	264,983.33	264,983.33	3,179,800
Facility Expenses (Rent)													
Rentals (Building Lease Payment)	53,550	53,550	53,550	53,550	53,550	53,550	53,550	53,550	53,550	53,550	53,550	53,550	642,600
<i>Sub-total Facility Expenses (Rent)</i>	53,550	53,550	53,550	53,550	53,550	53,550	53,550	53,550	53,550	53,550	53,550	53,550	642,600
Direct Educational Expenses													
<i>Sub-total Direct Educational Expenses</i>	85,550	24,150	22,050	22,050	22,050	22,050	22,050	22,050	22,050	22,050	22,050	22,050	319,200
FFETC Debt Service													
<i>Sub-total Equipment Use Fee</i>	50,000.00	50,000.00	50,000.00	50,000.00	50,000.00	50,000.00	50,000.00	50,000.00	50,000.00	50,000.00	50,000.00	50,000.00	600,000
Facility Operating Expenses													
<i>Sub-total Facility Operating Expenses</i>	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	120,000
AES Costs	43,649	43,649	43,649	43,649	43,649	43,649	43,649	43,649	43,649	43,649	43,649	43,649	523,792
Marketing & Enrollment Expenses													
<i>Sub-total Marketing & Enrollment Exp</i>	5,183.33	5,183.33	5,183.33	5,183.33	5,183.33	5,183.33	5,183.33	5,183.33	5,183.33	5,183.33	5,183.33	5,183.33	62,200
General & Administrative													
<i>Sub-total General & Administrative</i>	9,091.58	9,091.58	9,091.58	9,091.58	9,091.58	9,091.58	9,091.58	9,091.58	9,091.58	9,091.58	9,091.58	9,091.58	109,099
Maintenance Reserve													
Contingency	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	48,000
Other School Services													
<i>Sub-total Other School Services</i>	22,667	27,667	28,367	28,367	28,367	28,367	28,367	28,367	28,367	28,367	28,367	28,367	331,300
TOTAL EXPENSES	437,016	513,108	511,708	511,708	511,708	511,708	511,708	511,708	511,708	511,708	511,708	630,499	6,185,991
Net Position	36,726	(36,866)	(20,466)	(20,466)	(20,466)	(19,466)	(20,466)	(20,466)	(20,466)	(20,466)	(35,466)	(154,258)	361,410

Alliance Education Services, Inc. Charter Application to Opening Day Start Up Budget

Startup costs can be advanced by Alliance Education Services, Inc. The table below identifies the projected operational costs of a new charter application written and facilitated for approval by AES. Those items allowable according to Federal Start Up Grant specifications will be submitted for reimbursement if the competitive grant is received.

Charter School Not to Exceed Startup Cost Projections		
July 1st through June 30th		
Item		Cost
Founding Director		40,000.00
Business Director		30,000.00
Employee Benefits		20,000.00
Registrar		25,000.00
Office Space Rent		25,000.00
Utilities and Comm		10,000.00
Temp Furniture		5,000.00
Supplies		5,000.00
Temp Technology		10,000.00
Copier		8,000.00
Office supplies		10,000.00
Marketing		25,000.00
Recruiting		12,000.00
Charter Application		75,000.00
Total Start Up Budget		\$300,000

Startup costs related to securing a facility (legal, permitting, surveys, etc.) are incorporated into the cost of the facility assumed by school via lease or mortgage.

Start-Up Budget Assumptions

The funds for start-up will be advanced by AES, and will be repaid by the school via a 10-year maximum repayment schedule. The Operating Budget has a contingency and reserve for the amortized repayment of the development and startup cost of the charter school, should they be able to afford it. Payments will be deferred in the event the school does not possess sufficient unrestricted cash to service the debt. Other tasks within the Charter Application line item above may include: assistance in student demographic analyses, real estate search, property negotiations, property contracting, permitting, charter application development, charter contract negotiations, public relations, parent information sessions, school staff selection, founding board and governing board identification and training etc. This is a budget template based on past successful charter applications and school openings, and may differ based on the unique circumstances that may present during the application process.

ATTACHMENT Y

Start Up Cash Flow 01/18-06/18	January	February	March	April	May	June
REVENUES	Charter Approval					
Line of Credit remaining	\$150,000	\$125,000	\$103,500	\$87,000	\$69,500	\$53,000
EXPENSES						
Temporary Facility Rent Costs	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Marketing	\$5,000	\$5,000	\$0	\$1,000	\$0	\$0
Technology and Website	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
Materials/Supplies	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Recruiting	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Administrative Personnel Costs	\$13,000	\$13,000	\$13,000	\$13,000	\$13,000	\$13,000
Total Expenses	\$26,500	\$21,500	\$16,500	\$17,500	\$16,500	\$16,500
Fund Balance	\$123,500	\$103,500	\$87,000	\$69,500	\$53,000	\$36,500



July 11, 2017

RE: Sarasota STEM Academy, Inc.

To whom it may concern:

Building Hope is a non-profit foundation based in Washington, DC that works to close the educational achievement gap by giving students access to high quality public charter schools in cities across the country. We support the expansion of academically successful schools with the capacity to grow their enrollments in order to catalyze change across their local public education systems by providing technical and financial assistance related to capital projects. Our services may also include grants to pay for professional fees associated with a project (i.e., architect, engineering), or other project-specific needs and sponsoring school fundraising events to support the academic program.

Building Hope is committed to support **Sarasota STEM Academy, Inc.** in securing a long-range plan for the opening of the above-referenced charter school. In order to ensure that the charter school is able to secure working capital for opening, Building Hope can offer a number of different services including facility and working capital financing. Building Hope may provide such financial assistance to the charter school by:

- Lending funds to for facilities acquisitions and/or improvements at below-market rates.
- Guaranteeing, insuring, and reinsuring debt used to assist charter schools to acquire, renovate, or construct school facilities.
- Guaranteeing or insuring leases of personal or real property that are needed to begin or continue the operation of the charterschools.
- Facilitating financing by potential lenders.
- Facilitating the issuance of bonds by charter schools or other public entities for the benefit of charter schools.
- Credit Enhancement Program

In addition, if the charter school is unable to secure a start-up grant, Building Hope can secure a line of credit for the school to help with the startup costs. Building Hope provides loan guarantees to make facilities financing more affordable for public charter schools throughout the United States. Guarantees range in size from \$250,000 to \$1 million. They have a five-year term with a 1% commitment fee and a 1% annual guaranty fee.

Sincerely,

Richard Moreno
Vice-President
Southern Region

\$2,400,000

Alliance Education Services, Inc.
Series 2016 Charter School Revenue Bonds

Total Issue Sources And Uses

Dated 07/08/2016 | Delivered 07/08/2016

	2016 A	2016 B	Issue Summary
Sources Of Funds			
Par Amount of Bonds	\$1,200,000.00	\$1,200,000.00	\$2,400,000.00
Total Sources	\$1,200,000.00	\$1,200,000.00	\$2,400,000.00
Uses Of Funds			
Costs of Issuance	50,000.00	50,000.00	100,000.00
Deposit to Debt Service Reserve Fund (DSRF)	28,758.00	28,758.00	57,516.00
Net Proceeds	1,121,242.00	1,121,242.00	2,242,484.00
Total Uses	\$1,200,000.00	\$1,200,000.00	\$2,400,000.00

\$1,200,000

Alliance Education Services, Inc.
Series 2016 Charter School Revenue Bonds

Pricing Summary

Maturity	Type of Bond	Coupon	Yield	Maturity Value	Price	Dollar Price
08/01/2021	Term 1 Coupon	10.200%	10.200%	1,200,000.00	100.000%	1,200,000.00
Total	-	-	-	\$1,200,000.00	-	\$1,200,000.00

Bid Information

Par Amount of Bonds	\$1,200,000.00
Gross Production	\$1,200,000.00
Bid (100.000%)	1,200,000.00
Total Purchase Price	\$1,200,000.00
Bond Year Dollars	\$3,646.25
Average Life	3.039 Years
Average Coupon	10.2000000%
Net Interest Cost (NIC)	10.2000000%
True Interest Cost (TIC)	10.4194850%

\$1,200,000

Alliance Education Services, Inc.
Series 2016 Charter School Revenue Bonds

Pricing Summary

Maturity	Type of Bond	Coupon	Yield	Maturity Value	Price	Dollar Price
08/01/2021	Term 1 Coupon	10.200%	10.200%	1,200,000.00	100.000%	1,200,000.00
Total	-	-	-	\$1,200,000.00	-	\$1,200,000.00

Bid Information

Par Amount of Bonds	\$1,200,000.00
Gross Production	\$1,200,000.00
Bid (100.000%)	1,200,000.00
Total Purchase Price	\$1,200,000.00
Bond Year Dollars	\$3,585.00
Average Life	2.988 Years
Average Coupon	10.2000000%
Net Interest Cost (NIC)	10.2000000%
True Interest Cost (TIC)	10.4194892%

\$2,400,000

Alliance Education Services, Inc.
Series 2016 Charter School Revenue Bonds

Aggregate Annual Debt Service Schedule

Date	Principal	Coupon	Interest	Total P+i
08/01/2016	-	-	15,640.00	15,640.00
08/01/2017	220,000.00	10.200%	238,765.00	458,765.00
08/01/2018	460,000.00	10.200%	201,535.00	661,535.00
08/01/2019	540,000.00	10.200%	150,195.00	690,195.00
08/01/2020	545,000.00	10.200%	95,115.00	640,115.00
08/01/2021	635,000.00	10.200%	36,337.50	671,337.50
Total	\$2,400,000.00	-	\$737,587.50	\$3,137,587.50

Yield Statistics

Bond Year Dollars	\$7,231.25
Average Life	3.013 Years
Average Coupon	10.2000000%
Net Interest Cost (NIC)	10.2000000%
True Interest Cost (TIC)	10.4194870%
Bond Yield for Arbitrage Purposes	10.4194870%
All Inclusive Cost (AIC)	12.1997196%

IRS Form 8038

Net Interest Cost	10.2000000%
Weighted Average Maturity	3.013 Years

\$2,400,000

Alliance Education Services, Inc.
Series 2016 Charter School Revenue Bonds

Aggregate Monthly Debt Service Schedule

Part 1 of 2

Date	Principal	Coupon	Interest	Total P+
07/08/2016	-	-	-	-
08/01/2016	-	-	15,640.00	15,640.00
09/01/2016	-	-	20,400.00	20,400.00
10/01/2016	-	-	20,400.00	20,400.00
11/01/2016	-	-	20,400.00	20,400.00
12/01/2016	-	-	20,400.00	20,400.00
01/01/2017	25,000.00	10.200%	20,400.00	45,400.00
02/01/2017	25,000.00	10.200%	20,187.50	45,187.50
03/01/2017	25,000.00	10.200%	19,975.00	44,975.00
04/01/2017	25,000.00	10.200%	19,762.50	44,762.50
05/01/2017	25,000.00	10.200%	19,550.00	44,550.00
06/01/2017	25,000.00	10.200%	19,337.50	44,337.50
07/01/2017	35,000.00	10.200%	19,125.00	54,125.00
08/01/2017	35,000.00	10.200%	18,827.50	53,827.50
09/01/2017	35,000.00	10.200%	18,530.00	53,530.00
10/01/2017	35,000.00	10.200%	18,232.50	53,232.50
11/01/2017	35,000.00	10.200%	17,935.00	52,935.00
12/01/2017	35,000.00	10.200%	17,637.50	52,637.50
01/01/2018	40,000.00	10.200%	17,340.00	57,340.00
02/01/2018	40,000.00	10.200%	17,000.00	57,000.00
03/01/2018	40,000.00	10.200%	16,660.00	56,660.00
04/01/2018	40,000.00	10.200%	16,320.00	56,320.00
05/01/2018	40,000.00	10.200%	15,980.00	55,980.00
06/01/2018	40,000.00	10.200%	15,640.00	55,640.00
07/01/2018	40,000.00	10.200%	15,300.00	55,300.00
08/01/2018	40,000.00	10.200%	14,960.00	54,960.00
09/01/2018	45,000.00	10.200%	14,620.00	59,620.00
10/01/2018	45,000.00	10.200%	14,237.50	59,237.50
11/01/2018	45,000.00	10.200%	13,855.00	58,855.00
12/01/2018	45,000.00	10.200%	13,472.50	58,472.50
01/01/2019	45,000.00	10.200%	13,090.00	58,090.00
02/01/2019	45,000.00	10.200%	12,707.50	57,707.50
03/01/2019	45,000.00	10.200%	12,325.00	57,325.00
04/01/2019	45,000.00	10.200%	11,942.50	56,942.50
05/01/2019	45,000.00	10.200%	11,560.00	56,560.00
06/01/2019	45,000.00	10.200%	11,177.50	56,177.50
07/01/2019	45,000.00	10.200%	10,795.00	55,795.00
08/01/2019	45,000.00	10.200%	10,412.50	55,412.50
09/01/2019	45,000.00	10.200%	10,030.00	55,030.00
10/01/2019	45,000.00	10.200%	9,647.50	54,647.50
11/01/2019	45,000.00	10.200%	9,265.00	54,265.00
12/01/2019	45,000.00	10.200%	8,882.50	53,882.50
01/01/2020	45,000.00	10.200%	8,500.00	53,500.00
02/01/2020	45,000.00	10.200%	8,117.50	53,117.50

\$2,400,000

Alliance Education Services, Inc.
Series 2016 Charter School Revenue Bonds

Aggregate Monthly Debt Service Schedule

Part 2 of 2

Date	Principal	Coupon	Interest	Total P+i
03/01/2020	45,000.00	10.200%	7,735.00	52,735.00
04/01/2020	45,000.00	10.200%	7,352.50	52,352.50
05/01/2020	45,000.00	10.200%	6,970.00	51,970.00
06/01/2020	45,000.00	10.200%	6,587.50	51,587.50
07/01/2020	45,000.00	10.200%	6,205.00	51,205.00
08/01/2020	50,000.00	10.200%	5,822.50	55,822.50
09/01/2020	50,000.00	10.200%	5,397.50	55,397.50
10/01/2020	50,000.00	10.200%	4,972.50	54,972.50
11/01/2020	50,000.00	10.200%	4,547.50	54,547.50
12/01/2020	50,000.00	10.200%	4,122.50	54,122.50
01/01/2021	50,000.00	10.200%	3,697.50	53,697.50
02/01/2021	50,000.00	10.200%	3,272.50	53,272.50
03/01/2021	50,000.00	10.200%	2,847.50	52,847.50
04/01/2021	50,000.00	10.200%	2,422.50	52,422.50
05/01/2021	55,000.00	10.200%	1,997.50	56,997.50
06/01/2021	60,000.00	10.200%	1,530.00	61,530.00
07/01/2021	60,000.00	10.200%	1,020.00	61,020.00
08/01/2021	60,000.00	10.200%	510.00	60,510.00
Total	\$2,400,000.00	-	\$737,587.50	\$3,137,587.50

Yield Statistics

Bond Year Dollars	\$7,231.25
Average Life	3.013 Years
Average Coupon	10.2000000%
Net Interest Cost (NIC)	10.2000000%
True Interest Cost (TIC)	10.4194870%
Bond Yield for Arbitrage Purposes	10.4194870%
All Inclusive Cost (AIC)	12.1997196%

IRS Form 8038

Net Interest Cost	10.2000000%
Weighted Average Maturity	3.013 Years

\$1,200,000

Alliance Education Services, Inc.
Series 2016 Charter School Revenue Bonds

Series A Annual Debt Service Schedule

Date	Principal	Coupon	Interest	Total P+i
08/01/2016	-	-	7,820.00	7,820.00
08/01/2017	100,000.00	10.200%	119,935.00	219,935.00
08/01/2018	240,000.00	10.200%	100,980.00	340,980.00
08/01/2019	245,000.00	10.200%	76,500.00	321,500.00
08/01/2020	300,000.00	10.200%	48,705.00	348,705.00
08/01/2021	315,000.00	10.200%	17,977.50	332,977.50
Total	\$1,200,000.00	-	\$371,917.50	\$1,571,917.50

Yield Statistics

Bond Year Dollars	\$3,646.25
Average Life	3.039 Years
Average Coupon	10.2000000%
Net Interest Cost (NIC)	10.2000000%
True Interest Cost (TIC)	10.4194850%
Bond Yield for Arbitrage Purposes	10.4194870%
All Inclusive Cost (AIC)	12.1854534%

IRS Form 8038

Net Interest Cost	10.2000000%
Weighted Average Maturity	3.039 Years

\$1,200,000

Alliance Education Services, Inc.
Series 2016 Charter School Revenue Bonds

Series A Monthly Debt Service Schedule

Part 1 of 2

Date	Principal	Coupon	Interest	Total P+i
07/08/2016	-	-	-	-
08/01/2016	-	-	7,820.00	7,820.00
09/01/2016	-	-	10,200.00	10,200.00
10/01/2016	-	-	10,200.00	10,200.00
11/01/2016	-	-	10,200.00	10,200.00
12/01/2016	-	-	10,200.00	10,200.00
01/01/2017	10,000.00	10.200%	10,200.00	20,200.00
02/01/2017	10,000.00	10.200%	10,115.00	20,115.00
03/01/2017	10,000.00	10.200%	10,030.00	20,030.00
04/01/2017	10,000.00	10.200%	9,945.00	19,945.00
05/01/2017	10,000.00	10.200%	9,860.00	19,860.00
06/01/2017	10,000.00	10.200%	9,775.00	19,775.00
07/01/2017	20,000.00	10.200%	9,690.00	29,690.00
08/01/2017	20,000.00	10.200%	9,520.00	29,520.00
09/01/2017	20,000.00	10.200%	9,350.00	29,350.00
10/01/2017	20,000.00	10.200%	9,180.00	29,180.00
11/01/2017	20,000.00	10.200%	9,010.00	29,010.00
12/01/2017	20,000.00	10.200%	8,840.00	28,840.00
01/01/2018	20,000.00	10.200%	8,670.00	28,670.00
02/01/2018	20,000.00	10.200%	8,500.00	28,500.00
03/01/2018	20,000.00	10.200%	8,330.00	28,330.00
04/01/2018	20,000.00	10.200%	8,160.00	28,160.00
05/01/2018	20,000.00	10.200%	7,990.00	27,990.00
06/01/2018	20,000.00	10.200%	7,820.00	27,820.00
07/01/2018	20,000.00	10.200%	7,650.00	27,650.00
08/01/2018	20,000.00	10.200%	7,480.00	27,480.00
09/01/2018	20,000.00	10.200%	7,310.00	27,310.00
10/01/2018	20,000.00	10.200%	7,140.00	27,140.00
11/01/2018	20,000.00	10.200%	6,970.00	26,970.00
12/01/2018	20,000.00	10.200%	6,800.00	26,800.00
01/01/2019	20,000.00	10.200%	6,630.00	26,630.00
02/01/2019	20,000.00	10.200%	6,460.00	26,460.00
03/01/2019	20,000.00	10.200%	6,290.00	26,290.00
04/01/2019	20,000.00	10.200%	6,120.00	26,120.00
05/01/2019	20,000.00	10.200%	5,950.00	25,950.00
06/01/2019	20,000.00	10.200%	5,780.00	25,780.00
07/01/2019	20,000.00	10.200%	5,610.00	25,610.00
08/01/2019	25,000.00	10.200%	5,440.00	30,440.00
09/01/2019	25,000.00	10.200%	5,227.50	30,227.50
10/01/2019	25,000.00	10.200%	5,015.00	30,015.00
11/01/2019	25,000.00	10.200%	4,802.50	29,802.50
12/01/2019	25,000.00	10.200%	4,590.00	29,590.00
01/01/2020	25,000.00	10.200%	4,377.50	29,377.50
02/01/2020	25,000.00	10.200%	4,165.00	29,165.00

\$1,200,000

Alliance Education Services, Inc.
Series 2016 Charter School Revenue Bonds

Series A Monthly Debt Service Schedule

Part 2 of 2

Date	Principal	Coupon	Interest	Total P+i
03/01/2020	25,000.00	10.200%	3,952.50	28,952.50
04/01/2020	25,000.00	10.200%	3,740.00	28,740.00
05/01/2020	25,000.00	10.200%	3,527.50	28,527.50
06/01/2020	25,000.00	10.200%	3,315.00	28,315.00
07/01/2020	25,000.00	10.200%	3,102.50	28,102.50
08/01/2020	25,000.00	10.200%	2,890.00	27,890.00
09/01/2020	25,000.00	10.200%	2,677.50	27,677.50
10/01/2020	25,000.00	10.200%	2,465.00	27,465.00
11/01/2020	25,000.00	10.200%	2,252.50	27,252.50
12/01/2020	25,000.00	10.200%	2,040.00	27,040.00
01/01/2021	25,000.00	10.200%	1,827.50	26,827.50
02/01/2021	25,000.00	10.200%	1,615.00	26,615.00
03/01/2021	25,000.00	10.200%	1,402.50	26,402.50
04/01/2021	25,000.00	10.200%	1,190.00	26,190.00
05/01/2021	25,000.00	10.200%	977.50	25,977.50
06/01/2021	30,000.00	10.200%	765.00	30,765.00
07/01/2021	30,000.00	10.200%	510.00	30,510.00
08/01/2021	30,000.00	10.200%	255.00	30,255.00
Total	\$1,200,000.00	-	\$371,917.50	\$1,571,917.50

Yield Statistics

Bond Year Dollars	\$3,646.25
Average Life	3.039 Years
Average Coupon	10.2000000%
Net Interest Cost (NIC)	10.2000000%
True Interest Cost (TIC)	10.4194850%
Bond Yield for Arbitrage Purposes	10.4194870%
All Inclusive Cost (AIC)	12.1854534%

IRS Form 8038

Net Interest Cost	10.2000000%
Weighted Average Maturity	3.039 Years

\$1,200,000

Alliance Education Services, Inc.
Series 2016 Charter School Revenue Bonds

Series B Annual Debt Service Schedule

Date	Principal	Coupon	Interest	Total P+i
08/01/2016	-	-	7,820.00	7,820.00
08/01/2017	120,000.00	10.200%	118,830.00	238,830.00
08/01/2018	220,000.00	10.200%	100,555.00	320,555.00
08/01/2019	295,000.00	10.200%	73,695.00	368,695.00
08/01/2020	245,000.00	10.200%	46,410.00	291,410.00
08/01/2021	320,000.00	10.200%	18,360.00	338,360.00
Total	\$1,200,000.00	-	\$365,670.00	\$1,565,670.00

Yield Statistics

Bond Year Dollars	\$3,585.00
Average Life	2.988 Years
Average Coupon	10.2000000%
Net Interest Cost (NIC)	10.2000000%
True Interest Cost (TIC)	10.4194892%
Bond Yield for Arbitrage Purposes	10.4194870%
All Inclusive Cost (AIC)	12.2142154%

IRS Form 8038

Net Interest Cost	10.2000000%
Weighted Average Maturity	2.988 Years

\$1,200,000

Alliance Education Services, Inc.
Series 2016 Charter School Revenue Bonds

Series B Monthly Debt Service Schedule

Part 1 of 2

Date	Principal	Coupon	Interest	Total P+i
07/08/2016	-	-	-	-
08/01/2016	-	-	7,820.00	7,820.00
09/01/2016	-	-	10,200.00	10,200.00
10/01/2016	-	-	10,200.00	10,200.00
11/01/2016	-	-	10,200.00	10,200.00
12/01/2016	-	-	10,200.00	10,200.00
01/01/2017	15,000.00	10.200%	10,200.00	25,200.00
02/01/2017	15,000.00	10.200%	10,072.50	25,072.50
03/01/2017	15,000.00	10.200%	9,945.00	24,945.00
04/01/2017	15,000.00	10.200%	9,817.50	24,817.50
05/01/2017	15,000.00	10.200%	9,690.00	24,690.00
06/01/2017	15,000.00	10.200%	9,562.50	24,562.50
07/01/2017	15,000.00	10.200%	9,435.00	24,435.00
08/01/2017	15,000.00	10.200%	9,307.50	24,307.50
09/01/2017	15,000.00	10.200%	9,180.00	24,180.00
10/01/2017	15,000.00	10.200%	9,052.50	24,052.50
11/01/2017	15,000.00	10.200%	8,925.00	23,925.00
12/01/2017	15,000.00	10.200%	8,797.50	23,797.50
01/01/2018	20,000.00	10.200%	8,670.00	28,670.00
02/01/2018	20,000.00	10.200%	8,500.00	28,500.00
03/01/2018	20,000.00	10.200%	8,330.00	28,330.00
04/01/2018	20,000.00	10.200%	8,160.00	28,160.00
05/01/2018	20,000.00	10.200%	7,990.00	27,990.00
06/01/2018	20,000.00	10.200%	7,820.00	27,820.00
07/01/2018	20,000.00	10.200%	7,650.00	27,650.00
08/01/2018	20,000.00	10.200%	7,480.00	27,480.00
09/01/2018	25,000.00	10.200%	7,310.00	32,310.00
10/01/2018	25,000.00	10.200%	7,097.50	32,097.50
11/01/2018	25,000.00	10.200%	6,885.00	31,885.00
12/01/2018	25,000.00	10.200%	6,672.50	31,672.50
01/01/2019	25,000.00	10.200%	6,460.00	31,460.00
02/01/2019	25,000.00	10.200%	6,247.50	31,247.50
03/01/2019	25,000.00	10.200%	6,035.00	31,035.00
04/01/2019	25,000.00	10.200%	5,822.50	30,822.50
05/01/2019	25,000.00	10.200%	5,610.00	30,610.00
06/01/2019	25,000.00	10.200%	5,397.50	30,397.50
07/01/2019	25,000.00	10.200%	5,185.00	30,185.00
08/01/2019	20,000.00	10.200%	4,972.50	24,972.50
09/01/2019	20,000.00	10.200%	4,802.50	24,802.50
10/01/2019	20,000.00	10.200%	4,632.50	24,632.50
11/01/2019	20,000.00	10.200%	4,462.50	24,462.50
12/01/2019	20,000.00	10.200%	4,292.50	24,292.50
01/01/2020	20,000.00	10.200%	4,122.50	24,122.50
02/01/2020	20,000.00	10.200%	3,952.50	23,952.50

\$1,200,000

Alliance Education Services, Inc.
Series 2016 Charter School Revenue Bonds

Series B Monthly Debt Service Schedule

Part 2 of 2

Date	Principal	Coupon	Interest	Total P+i
03/01/2020	20,000.00	10.200%	3,782.50	23,782.50
04/01/2020	20,000.00	10.200%	3,612.50	23,612.50
05/01/2020	20,000.00	10.200%	3,442.50	23,442.50
06/01/2020	20,000.00	10.200%	3,272.50	23,272.50
07/01/2020	20,000.00	10.200%	3,102.50	23,102.50
08/01/2020	25,000.00	10.200%	2,932.50	27,932.50
09/01/2020	25,000.00	10.200%	2,720.00	27,720.00
10/01/2020	25,000.00	10.200%	2,507.50	27,507.50
11/01/2020	25,000.00	10.200%	2,295.00	27,295.00
12/01/2020	25,000.00	10.200%	2,082.50	27,082.50
01/01/2021	25,000.00	10.200%	1,870.00	26,870.00
02/01/2021	25,000.00	10.200%	1,657.50	26,657.50
03/01/2021	25,000.00	10.200%	1,445.00	26,445.00
04/01/2021	25,000.00	10.200%	1,232.50	26,232.50
05/01/2021	30,000.00	10.200%	1,020.00	31,020.00
06/01/2021	30,000.00	10.200%	765.00	30,765.00
07/01/2021	30,000.00	10.200%	510.00	30,510.00
08/01/2021	30,000.00	10.200%	255.00	30,255.00
Total	\$1,200,000.00	-	\$365,670.00	\$1,565,670.00

Yield Statistics

Bond Year Dollars	\$3,585.00
Average Life	2.988 Years
Average Coupon	10.2000000%
Net Interest Cost (NIC)	10.2000000%
True Interest Cost (TIC)	10.4194892%
Bond Yield for Arbitrage Purposes	10.4194870%
All Inclusive Cost (AIC)	12.2142154%

IRS Form 8038

Net Interest Cost	10.2000000%
Weighted Average Maturity	2.988 Years

\$1,200,000

Alliance Education Services, Inc.
Series 2016 Charter School Revenue Bonds

Annual Net Debt Service Schedule

Date	Principal	Coupon	Interest	Total P+I	DSR	Net New D/S
08/01/2016	-	-	7,820.00	7,820.00	-	7,820.00
08/01/2017	100,000.00	10.200%	119,935.00	219,935.00	-	219,935.00
08/01/2018	240,000.00	10.200%	100,980.00	340,980.00	-	340,980.00
08/01/2019	245,000.00	10.200%	76,500.00	321,500.00	-	321,500.00
08/01/2020	300,000.00	10.200%	48,705.00	348,705.00	-	348,705.00
08/01/2021	315,000.00	10.200%	17,977.50	332,977.50	(28,758.00)	304,219.50
Total	\$1,200,000.00	-	\$371,917.50	\$1,571,917.50	(28,758.00)	\$1,543,159.50

\$1,200,000

Alliance Education Services, Inc.
Series 2016 Charter School Revenue Bonds

Annual Net Debt Service Schedule

Date	Principal	Coupon	Interest	Total P+I	DSR	Net New D/S
08/01/2016	-	-	7,820.00	7,820.00	-	7,820.00
08/01/2017	120,000.00	10.200%	118,830.00	238,830.00	-	238,830.00
08/01/2018	220,000.00	10.200%	100,555.00	320,555.00	-	320,555.00
08/01/2019	295,000.00	10.200%	73,695.00	368,695.00	-	368,695.00
08/01/2020	245,000.00	10.200%	46,410.00	291,410.00	-	291,410.00
08/01/2021	320,000.00	10.200%	18,360.00	338,360.00	(28,758.00)	309,602.00
Total	\$1,200,000.00	-	\$365,670.00	\$1,565,670.00	(28,758.00)	\$1,536,912.00

1	Projector, A BrightLink 575W1 or 585W1 ultra-short-throw interactive projector, projector wall mount, projector template sheet, installation guide, quick user's guide, power cable, USB A/B cable, computer/VGA cable, electronic user manual, interactive driver for Mac, Epson Easy Interactive Tools, Network Management software, projector remote control, two (2) interactive pens, pen strap, two (2) AA batteries (for interactive pens) - battery charger, two (2) AA batteries (for remote) - plus 1	31	31	V11H601022	Epson	\$	1,596.10	\$	49,479.10	\$	49,479.10
1	Projector, Wireless Solution Room Total	31	31	FSQ-0001	Microsoft	\$	53.90	\$	1,670.90	\$	1,670.90
										\$	212,949.16
											FFI Total \$ 549,573.00
											FCDI (est) \$ 125,958.00
											Tech and Projector install \$ 26,000.00
											Total Project \$ 675,531.00

Assumptions:

- 1) All numbers are for BUDGETARY purposes
- 2) Principals/inline with prices of FFE for Millard Creek Charter School
- 3) All standard terms and conditions of 3 Oaks Resource Group International apply to this proposal
- 4) All work is the property of 3 Oaks Resource Group International and may not be used to complete a bid or for any other price evaluations from any other vendor
- 5) This work sheet is only for the use of the intended recipients and may not be distributed further
- 6) All work, pricing, specifications are confidential and may not be shared or disseminated beyond the intended recipients
- 7) Any use or distribution of this or any work provided by 3 Oaks Resource Group International must have a written approval from an authorized representative of the 3ORGI company
- 8) Any violation of the standard terms and conditions and 3 Oaks Resource Group International will take actions to the fullest extent of the law

Budget Prepared By:

Michael Olters



C: 365.781.2113 | E: molters@3oaksgrp.com

Proposed Uses of Funds Avant Garde		
Item	Vendor	Cost
IXL Math and ELA	Curriculum Associates	\$6,600.00
Mathletics K-8	3p learning	\$4,400.00
Reading Eggs	Pearson	\$1,600.00
Stem Scopes	Accelerated Learning	\$10,100.00
Words Their Way	Pearson	\$2,800.00
Reading textbooks Wonders	McGraw Hill	\$75,000.00
Benchmark Assesment Packs 1 and 2	Heinemann	\$1,600.00
EIE	Boston Museum	\$2,800.00
Robotic Kits (K-8)	LEGO Education	\$18,416.19
Mindstorm Kits	LEGO Education	\$6,179.95
Sim City	Sim City	\$750.00
Science Fusion 5th	Houghton Mifflin	\$4,500.00
Studies Weekly	Studies Weekly	\$3,600.00
		\$8,059.00
solar4stem kit	Solar Generation Ed	\$5,014.00
National Geographic	National Geographic	\$5,400.00
Go Math! K6	Houghton Mifflin	\$27,654.24
Reading Kits/interventions	DRA/SRI/LLI	\$26,437.79
I-Ready	Reading/Math	\$18,000.00
Storage Bins Legos 20 tray	School Outfitters	\$11,060.00
Book Browser Carts	School Outfitters	\$5,264.00
Reading PD	McGraw Hill	\$10,000.00
Leader in Me PD	LIM	\$7,500.00
		\$262,735.17