

HORIZONS UNLIMITED CREATIVE LEARNING ACADEMY

FLORIDA CHARTER SCHOOL APPLICATION

NAME OF PROPOSED CHARTER SCHOOL: *Horizons Unlimited Creative Learning Academy*

SUBMITTED BY: *The Exodus Project, a Florida non-profit corporation
Rev. Patrick A. Miller, President*

SUBMITTED TO: *Office of Charter Schools
School Board of Sarasota County
1960 Landings Blvd.
Sarasota, FL 34231*

APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: Horizons Unlimited Creative Learning Academy

NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: The Exodus Project, a Florida non-profit corporation

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.

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NAME OF EDUCATION SERVICE PROVIDER (if any): None

NAME OF PARTNER/PARENT ORGANIZATION (if any): Bethlehem Bible Church

Projected School Opening: August 2014

School Year	Grade Levels	Total Projected Student Enrollment	Student Enrollment Capacity (if known)
First Year	K through 3	120	160
Second Year	K through 3	120	160
Third Year	K through 3	120	160
Fourth Year	K through 5	180	240
Fifth Year	K through 5	180	240

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.

Rev. Patrick A. Miller
Signature

Rev. Patrick A. Miller
Printed Name

President
Title

7-31-13
Date

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EXECUTIVE SUMMARY

The Board of Directors of the Exodus Project Community Development Corporation, a Florida non-profit corporation is pleased to submit to the School Board of Sarasota County the Horizons Unlimited Creative Learning Academy (HUCLA) charter application. The Mission of HUCLA is to provide students in grades kindergarten through five (K-5) and parents with excellent, comprehensive, educational programs and services to maximize the students' talents, capabilities, potentialities and aspirations. Students will achieve mastery of the State Common Core Standards. The school will have a primary focus on science, mathematics and technology. Additionally, music, visual, and performing arts, will assist students in the discovery and development of their individual talents and abilities. HUCLA will provide a cooperative link between home, school and community stakeholders to foster confident, knowledgeable, productive, responsible and life-long learning citizens.

It is anticipated that The Horizons Unlimited Christian Academy, a Golden Seal School, as well as other preschool programs in the community will be feeder schools to HUCLA. It is important to know that the impetus for the School was from parents desiring an educational alternative. Informal surveys of community members substantiated a significant need and desire for such a School.

HUCLA will welcome and be committed to students and parents of all socio-economic, ethnic and cultural backgrounds and exceptional students where appropriate based on accommodation requirements. In particular, HUCLA will operate in a new facility specifically designed to support teaching and learning of students and parents in the Sarasota 34234 Zip Code.

Our unique program features implementation of a rigorous Integrated Curriculum with the arts and a data driven Personalized Learning Plan (PLP) for each student in which teachers will provide individualized differentiated instruction based on assessments done at the beginning of the year and ongoing throughout the school year. Furthermore, students will be provided with 3 additional hours to receive remedial tutorial sessions, enrichment opportunities, and extracurricular activities.

The Integrated Curriculum which includes English language arts, writing, math, science, technology, music, art, social studies, and physical education will be implemented in grades K-5. Teachers will receive on-going professional development to aid them in executing the curriculum in conjunction with State Common Core Standards, use of the performing arts, differentiated instruction and a wide use of instructional strategies including direct instruction that match individual student learning styles and needs.

HUCLA will partner with both parents and the community to implement its educational program. Since parental involvement is a major component for student success, there will be many opportunities for parents to be involved. At HULCA, parents are expected to complete volunteer hours, attend monthly meetings and sign communication logs, but there will also be numerous resources available to parents that include but are not limited to:

Technology based reading and math tutorials; Enrichment and extra-curricular activities in reading, math and science using a variety of methods (e.g., projects, clubs, drama, and other performing arts); Parent Resource Center; Parent workshops based on parent needs assessments; Parent Newsletters; Parent Volunteers; Daily on-line and/or communication folders that monitor and inform parents of student progress.

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I. EDUCATIONAL PLAN

Section 1: Mission, Guiding Principles and Purpose

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

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

Horizons Unlimited Creative Learning Academy ("HUCLA" or the "School") will be organized and operated by the Exodus Project, A Community Development Corporation located at 1680 18th Street, Sarasota, FL 34234 ("Exodus CDC")

The mission of the School is to provide students in grades kindergarten through five (k-5) and parents with excellent, comprehensive, educational programs and services to maximize the students' talents, capabilities, potentialities and aspirations (the "Mission"). Students will achieve mastery in the core curriculum areas according to state and national goals. The school will have a primary focus on science, mathematics and technology. Additionally, music, visual, and performing arts, will assist students in the discovery and development of their individual talents and abilities. The School will provide a cooperative link between home, school and community to foster confident, knowledgeable, productive, responsible and life-long learning citizens.

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

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

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

HUCLA has been formed by a group of diverse, high-performing and committed individuals to help a diverse, underserved educational community achieve academic and life excellence through the institution of an integrated curriculum by diverse, high-performing teachers. It is at the core of our Mission. This entire application details how we intend to carry out that Mission.

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

HUCLA's curriculum has been designed for academic success, financial efficiency, responsibility and accountability. Our Governance and our Financial Controls and Procedures will ensure financial efficiency and accountability. Parental involvement, student accountability, and staff hiring, training and development will drive these principles through our academic model.

- *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.*

HUCLA will conduct an annual needs assessment of all parents and HUCLA staff to identify their needs. We will also establish a Parent Resource Center and parental support groups. We will form a HUCLA school advisory council (SAC) consisting of the Principal, teachers, parents and community members. We will develop and implement bi-monthly training workshops and activities based on findings from the needs assessments to: (1) address parental concerns with the School; (2) help parents gain the self-confidence they need to feel comfortable helping their children with academics and interacting with school staff; and (3) build the base of support they need to dedicate time and energy to their children's education. In addition, we anticipate the following:

- Provide multiple parent information sessions, with refreshments to make parents feel welcome.
- Form committees of parents and teachers to select the topics and events of training activities that range from literacy to how to use manipulative materials to help with homework.
- Train HUCLA staff to support parents' efforts to work with their children and to identify different learning styles to help both parents and students learn while having fun.
- Publish a monthly newsletter with suggestions for home activities
- Send a daily communications folder home with students so parents can help and keep current with their children's work
- Initially make home visits where needed to get parents involved
- Contract with parents to commit to attend monthly meetings; and volunteer hours. Record volunteer hours with the goal of increasing time parents spend at the school. Execute a rewards program to acknowledge and publicly honor their achievements
- Use flyers to inform parents about programs and school-wide activities
- Take pictures of parents, and HUCLA staff as they interact with students. Post the pictures along with a brief caption identifying them and describing what they do at the school and outside the school.

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

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

- *Improve student learning and academic achievement.*

HUCLA believes that a group of diverse, high-performing individuals who are committed to helping a diverse, underserved educational community achieve academic and life excellence through the delivery of an integrated curriculum, will improve student learning and academic achievement.

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

HUCLA believes that integrated instruction accepts children at low levels of literacy and provides a program of instruction based on individual needs, thereby improving the reading performance of low-level readers. It exposes children to books early and is a child-centered program with emphasis on problem solving, and places emphasis on skill development in phonics, word analysis, vocabulary development, literary analysis and comprehension. It emphasizes the need for writing as a means of communication.

- *Encourage the use of innovative learning methods.*

HUCLA believes that the delivery of an integrated curriculum is of itself an innovative learning method.

- *Require the measurement of learning outcomes.*

HUCLA will manage toward the following, non-exhaustive yearly educational targets:

- For annual academic growth in Math and Reading, grades 3, 4 & 5, we have targeted 10% improvement in test scores each year.
- For annual academic growth in reading, we have targeted ≥ 1.0 years increase in reading aptitude each school year
- For annual academic growth in writing, we have targeted an annual 10% improvement in writing

In addition, the school has some longer term goals it intends to strive for:

- Standardized Testing Achievement: 75% of students in HUCLA will exceed Sarasota School District scores on the standardized tests by the fifth year of the charter.
- AYP Achievement: HUCLA will make Adequate Yearly Progress on the standardized tests by the third year of the charter.
- Daily Attendance: At least 90% average daily attendance in the first year, with an increase every year.
- School Safety: HUCLA will have policies, plans, and procedures reviewed by community agencies; 100% of staff will be trained in safety procedures; parents (at least 90% surveyed) will "Agree" or "Strongly agree" that, "My children are safe at school." Teachers (at least 80% surveyed) will "Agree" or "Strongly Agree" that, "school is a safe environment that allows me to teach effectively."

The annual academic growth will be measured using the assessment tests for Math, Reading and Language Arts, as well as other state mandated assessments. Grade level common examinations in Science and Social Studies, administered in fall and at end of year will be used to measure student mastery in these content areas. The school leadership expects to see 65% growth between the October and May examinations, and 80% mastery results on End of Year examinations. Annual growth targets will be set based on benchmark data from incoming students, as well as nationally normed proficiency levels.

This is how we will evaluate the effectiveness of our curriculum across the student population.

Progress towards these targets will be communicated to students regularly as part of the school's culture of academic success. Student achievement is regularly posted publicly in graphs, charts and bulletins as an incentive for hard work. Staff use the data generated by assessments, and Running Records to communicate with parents about their individual child's performance and the next steps, based on those results.

Parents get copies of their students reports from all standardized testing agencies. These are provided periodically to parents at Parent Teacher Conferences.

D. Describe how the charter school will fulfill, the optional purposes of charter schools found in section 1002.33(2)(c), F.S. **This section is optional and NOT APPLICABLE.**

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

- *Create innovative measurement tools.*

- *Provide rigorous competition within the public school district to stimulate continual improvement in all public schools.*

- *Expand the capacity of the public school system.*

- *Mitigate the educational impact created by the development of new residential dwelling units.*

- *Create new professional opportunities for teachers, including ownership of the learning program at the school site.*

Evaluation Criteria: Mission, Guiding Principles and Purpose

Reviewers will look for:

- A compelling mission statement that defines the guiding principles and values of the school.
- A set of priorities that are meaningful, manageable and measurable, and focus on improving student outcomes.

Section 2: Target Population and Student Body

- A. Describe the anticipated target population to be served.
If applicable, applicants should describe if they will target, in accordance with the law, certain populations defined in section 1002.33(10)(e), F.S.

HUCLA will welcome and be committed to students and parents of all socio-economic, ethnic and cultural backgrounds. In particular, HUCLA will operate in Sarasota Zip Code 34234. See, Attachment 2.A for a full description of the demographics of our target area.

Our unique program features, integrated curriculum, instruction with a focus on math and science, and the use of personalized learning plans for each student, are expected to appeal to a diverse body of students. The staff will work with all parents and students through the provision of on-going needs assessments to ensure their individual needs are met by establishing goals, objectives and activities with agreed upon timelines to achieve success.

The school will eventually serve 180 students in grades K-5. It is anticipated that The Horizons Unlimited Christian Academy, a Golden Seal School, as well as other preschool programs in the community will be feeder schools to HUCLA. It is important to know that the impetus for the School was from parents desiring an educational alternative. Informal surveys of community members substantiated a significant need for the School.

The Sarasota, Florida Comparison Farmer Markets' Demographic data reports there are 2,679 or 5.2% of the Sarasota county population under 5 and 2,354 or 4.5% of the population in the 5-9 age range. According to US Census data of 2010, 384 children attend nursery school in the 34234 zip code area. Not only would HUCLA market preschool programs in this area where the school will be located; but also would market preschool programs throughout the Sarasota area to provide parents with an additional option to choose the educational service they deem would most appropriately meet their child's need. HUCLA will market through a series of print news articles, televised talk shows, and announcements through civic and social organizations promoting the school. A detailed marketing and recruitment plan will support presentations at community forums and web-based content in addition to marketing and recruiting through the District choice program.

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

HUCLA will serve students in grades Kindergarten through the fifth grade, in two classrooms for each grade, 15 students per classroom. This structure allow us to serve a total of 30 students at each grade level per year, without sacrificing the Mission, student intimacy levels, or the quality of the educational experience. For the first three academic years, HUCLA will only serve students in grades Kindergarten through the Third Grade. This will allow second and third graders in the first three years, to become fourth and fifth graders thereafter. We do not believe pre-adolescent fourth and fifth graders will transfer to HUCLA in our first few years of operation.

Also during the first few years of operation, HUCLA will operate in modular schoolhouses. Each modular schoolhouse can house two classrooms of up to 20 students each. Therefore, the total student enrollment is expected to scale in the first five years of operation as set forth on the following chart:

School Year	Grade Levels	Total Projected Student Enrollment	Student Enrollment Capacity (if known)
First Year	K through 3	120	160
Second Year	K through 3	120	160
Third Year	K through 3	120	160
Fourth Year	K through 5	180	240
Fifth Year	K through 5	180	240

Utilizing the temporary modular schoolhouse structure outlined above, we can increase our enrollment by up to 33% before reaching capacity and without materially increasing our cost of facilities.

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

See Response to Section 2.B, above.

Evaluation Criteria: Target Population and Student Body

Reviewers will look for:

- An understanding of the students the charter school intends to serve.
- If the applicant proposes to target certain populations, the projected student body should align with the overall mission of the school.

Section 3: Educational Program Design

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

HUCLA will follow the daily schedule and calendar for the district, which is 180 days. School will begin at 8:30 am and end at 3:15 pm. The school wants to ensure that their students and families have all the support they need. In an effort to meet the needs of its students and their families, the school will offer an extended day of an additional three hours.

- B. Describe the proposed charter school's educational program.

INTEGRATED CURRICULUM

Through the use of integrated curriculum instruction, the students at HUCLA will use system thinking skills in their studies, receive direct reading instruction and master the skills outlined in the Common Core State Standards. Students who need special help will be assisted so that they can attain the curriculum goals.

Integrated instruction incorporates basic subjects like reading, mathematics, and science with the exploration of a broad subject such as rainforest or energy. For student exploration, a question such as "How can we use energy to make our lives easier?" may be used to begin an exploration of the subject and a search for answers. In science, students might find out how we get electricity into our homes; mathematics might involve estimating the cost of electricity during cold months; reading could be devoted to books about how people use different types of energy.

This means that learning is no longer focused on working with separate ideas, issues and skills and then trying to figure out how various ideas, issues and skills are all connected (Atwater, 1995). Thus, integrated instruction connects disjointed and incoherent curriculums. Atwater argued that the integration of subject matter helps children perceive learning as a whole.

The basic assumption of integrated instruction is that children can acquire knowledge best when learning is in the context of a coherent "whole", and when they can connect what they are learning to the real world. Integrated instruction puts the teaching of cognitive skills such as reading, mathematics, science and writing in the context of the real world that is both specific enough to be interesting and broad enough to allow creative explorations.

Integrated instruction takes into account the needs of the individual learners. Instruction is developed to effectively reach learners with diverse needs while providing an environment that supports and nurtures each child's growth. Bergeron et al (1996) found that thematic instruction (which is similar to integrated instruction) allows teachers to meet the needs of at-risk students while supporting language and literary growth. They also found that these students retain more information because they are immersed in concrete theme based experiences. Students will have opportunities to do individual and/or group activities during the learning process. They will be allowed to make observations, read,

write, ask questions, keep individual journals, explore aspects of a subject based on their particular interests, report in a variety of creative ways, participate in discussions and develop their own conclusions based on facts that they can defend. As students learn to use the system thinking process, they will become more efficient in their participation in the study of integrated concepts. Themes may last from two to six weeks depending upon the grade level and the number of activities such as reading, reporting, interviewing, and creating art or music projects, in which students may become involved. Examples of themes by grade in science based on the Next Generation Sunshine State Common Core Standards are as follows:

- Kindergarten Why can things that move make sounds? Why do things fall to the ground? (SC.K.P.10.1)
- Grade 1 How do our five senses help us learn about things? (SC.1.N.1.2)
- Grade 2 How are plants and animals similar and different? (SC.2.L.14)
- Grade 3 How can the law of gravity be overcome? (SC.3.E.5.4)
- Grade 4 How is the rotation of the earth connected to the sun, moon and stars? (SC.4.E.5.4)
- Grade 5 How does the earth's water cycle affect our lives? (SC.S.E.7.2)

Students will be encouraged to participate actively in obtaining information and using system thinking skills as they study specific themes and do research appropriate to their grades.

INTEGRATED INSTRUCTION AND THE USE OF COMPUTERS

Computers will also be an integral part of the teaching/learning program. Each child will have opportunities to use a computer in class research and prepare reports.

Haugland (1999) found that three and four year old children who use computers with supporting activities that reinforce the major objectives of the programs have significantly greater developmental gains when compared to children without computer experiences in similar classrooms. There were gains in intelligence, non-verbal skills, structural knowledge, long term memory, manual dexterity, verbal skills, problem solving, abstraction, and conceptual skills.

In an experiment with 1273 elementary students and 12 computer teachers that were separated into either a control or experiment group for one academic year, the experimental group used an information technology curriculum. After one academic year, students' final scores in English, mathematics, science, social studies and art were gathered and compared. Statistical analysis indicated that there were significant differences in the experimental groups' academic scores. Findings also suggested that an interdisciplinary curriculum design opened opportunities for collaborative work and cohesiveness among faculty. Ching (2009)

Carrington (2001) found that young children's literacy practices out of school now encompass a range of digital technologies. In today's society, these might include CD-ROMs, computer games, play station games, the internet, mobile phones and texting.

Beauchamp (2010) argues that a shift towards a greater role for learners in orchestrating resources in the classroom will be valuable and concluded that there is potential to support more dialogue and synergistic approaches *in group and individual activity* than is seen at present.

Koehler & Mishra (2005) argue that "Proper integration [of technology] entails use of a technology in a way that makes the technology a seamless, almost invisible part of the overall learning environment, akin to blackboard and chalk" (p. 132), Morrison & Lowther (2005) conclude that students need to "learn to use the tools [of technology] to solve problems and generate new ideas and knowledge" (p.7)

Several computers will be available in each classroom for student research, reinforcement of what was taught and enrichment. Students need to "learn to use the tools to solve problems and generate new ideas and knowledge" concluded Morrison & Lowther (2005, 9.7) The literature suggests that many new technologies such as computers and the internet are best integrated through student centered methods. Levin & Wad (2006, p.160).

Students will have opportunities to do individual and group research *related to the theme being studied*. Students will work in small groups using software such as Scholastics' "Magic School Bus Explores the Rainforest" to compare two of the seven ecozones in the program. Using software, such as Edmarks's "*Kids Disk Internet Safe*", other small groups can investigate two ecozones on internet web sites selected by the teacher. The groups then merge to share their discoveries and write a report on the ecozones, illustrating each with pictures drawn by members of a group or downloaded from the internet.

A computer laboratory will be available for whole class instruction as needed. Parents will be invited to join computer classes in the laboratory so that they can upgrade their computer skills and assist their children at home. During the first three years of operation, one of the modular buildings not being occupied by fourth or fifth graders will serve as the computer laboratory. Once the permanent facility is constructed, there will be a dedicated computer laboratory.

INTEGRATED INSTRUCTION AND INTRINSIC MOTIVATION

By using a thematic instruction approach, many opportunities will be provided for HUCLA students to develop a curiosity about the real world topics under study. Reis, et al (2006) define curiosity as a human evolutionary drive to adapt and survive. They go on to say that "curious persons are naturally motivated to discover new ways of problem solving to adapt successfully".

The students will be encouraged to choose aspects of the topics for individual or group research, about which they are naturally curious. Research may be done in the class library section, on the computers, on trips in the community, through interviews of people whose work involves the topic, through map study, and on their projects that report on the information found. This leveraging of the students' natural curiosity is at the core of integrated curriculum.

Students will have ample opportunities to use technological tools and to learn how to use them well. These tools engage students' intrinsic motivation (curiosity) to use them, and capturing that motivation is an important factor in successful learning. Deci and Ryan (2000) define "intrinsically

motivated" actions as those performed out of interest and requiring no external prods, promises or threats. These actions are experienced as wholly self-determined, as representative of and emanating from a sense of self. As research noted, "the most potent motivators are internal pressures." (Knowles 200S, p.68). Furthermore, technological integration goes hand in hand with the pursuit of 21st century skills because these technology tools "promote creativity, coloration and communication, and they dovetail with learning methods in which these skills play a part" (Solomon & Schrum. 2007,p.2)

INTEGRATED INSTRUCTION AND LITERACY DEVELOPMENT

Through integrated instruction, the literacy needs of individual learners will be taken into account. Teachers will develop instruction that effectively reaches learners with diverse needs while providing an environment that supports and nurtures each child's growth. Programs for at-risk children should provide opportunities for building self-esteem, thus fostering young children's belief that they can learn (Clements & Warncke, 1994). Integrated instruction provides opportunities for success with students at-risk. There will be active participation with literature, discussions and writing as well as reporting through a variety of creative ways, such as drawing pictures, creating dramatic skits, creating poetry, dictating stories, creating songs and making dioramas and painting murals.

Every classroom will have access to a library that supports the themes being studied. The library will also have books for individual and group enjoyment. Students will be encouraged to read to others in their classroom and to younger children in lower grades. Students will be encouraged to make book reports in a variety of creative ways, such as play productions, visual art, skits, music, dance or making book jacket that includes a blurb about a particular book. During the first three years of operation, one of the modular buildings not being occupied by fourth or fifth graders will serve as the library. Once the permanent facility is constructed, there will be a dedicated library.

Emergent literacy, a phrase first used by Marie Clay (1966) assumes that a child acquires knowledge about language, reading and writing before coming to school. Emergent literacy acknowledges a child's scribble on a page as rudimentary writing, even if not one letter is discernible. The child who knows the difference between scribbles and drawings has some sense of the difference between writing and illustration. Similarly, when children narrate familiar storybooks while looking at pictures and print and give the impression of reading, it is agreed that the activity as legitimate literacy behavior, even though it cannot be called reading in the conventional manner. (Morrow, 2009)

Integrated instruction accepts children at any level of literacy and provides a program of instruction based on individual needs; it exposes children to books early and is a child-centered program with emphasis on problem solving. Emphasis will be placed on skill development in phonics, word analysis, vocabulary development, literary analysis and comprehension. The need for writing will be emphasized as a means of communication. Literacy will be used as a mechanism for learning in general. Thus, literacy learning becomes meaningful as it is integrated into content areas.

C. Describe the research base for the educational program.

SYSTEM THINKING

The recognition of the importance of complex systems in the learning process, and of the inadequacies of current educational methods in helping students understand them, has been a focal point of extensive research over the past ten years. Several studies have examined complex systems and complexity theories, as well as students' abilities to deal with complex systems of both natural and technological systems (Sa belli, 2006). Related studies have been conducted within various disciplines, including social systems (Booth Sweeny, 2000; Booth Sweeny & Sterman, 2007; Kim, 1999; Mandinach, 1989; Steed, 1002; Ullmer, 1986); technological systems (Frank. 2000); biological systems Verhoeff, Waarlo, & Boersma,200S) and natural systems (Ben-Zvi Assaraf & Orion, 200S; Hmelo-Silver, Marathe, & Liu, 2007; Hmelo-Silver & Pfeffer, 2004; Ossimitz, 2000; Wilensky & Resnick, 1989). The results of these studies are often grouped under the term system thinking (Ben-Zvi Assaraf and Orion 2005).

Based on Ben-Zvi Assaraf and Orion's investigation of the extent that system thinking could be conveyed to fourth grade students, they found that most of the children made significant progress in their ability to analyze the hydrological earth system in its two components and processes. They suggested that the majority of elementary school instructional efforts, in regard to system thinking development, should be directed to developing the analysis level and the first two skills of the synthesis level (identifying relationships between two components and identifying dynamic relationships within a system. Moreover, they found that the abilities of the 4th grade students who participated in a system thinking curriculum were much better than those of junior high students who did not study the earth systems-based program.(Ben-Zvi Assaraf and Orion 2005). Going a step further, Ben-Zvi Assaraf and Orion (2005) did an extensive review of the system thinking literature and summarized the eight hierarchic characteristics of system thinking in the context of earth systems as:

- The ability to identify the components of a system and processes within the system.
- The ability to identify simple relationships between and among the system's components.
- The ability to identify dynamic relationships within the system.
- The ability to organize the systems' components, processes, and their interactions within a framework of relationships.
- The ability to identify cycles of matter and energy within a system - the cyclic nature of systems.
- The ability to recognize hidden dimensions of the system - to understand natural phenomena through patterns and interrelationships not seen on the surface.
- The ability to make generalizations - to solve problems based on understanding systems mechanisms.
- The ability to think temporally: retrospection and prediction. Understanding that some of the presented interaction within the system took place in the past, while future events may be a result of present interaction.

These eight characteristics were then arranged as a hierarchic model - the 5th model of the stages by which system thinking develops. The development of system thinking in studying earth systems education (science) occurs in three sequential levels arranged in a hierarchical structure. The three levels are: (a) analysis of system components (characteristic 1); (b) synthesis of system components (characteristic 2, 3 4,5); and (c) implementation (characteristics 6,7,8). Each group of skills are used as the basis for the development of the next level's skills.

Zohar and Dori (2003) strongly suggested that teachers should encourage students of all academic levels to engage in tasks that involve higher order thinking skills. Furthermore, Forester (2007) argues that developing a systems perspective takes less time when it begins with a young (elementary school) inquisitive and open mind than with a mind that has already been conditioned to see the world in terms of unidirectional cause and effect. Draper (1993) proposed a sequence for developing system thinking in a curriculum for grades 4-12. He found that using computer simulations to demonstrate the existence of complexity made it possible for students to develop a systems perspective. Lehrer and Schauble (2005) examined three grade 1-2 classrooms where children studied the life cycle of the monarch butterfly. They found that children constructed attributes, described changes, made conjectures about structure and function, and compared attributes of earlier and later stages of development. Sheehy, Wylie, McGuinness, and Orchard (2000) pointed out that we may have wrongly presumed that children cannot reach an appropriate level of sophistication until adolescence. To make their point they investigated primary school system thinking abilities in an environmental context, using a methodology requiring minimal linguistic input. Their study revealed that students used some system thinking skills to manipulate the simulations. In mathematics, English (2006) argues for the need to introduce 4th and 5th grade children to the rudiments of "basic complex" systems within the mathematics curriculum. In the same research, he shows that elementary school children are indeed capable of developing their own models and sense-making systems for dealing with complex problem situations. As a result of the many investigations of the use of system thinking in teaching, the program has been adopted by UNESCO, and currently exists in Hebrew and Spanish with the process being translated into Chinese.

The following research supports use of Integrated Curriculum:

Arts Integrated Curriculum Helps Students Overcome Challenges of Poverty; Ronald Treanor, Woodrow Wilson Elementary School, New Jersey Story posted January, 2008 (Results updated December, 2011)

In 2010, the school outperformed the state in every test at every grade level, despite serving a significantly higher percentage of students in poverty overall (74% compared to 30%). 100% of fourth grade students met proficiency scores in science and math in 2010.

Loepp, Franzie L. Models of Curriculum Integration

Educational researchers have found that an integrated curriculum can result in greater intellectual curiosity, improved attitude towards schooling, enhanced problem-solving skills, and higher achievement in college (Austin, Hirstein, & Walen, 1997; Kain, 1993). Barab and Landa (1997) indicated that when students focus on problems worth solving, motivation and learning increase. And

one of the best ways to promote problem solving is through an enriched environment that makes connections among several disciplines (Wolf & Brandt, 1998).

A number of organizations support integrated learning. Project 2061's benchmarks for science literacy calls for an interdisciplinary, integrated development of knowledge organized around themes that cut across various science disciplines, mathematics, social studies, and technology (American Association for the Advancement of Science, 1993). The National Science Education Standards (National Research Council, 1996) and the Mathematics Standards (National Council of Teachers of Mathematics, 1989) also promote integrated learning. The pending Technology Education Standards (International Technology Education Association, 1998) actually include a major section on making "technological connections." This section refers to ways that technology education relates to other disciplines.

Lake, Kathy Northwest Regional Education Library; School Improvement Research Series

The findings support the positive effects of curriculum integration. Lipson (1993)

- Integrated curriculum helps students apply skills.
- An integrated knowledge base leads to faster retrieval of information.
- Multiple perspectives lead to a more integrated knowledge base.
- Integrated curriculum encourages depth and breadth in learning.
- Integrated curriculum promotes positive attitudes in students.
- Integrated curriculum provides for more quality time for curriculum exploration.

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

To provide students in grades K through 5 and their parents with comprehensive educational programs and services that address "the achievement gap", HUCLA will implement the following:

- An integrated curriculum proven to be effective in enhancing student achievement;
- On-going and varied assessments which provide data for levels of performance for each student to inform development of a Personalized Education Plan that guides instruction;
- Technology based reading and math tutorials;
- Provision of enrichment and extra-curricular activities in reading, math and science using a variety of methods (e.g., projects, clubs, drama, and other performing arts);
- Parental Involvement:
 - ✓ Parent Resource Center;
 - ✓ Parent workshops based on parent needs assessment;
 - ✓ Parent Newsletters;

- ✓ Parent Volunteers; and
- ✓ Daily communications folders with parents concerning their students.

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

HUCLA will address student needs through a rigorous curriculum designed to improve student learning and to insure academic achievement commensurate with the Common Core State Standards.

If the school intends to replicate an existing school design¹:

Not Applicable

F. Provide evidence that the existing design has been effective and successful in raising student achievement.

The effectiveness of an existing school design can be demonstrated by providing evidence of organizational viability and the success of the academic program, including compliance with legal requirements, as well as a direct relationship between program elements and student achievement.

G. Describe the applicant's capacity to replicate an existing school design.

The capacity to replicate can be demonstrated by providing credible and well-defined strategies for replication, including the financial and human resources necessary to replicate the design.

Evaluation Criteria: Educational Program Design

Reviewers will look for an educational program design that:

- Is clear and coherent;
- Is based on effective, research-based educational practices and teaching methods, and high standards for student learning;
- Aligns with the school's mission and responds to the needs of the school's target population, and
- Presents evidence that the proposed approach will lead to improved student performance for the school's target population.

¹ An example of a plan to implement a specific program, such as a widely-used curriculum, would not be categorized as the replication of an existing school design.

Section 4: Curriculum Plan

- A. Describe the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve the Next Generation Sunshine State-Common Core Standards.

To assist in the provision of excellent educational services, HUCLA will use the following curricula which have been found to be effective with "at risk" students in conjunction with the Common Core State Standards:

The SRA Early Reading Interventions in Reading and the SRA Reading Mastery Signature Edition will be used with direct instruction in grades K-2 and those who are below grade level in intermediate grades.

The integrated curriculum which includes English language arts, writing, math, science, technology, music, art, social studies, and physical education will be implemented in grades K-5. Teachers will deliver the curriculum with a focus of math and science through the arts using differentiated instruction.

The Integrated Curriculum provides the following features:

- Focuses on basic skills, content and higher level thinking
- Encourages lifelong learning
- Structures learning around topics, big ideas and meaningful concepts
- Provides connections among various curricular disciplines
- Provides students with opportunities to apply skills they have learned
- Encourages active participation in relevant real-life experiences
- Captivates, motivates, and challenges students
- Provides a deeper understanding of content
- Offers opportunities for more flexible groupings in differentiating instruction
- Accommodates a variety of learning styles/theories (i.e., social learning theory, cooperative learning, intrinsic motivation, and self-efficacy) and multiple intelligences

To implement the Integrated Curriculum with the Common Core State Standards, teachers and staff will be provided with on-going professional development training in areas of integrated curriculum instruction and differentiated instruction based on identified needs based on a yearly comprehensive needs assessment in addition to Principal classroom observations and evaluations. A professional development training plan will be developed, implemented and monitored with identified training goals, objectives, timelines and training sources and resources.

Our integrated curriculum is designed to meet the Common Core State Standards. HUCLA will provide students in grades K-5 and their parents with a comprehensive educational program that

addresses the “achievement gap” and provides a level of cultural entrepreneurial, artistic, philanthropic exposure that is not found in the public school system.

K-5 Reading

The primary goal of the reading program is to help students understand what they read, effectively express what they mean, and apply these skills to all areas of the curriculum aligned to the 5 components of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension. A firm foundation of reading skills is developed through a strong phonics program in order to provide word attack and word analysis skills and the acquisition of decoding skills. During daily reading periods, teachers use numerous approaches to develop and strengthen skills of comprehension and vocabulary development. A minimum of 90 minutes instructional time- on- task is required. Informal discussions of stories promote inferential skill development and frequent oral reading encourages expressiveness and fluency. The use of multi-level tests, computer programs, and a wide variety of literature help each child master the skills needed to achieve early independence in reading. The literature covers a broad scope of interests that encourage personal development through reading. Children learn to appreciate literature and their own creative stories. Students further develop the reading habit at an early age as they participate in reading at home.

The kindergarten through fifth grade curriculum encompasses the following reading concepts:

- Foundational Skills
- Informational Text
- Literature

K-5: Language Arts

The primary goal of the language arts program is to help students build a basic understanding of the mechanics and structure of the English language. Language Arts is integrated into all areas of the curriculum. The curriculum continually builds upon and extends language concepts developed at earlier learning stages. Teachers evaluate students for skill development as they refine their skills, while writing in their journals, reviewing current events, studying mathematical word problems, and enjoying literature.

Our integrated curriculum emphasizes the formation of good listening, writing, and speaking skills. Students improve speaking, listening, and spelling abilities through small and large group instruction. Teachers provide daily opportunities to apply skills learned in both writing and speaking activities. All students participate in activities, which develop important basic concepts and foster creative expression.

Our integrated curriculum emphasizes traditional grammar, including parts of speech; students must analyze and eventually learn to diagram sentences. Spelling and vocabulary development are continued and composition skills are extended through both formal and creative writing assignments.

The kindergarten through fifth grade curriculum encompasses the following language arts concepts:

- Writing Process
- Writing Application
- Communication

K-5: Mathematics

Our integrated curriculum focuses students on accuracy of computation and mastery of basic operations, fundamental math concepts and developing the ability to apply their knowledge to practical problem solving. All grades use word problems to promote analytical thinking skills. Primary teachers use various manipulative materials before moving students to paper and pencil tasks.

Content in each grade level is aligned to the concepts of the Common Core State Standards as follows:

Grades K- 2 Math

- Operations and Algebraic Thinking
- Numbers and Operations in Base Ten
- Measurement and Data
- Geometry

Grades 3-5 Math

- Operations and Algebraic Thinking
- Numbers and Operations n Base Ten
- Numbers and Operations-Fractions
- Measurement and Data
- Geometry

Grades K-5: Science

Science is a process, a way of thinking about and investigating the world in which we live. Students build their knowledge of living things, life cycles, and how living things interact with each other and their environment. Students develop awareness about the earth through experiences in comparing, contrasting, and describing earthly materials.

Through guided observations, students learn to notice as much as possible about objects and events, paying close attention to detail. Developing their own questions and performing investigations and experiments in a safe environment, students will use the processes of scientific investigation to design, predict, conduct, observe, measure, describe, gather data, and evaluate while communicating and recording their observations. Students start to build knowledge about the properties of the physical world as they explore, examine, classify, and manipulate common objects in their environment and note their similarities and differences.

The kindergarten through fifth grade curriculum encompasses the following science big ideas:

- Big Idea 1: The Practice of Science
- Big Idea 2: The Characteristics of Scientific Knowledge
- Big Idea 3: The Role of Theories, Laws, Hypotheses, and Models
- Big Idea 5: Earth in Space and Time
- Big Idea 6: Earth Structures
- Big Idea 7: Earth Systems and Patterns
- Big Idea 8: Properties of Matter
- Big Idea 9: Changes in Matter
- Big Idea 10: Forms of Energy
- Big Idea 11: Energy Transfer and Transformations
- Big Idea 12: Motion of Objects
- Big Idea 13: Forces and Changes in Motion
- Big Idea 14: Organization and Development of Living Organisms
- Big Idea 15: Diversity and Evolution of Living Organisms
- Big Idea 16: Heredity and Reproduction
- Big Idea 17: Interdependence

Through these content areas, the science curriculum is delivered with emphasis on inquiry, scientific thinking, and real world experiences.

Differentiated Instruction

Teachers will implement on-going assessments using diagnostic, norm referenced, criterion-referenced, surveys, formal and informal tests as well as summative and formative evaluations to inform them of the best practices for instructional strategy use. These assessments will be used to provide teachers and parents with understanding about what the student is learning. It will guide future planning, monitor student progress and evaluate student achievement. Parents can also use

these assessments to reflect and understand their child's learning preferences and levels of achievement.

In differentiated instruction, teachers will respond to students' readiness, instructional needs, interests and learning preferences. It is a learner-responsive, teacher facilitated approach where all students have the opportunity to meet curriculum/standards. Lessons may be based on inquiry, problem and/or projects.

Teachers will be trained on how to differentiate content, process and product in differentiated instruction. Based on on-going needs assessments, teachers will ask students to complete tasks congruent with what they know on the levels of Bloom's taxonomy: knowledge, comprehension, and application. All students will be working toward the same standard; but may work in pairs, groups, or individually based on assessment profile data.

Differentiation of process instruction will be based on learning styles in conjunction with the standards of performance required for the age level. Process differentiation will allow students to learn based on the method easiest for them to acquire knowledge or what may challenge them the most. The on-going assessments that reflect the needs, readiness learning style, interests, and levels of prior knowledge will determine the grouping and regrouping related to the object lesson.

Teachers will differentiate instruction by product based on the student's skill level and standards. They will assign students to complete activities that demonstrate mastery of a concept or a method the student prefers (i.e. composing a song about the content or building a 3-dimensional object) that explains mastery of the lesson. It is done by using final product options (i.e. menu unit sheets, choice boards or open-ended questions). Students will demonstrate what they have learned using their learning preferences, interests and strengths.

Teachers will prepare the learning environment with areas for quiet individual work as well as areas for group work and collaboration. They will employ classroom management techniques that support a safe and supportive learning environment. Students will feel welcomed and safe. Students are aware of and follow classroom rules, routines and procedures. There are procedures for all activities completed in the classroom which promote minimal noise, minimize unnecessary movement, encourage on-task behavior and promote independent work and responsibility.

Systems thinking will be an element of the integrated curriculum to encourage students to understand subject matter through problem solving that connects issues as part of an overall "system." It's applicable to disciplines (i.e. science, arts, and math) and involves how different elements behave and interact in order to produce patterns and predictable outcomes. Technology will be used to address big ideas to support students toward seeing and interpreting the world as coherent systems."

Through the use of integrated curriculum instruction, the students at HUCLA will use system thinking skills in their study about various topics and will receive direct teaching of the skills outlined in the Common Core State Standards. Students who need special help will be monitored and provided with the assistance they need to attain the curriculum goals and the Common Core State Standards.

Students will be encouraged to participate actively in obtaining information and using system thinking skills as they study specific subjects and do research appropriate to their grades.

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

In a study entitled “Effective Reading Programs for the Elementary Grades: A Best –Evidence Synthesis” conducted by Johns Hopkins University, it was concluded that all of the beginning reading programs found to be effective have a strong focus on teaching phonics and phonemic awareness. For this reason SRA has been chosen to be the reading program for students reading below level.

Integrated Curriculum Approach

Meeting Standards Through Integrating Curriculum (Drake & Burns, 2004) The integrated approach is based on the research report “Champions of Change: The Impact of Arts on Learning” (Fiske, 1999). This report offers clear evidence that sustained involvement in particular art forms—music and theater—is highly correlated with success in mathematics and reading. “At-risk” students do particularly well both academically and personally in these types of programs (Blake, 2001).

Individuals learn best when encountering ideas that are connected to one another. (Contardi, Fall, Flora, Gandee, & Treadway, 2000) The belief system is that “all things are connected.” The nature of integrated curriculum is viewed as a means to enhance student motivation by providing students with a student-centered approach. Systems Thinking (Gresalfi & Peppler 2010) <http://homepages.indiana.edu/asset/page/normal/8383.html>.

The recognition of the importance of complex systems in the learning process, and of the inadequacies of current educational methods in helping students understand them, has been a focal point of extensive research over the past ten years. Several studies have examined complex systems and complexity theories, as well as students' abilities to deal with complex systems of both natural and technological systems (Sa belli, 2006). Related studies have been conducted within various disciplines, including social systems (Booth Sweeny, 2000; Booth Sweeny & Sterman, 2007; Kim, 1999; Mandinach, 1989; Steed, 1002; Ullmer, 1986); technological systems (Frank. 2000); biological systems Verhoeff, Waarlo, & Boersma,200S) and natural systems (Ben-Zvi Assaraf & Orion, 200S; Hmelo-Silver, Marathe, & Liu, 2007; Hmelo-Silver & Pfeffer, 2004; Ossimitz, 2000; Wilensky & Resnick, 1989). The results of these studies are often grouped under the term system thinking (Ben-Zvi Assaraf and Orion 2005).

Integrated curriculum organizes the curriculum across all subject areas. It integrates basic subjects like reading, mathematics, and science with the exploration of a broad subject such as rainforest or energy. For student exploration, a question such as “How can we use energy to make our lives easier?” may be used to begin an exploration of the subject and a search for answers. In science, students might find out how we get electricity into our homes; mathematics might involve estimating the cost of electricity during cold months; reading could be devoted to books about how people use different types of energy. Atwater argued that the integration of subject matter helps children perceive learning as a whole.

This means that learning is no longer focused on working with separate ideas, issues and skills and then trying to figure out how various ideas, issues and skills are all connected (Atwater, 1995). Thus, integrated curriculum instruction connects disjointed and incoherent curricula.

'The basic assumption of integrated curriculum instruction is that children can acquire knowledge best when learning is in the context of a coherent "whole", and when they can connect what they are learning to the real world. Integrated curriculum instruction puts the teaching of cognitive skills such as reading, mathematics, science and writing in the context of the real world that is both specific enough to be interesting and broad enough to allow creative explorations. Integrated curriculum instruction eliminates teaching around disciplines rather than students' experiences. Integrated curriculum instruction takes into account the needs of the individual learners. Instruction is developed to effectively reach learners with diverse needs while providing an environment that supports and nurtures each child's growth. Bergeron et al (1996) found that integrated curriculum instruction allows teachers to meet the needs of at-risk students while supporting language and literary growth. They also found that these students retain more information because they are immersed in concrete experiences. Students will have opportunities to do individual and/or group activities during the learning process. They will be allowed to make observations, read, write, ask questions, keep individual journals, explore aspects of a subject based on their particular interests, report in a variety of creative ways, participate in discussions and develop their own conclusions based on facts that they can defend. As students learn to use the system thinking process, they will become more efficient in their participation in the study of topics. Topics may last from two to six weeks depending upon the grade level and the number of activities such as reading, reporting, interviewing, and creating art or music projects, in which students may become involved.

Based on Ben-Zvi Assaraf and Orion's investigation of the extent that system thinking could be conveyed to fourth grade students, they found that most of the children made significant progress in their ability to analyze the hydrological earth system in its two components and processes. They suggested that the majority of elementary school instructional efforts, in regard to system thinking development, should be directed to developing the analysis level and the first two skills of the synthesis level (identifying relationships between two components and identifying dynamic relationships within a system. Moreover, they found that the abilities of the 4th grade students who participated in a system thinking curriculum were much better than those of the junior high students who did not study the earth systems-based program. (Ben-Zvi Assaraf and Orion 2005)

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- The ability to identify cycles of matter and energy within a system - the cyclic nature of systems.
- The ability to recognize hidden dimensions of the system - to understand natural phenomena through patterns and interrelationships not seen on the surface.
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INTEGRATED CURRICULUM INSTRUCTION AND LITERACY DEVELOPMENT

Through integrated curriculum instruction, the literacy needs of individual learners will be taken into account. Teachers will develop instruction that effectively reaches learners with diverse needs while providing an environment that supports and nurtures each child's growth. Programs for at-risk children should provide opportunities for building self-esteem, thus fostering young children's belief

that they can learn (Clements & Warncke, 1994). Integrated curriculum instruction provides opportunities for success with students at-risk.

Every classroom will have access to a library that supports the themes being studied. The library will also have books for individual and group enjoyment. Students will be encouraged to read to others in their classroom and to younger children in lower grades. Students will be encouraged to make book reports in a variety of creative ways, such as play productions, visual art, skits, music, dance or making book jacket that includes a blurb about a particular book. During the first three years of operation, one of the modular buildings not being occupied by fourth or fifth graders will serve as the library. Once the permanent facility is constructed, there will be a dedicated library.

Emergent literacy, a phrase first used by Marie Clay (1966) assumes that a child acquires some knowledge about language, reading and writing before coming to school. Emergent literacy acknowledges a child's scribble on a page as rudimentary writing, even if not one letter is discernible. The child who knows the difference between scribbles and drawings has some sense of the difference between writing and illustration. Similarly, when children narrate familiar storybooks while looking at pictures and print and give the impression of reading, it is agreed that the activity as legitimate literacy behavior, even though it cannot be called reading in the conventional manner. (Morrow, 2009)

Integrated curriculum instruction accepts children at any level of literacy and provides a program of instruction based on individual needs; it exposes children to books early and is a child-centered program with emphasis on problem solving. Skills will not be taught and practiced in isolation, but instead through the topics and experiences under study. Emphasis will be placed on skill development in phonics, word analysis, vocabulary development, literary analysis and comprehension. The need for writing will be emphasized as a means of communication. Literacy will be used as a mechanism for learning in general. Thus, literacy learning becomes meaningful as it is imbedded in the study of topics which include the content areas. The other subject areas such as mathematics, social studies, science, music, art and health will be taught in this cross curricular methodology also.

INTEGRATED CURRICULUM INSTRUCTION AND THE USE OF COMPUTERS

Computers will also be an integral part of the teaching/learning program. Each child will have opportunities to use a computer in class research and prepare reports.

Haugland (1999) found that three and four year old children who use computers with supporting activities that reinforce the major objectives of the programs have significantly greater developmental gains when compared to children without computer experiences in similar classrooms. There were gains in intelligence, non-verbal skills, structural knowledge, long term memory, manual dexterity, verbal skills, problem solving, abstraction, and conceptual skills.

In an experiment with 1273 elementary students and 12 computer teachers that were separated into either a control or experiment group for one academic year, the experimental group used an information technology curriculum. After one academic year, students' final scores in English, mathematics, science, social studies and art were gathered and compared. Statistical analysis indicated that there were significant differences in the experimental groups' academic scores.

Findings also suggested that an integrated curriculum design opened opportunities for collaborative work and cohesiveness among faculty. Ching (2009)

Carrington (2001) found that young children's literacy practices out of school now encompass a range of digital technologies. In today's society, these include CD-ROMs, computer games, play station games, the internet, mobile phones and texting.

Beauchamp (2010) argues that a shift towards a greater role for learners in orchestrating resources in the classroom will be valuable and concluded that there is potential to support more dialogue and synergistic approaches in group and individual activity than is seen at present.

Koehler & Mishra (2005) argue that "Proper integration [of technology] entails use of a technology in a way that makes the technology a seamless, almost invisible part of the overall learning environment, akin to blackboard and chalk" (p. 132), Morrison & Lowther (2005) conclude that students need to "learn to use the tools [of technology] to solve problems and generate new ideas and knowledge"

Several computers will be available in each classroom for student research, reinforcement of what was taught and enrichment. Students need to "learn to use the tools to solve problems and generate new ideas and knowledge" concluded Morrison & Lowther (2005, 9.7) The literature suggests that many new technologies such as computers and the internet are best integrated through student centered methods. Levin & Wad (2006, p.160).

Students will have opportunities to do individual and group research related to the topic being studied. Students will work in small groups using software such as Scholastics' "Magic School Bus Explores the Rainforest" to compare two of the seven ecozones in the program. Using software, such as Edmarks's "Kids Disk Internet Safe", other small groups can investigate two ecozones on internet web sites selected by the teacher. The groups then merge to share their discoveries and write a report on the ecozones, illustrating each with pictures drawn by members of a group or downloaded from the internet.

A computer laboratory will be available for whole class instruction as needed. Parents will be invited to join computer classes in the laboratory so that they can upgrade their computer skills and assist their children at home. During the first three years of operation, one of the modular buildings not being occupied by fourth or fifth graders will serve as the computer laboratory. Once the permanent facility is constructed, there will be a dedicated computer laboratory.

INTEGRATED CURRICULUM INSTRUCTION AND INTRINSIC MOTIVATION

By using an integrated curriculum instruction approach, many opportunities will be provided for HUCLA students to develop a curiosity about the real world topics under study. Reis, et al (2006) define curiosity as a human evolutionary drive to adapt and survive. They go on to say that "curious persons are naturally motivated to discover new ways of problem solving to adapt successfully".

The students will be encouraged to choose aspects of the topics for individual or group research. Research may be done in the class library section, on the computers, on trips in the

community, through interviews of people whose work involves the topic, through map study, and on their projects that report on the information found.

Students will have ample opportunities to use technological tools and to learn how to use them well. These tools engage students' intrinsic motivation to use them, and capturing that motivation is an important factor in successful learning. Deci and Ryan (2000) define "intrinsically motivated" actions as those performed out of interest and requiring no external prods, promises or threats. These actions are experienced as wholly self-determined, as representative of and emanating from a sense of self. As research noted, "the most potent motivators are internal pressures (Knowles 200S,p.68). Furthermore, technological integration goes hand in hand with the pursuit of 21st century skills because these technology tools "promote creativity, coloration and communication, and they dovetail with learning methods in which these skills play a part" (Solomon & Schrum. 2007,p.21)

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

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

Journeys Common Core is a K–6 reading program that helps students soar like never before with leading-edge digital tools and results-driven instruction.

Global education leader Houghton Mifflin Harcourt (HMH) announced the results of a gold standard study highlighting the effectiveness of its popular *Journeys Common Core 2012* reading program. In the fall of 2011, PRES Associates, Inc., an independent research firm, conducted a two-year, randomized control trial (RCT) of *Journeys* in grades K-2. An RCT, considered a gold standard study, is the only research design that meets the What Works Clearinghouse (WWC) standards for demonstrating a program's effectiveness. First year results showed significant gains in word recognition, reading comprehension, spelling, and vocabulary.

Several increases in average test scores for *Journeys* classrooms were recorded, including significant gains in word recognition (15 percentiles), reading comprehension (8 percentiles), spelling (6 percent), and vocabulary (6 percentiles) as compared to control groups. In all analyses performed, *Journeys* students out-performed students in the control groups.

In addition to bringing reading, writing, and vocabulary to life for thousands of students, *Journeys* also employs leading technology, such as interactive whiteboard lessons, the HMH Readers app for leveled readers, tablet-ready student magazines, and online editions of all print components, making it not only highly effective, but also a highly versatile reading and literacy program for any classroom.

Because reading will be the primary focus of the school, HUCLA students will have ninety minutes of uninterrupted reading instruction each day. In addition to that, they will receive additional reading through the integrated curriculum.

Students who are on grade level or higher will receive instruction through technology, small groups, independent reading, and or projects.

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

Students who enter below grade level will have their needs met using a variety of strategies. Some of those include the below level supplemental reading material. In addition, the classroom teacher will work with the below level students in small groups and one and one if needed. Students will also use the computer for remedial reading programs. HUCLA does provide afterschool remedial tutorial sessions as well.

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

Students will be challenged to expand their worldview and creative thinking by exposure to various elements of the visual-performing arts, including drama, music, art, etc. There will be active participation with literature, discussions and writing as well as reporting through a variety of creative ways, such as drawing pictures, creating dramatic skits, creating poetry, dictating stories, creating songs and making dioramas and painting murals.

Students will be encouraged to make book reports in a variety of creative ways, such as play productions, visual art, skits, music, dance or making book jacket that includes a blurb about a particular book.

Students will be free to reach conclusions on their own and will be provided with many different perspectives. Knowledge will be presented in a dialectical manner with openness to new ideas and procedures. Multiple views are presented with the expectation that students will form their own meanings. It rewards creative, divergent behavior and thinking of students. Furthermore, this will enable students to develop into those who are more well-rounded both socially and ethically.

HUCLA will use the Guggenheim Elementary (Archworks) as a success model for integrated curriculum. The School will form partnerships with community organizations such as (West Coast Black Theatre Group for real-life context). Through exposure to such play writing/acting and fieldtrips, students will be able to evaluate and process life events in a way that helps them with their decision making processes.

A computer laboratory will be available for whole class instruction as needed. Parents will be invited to join computer classes in the laboratory so that they can upgrade their computer skills and assist their children at home in the learning process.

K-5: Art

The primary goal of the art program is to provide every student an opportunity to develop and explore his or her creative potential. Art specialists encourage skill development and artistic adventure as they guide students to create and express themselves in both realistic and abstract models.

Students will develop art skills, including an aesthetic awareness of art forms in nature, an appreciation of different artistic styles, and the confidence to use art as a mode of personal expression. Students will practice imagining, experimenting, solving problems, thinking independently, and making their own decisions.

K-5: Music

The music curriculum includes both vocal and instrumental music. A variety of melodic and harmonic classroom instruments in accompaniment of singing during classroom practice and performances is incorporated throughout the music curriculum. Music specialists introduce students to both music skills and knowledge of various types of musical literature. Students will be exposed to musical contributions representing various cultures, genres, styles, and artists.

Exposure to a variety of composers representing various historical periods and cultures will enable students to understand the role of regions, events, and historical context on the various music types.

Skills and techniques are developed throughout all grade levels.

The curriculum focuses on the refinement of musical skills by introducing and practicing techniques such as blending vocal timbres, matching dynamic levels, appropriate tempo and balance, and responding to cues of the conductor through the singing of songs, rhymes, and melodies both individually and as a group.

In addition, instruction will lead students to demonstrate progressive competency in reading and interpreting simple melodies, rhythms, melodic patterns, and appropriate dictation.

Creation and communication is another important part of the curriculum. Creative expression, individual interpretation and the creation of original musical works and songs will be encouraged and guided throughout the curriculum.

The last area included within the field of music is application to life. Real applications of music within the curriculum help students connect the impact of music to their everyday lives.

Awareness of the use and role of music in media and entertainment is a focus of development. The curriculum provides an opportunity for modeling and practice of appropriate audience behavior in various musical settings.

K-5: Technology

The School recognizes and embraces the important role technology plays in educating children to prepare them for the opportunities of tomorrow. Technology has proven invaluable not only as a

skills-based tool for children to learn, but also as an additional instructional tool to assist teachers in providing targeted, effective learning instruction for successful educational outcomes.

The School's philosophy of the role of technology in the classroom is based on three concepts.

First, technology is a core for learning. Second, technology must be ubiquitous, (i.e., readily accessible to teachers and students in the classroom and all areas where learning takes place).

Third, educational use of the Internet broadens and deepens students' knowledge and academic achievement. Appropriate use of the Internet will be ensured via the installation of software filters designed to block access to those sites deemed unsuitable for student access including pornographic sites. Supervision by faculty and staff will further ensure appropriate student use of the Internet.

HUCLA bases technology instruction on six national standards (Spiral of Skills) that support computer literacy beginning in kindergarten. These standards are taught with increasing complexity at appropriate levels (Level I, Grades K-2; Level II, Grades 3-5) as follows. The student:

- Knows the characteristics and uses of computer hardware and operating systems
- Knows the characteristics and uses of computer software
- Understands the relationship among science, technology, society, and the individual
- Understands the nature of technological design
- Understands the nature of, and operation of systems
- Understands the nature and uses of different forms of technology

K-5: Physical Education

The primary goal of the physical education program is the basic application of individual skills in a team sport environment. Physical education will include a variety of developmental activities, emphasizing fine and gross motor skill development.

The kindergarten through second grade curriculum, is focused on movement exploration through various motor and non-motor experiences, and includes instruction in keeping growing bodies healthy, clean, and out of harm's way (e.g. health/nutrition, exercise, drug prevention, first aid, and safety). Physical education in grades three through five, allows students to interact in team sports that also contribute to developing habits of good sportsmanship. HUCLA will provide a minimum of 150 minutes of physical activity each week.

The kindergarten through fifth grade curriculum encompasses the following physical education big ideas:

- Cognitive Ability
- Lifetime Fitness
- Movement Competency

- Responsible Behaviors and Values

The kindergarten through fifth grade curriculum encompasses the following health literacy big ideas:

- Concepts
- Promotions
- Responsible Behavior

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

HUCLA has established the following, non-exhaustive yearly educational targets:

- For annual academic growth in Math and Reading, grades 3, 4 & 5, we have targeted 10% improvement in test scores each year.
- For annual academic growth in reading, we have targeted ≥ 1.0 years increase in reading aptitude each school year
- For annual academic growth in writing, we have targeted an annual 10% improvement in writing

In addition, the school has some longer term goals it intends to strive for:

- Standardized Testing Achievement: 75% of students in HUCLA will exceed Sarasota School District scores on the standardized tests by the fifth year of the charter.
- AYP Achievement: HUCLA will make Adequate Yearly Progress on the standardized tests by the third year of the charter.
- Daily Attendance: At least 90% average daily attendance in the first year, with an increase every year.
- School Safety: HUCLA will have policies, plans, and procedures reviewed by community agencies; 100% of staff will be trained in safety procedures; parents (at least 90% surveyed) will "Agree" or "Strongly agree" that, "My children are safe at school." Teachers (at least 80% surveyed) will "Agree" or "Strongly Agree" that, "school is a safe environment that allows me to teach effectively."

The annual academic growth will be measured using standardized tests for Math, Reading and Language Arts, as well as other state mandated assessments. Grade level common examinations in Science and Social Studies, administered in fall and at end of year will be used to measure student mastery in these content areas. The school leadership expects to see 65% growth between the October and May examinations, and 80% mastery results on End of Year examinations. Annual growth targets will be set based on benchmark data from incoming students, as well as nationally normed proficiency levels.

Progress towards these targets will be communicated to students regularly as part of the school's culture of academic success. Student achievement is regularly posted publically in graphs, charts and bulletins as an incentive for hard work. Homeroom teachers make sure individual students also

understand the results they receive from common assessments. Staff use the data generated by the assessments, and Running Records to communicate with parents about their individual child's performance and the next steps, based on those results.

Parents get copies of their students reports from all standardized testing agencies. These are provided periodically to parents at Parent Teacher Conferences.

Evaluation Criteria: Curriculum Plan

Reviewers will look for a curriculum plan that:

- Provides a clear and coherent framework for teaching and learning;
- Is research-based;
- Is consistent with the school's mission, educational philosophy and instructional approach;
- Will enable students to attain Next Generation Sunshine State-Common Core Standards and receive a year's worth of learning for each year enrolled, and
- Will be appropriate for all students at all levels.

Section 5: Student Performance, Assessment and Evaluation

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

Entry level assessments and ongoing informal and formal measures will be conducted to determine student progress. Cumulative and current social and developmental history, attendance as well as psychological, medical, and anecdotal records and achievement data will be reviewed. Teachers will be trained to identify skill deficits and special needs early through small group and individualized instruction and will respond with appropriate adjustments, adaptations, and accommodations to increase the learning potential of all students.

Student progress will be reviewed weekly in round table teacher collaboration discussions. Recommendations for improvement in the teaching learning process will be based on best practices, proven effective intervention strategies, materials, technologies, appropriate school, district, and community resources. These recommendations will be shared to enable students to perform and achieve their best. A personalized learning plan will be developed and implemented that includes the following: student performance levels, goals, methods and an anecdotal record of progress toward goal attainment.

If success is not achieved after conducting recommended intervention of instructional strategies, general education activities, consultation and work with parents; sensory and diagnostic screening tests will be administered. If screening tests indicate further testing is needed, parental permission for further testing will be secured and a referral will be made for a formal evaluation.

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

Student Grade Level Placement

1. Kindergarten

Students must be five years of age on or before September 1 of the school year. Evidence of child's date of birth, immunization, and other documentation required by the district must be presented by the parent/guardian.

2. First Grade

Students must be six years of age on or before September 1 of the school year and have successfully completed a public or non-public school kindergarten with evidence, such as a report card or letter by the administrator of the school, certifying satisfactory completion of the kindergarten program.

3. Third-Fifth Grades

Each student's cumulative records from the school previously attended will be examined to determine student placement.

Past performance on State of Florida mandated tests will be reviewed for achievement level.

Promotion

Each student's progression from one grade to another will be determined by proficiency in reading, writing and math according to the progression policy of the School Board of Sarasota County. Each student's parent or guardian will be informed throughout the school year of that student's academic progress. The school's progression plan will be reviewed periodically to ensure that it complies with any changes made to school board policy. It will be reviewed to ensure that all reporting, retention and assessment procedures are equitable, comprehensive, thereby providing accountability for all students. There must be adequate progress in reading, writing and mathematics as demonstrated by student performance on the Common Core State Standards, as measured by PARCC, and district/classroom assessments. Such assessments may include: standardized assessments, and classroom performance assessments. HUCLA will also include more creative types of assessments based on a student's learning style.

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

Not Applicable.

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

Baseline Data

During the first month of school, baseline data will be collected. During the first three years of operation, students in second and third graders will be given the SRI (Scholastic Reading Inventory) and the SMI (Scholastic Math Inventory). Later, these tests will be administered to grades 2-5. SRI and SMI are assessment programs, which provide immediate, actionable data on students' reading and math levels, and information on growth over time. The tests will be administered three times during the school year. Personalized reports will be distributed to students and parents to keep them informed of progress.

SRI has been shown by research to be accurate, and informative. SRI test items do not require prior knowledge of ideas outside the passage, and do not test on vocabulary taken out of context. The SRI question bank comes from authentic passages of literature that students encounter both in and out of school. Test items are drawn from a variety of content areas.

Using SRI and the Lexile Framework for Reading places both reader and text on the same scale, making it possible to define gaps between a reader's comprehension and the various types of text that members of society need to understand in order to productively go about their daily lives.

The Lexile Framework for Reading is a scientific approach to reading comprehension and text measurement. The Lexile measure matches a reading's ability to a text's difficulty allowing individualized monitoring of progress. The Lexile measure is a reading ability or text difficulty score followed by an "L". SRI uses the developmental Lexile scale for texts ranging from 100L for beginning readers to 1500L for advanced readers. Any score above 1500L is reported as 1500L+.

Because the Common Core State Standards focus on readiness for college and careers, this type of testing in elementary school is good preparation for the future.

Testing is computer adaptive, which eliminates a lot of the frustration associated with test taking. The test's level of difficulty automatically adjusts to students' answers resulting in fast, accurate assessment.

Kimberly A. Knutson, School District of Palm Beach County, wrote a paper entitled, "Because We Can't Wait Until Spring: Using the SRI to Improve Reading Performance." This paper gives details about a study conducted in Palm Beach County.

SRI was used as a tool to: 1) identify those students needing help in their reading skills early in the school year; and 2) measure progress in reading throughout the year. Teachers can obtain the reading comprehension data throughout the year to monitor student progress, set goals and adjust instruction.

The newest SRI tests are aligned with Common Core State Standards. Scholastic is available to suggest opportunities for funding sources, and has a teacher training component of its programs. Student testing licenses are reusable from year to year. This makes assessment and over 20 different types of reports, a practical tool of accountability.

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

Because Florida is in transition from Next Generation Sunshine State Standards to new Common Core State Standards, a new assessment tool will replace FCAT by the 2014-2015 school year. New assessments will test how well the students have learned the standards. A consortium of 22 states and the U.S. Virgin Islands have worked together to develop a common set of K-12 assessments based on the Common Core State Standards. This consortium is known as PARCC (Partners for the Assessment of Readiness for College and Careers).

Assessments

- | | |
|-----------|---|
| ➤ August | SRI, SMI (Scholastic Reading and Math Inventories); Grades 2-5 |
| ➤ Aug-Oct | FLKRS (Kindergarten Readiness Screener); Kindergarten |
| ➤ Aug-Oct | FAIR (Florida Assessments for Instruction in Reading); Grades K-5 |
| ➤ Nov-Jan | FAIR; Grades K-5 |
| ➤ January | SRI, SMI; Grades 2-5 |

- March-May FAIR; Grades K-5
- May SRI, SMI; Grades 2-5
- 2014-2015 PARCC; Grades K-5

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

Comprehensive Assessment

Each student will be assessed to determine the student’s knowledge, understanding and skill. Information from the assessment will provide qualitative information of student strengths; needs; learning preferences and interests (i.e. visual, auditory, or kinesthetic learner).

Data Disaggregation

After each round of testing teachers and administrators will analyze the data to identify students’ strengths and weaknesses. SRI and SMI will provide a Student Action Report. Included in the report are instructional levels and specific teaching recommendations to help each student meet expectations.

Each student, who does not meet specific levels of performance on statewide reading assessments, will be given an additional assessment.

State Statute 1008.22 identifies as belonging to this group:

- 1) Students who are deficient in reading by the end of Grade 3.
- 2) Students who fail to meet performance levels required for promotion consistent with the district school board’s plan for student progression.

The assessment administered to these students will be the Diagnostic Assessments of Reading. The D.A.R. tests the areas of phonemic awareness, phonics, fluency, comprehension and vocabulary. It is an individually administered test, which gives immediate feedback about each student’s strengths and weaknesses in key areas of reading. Because scoring is simultaneous with administration, teachers can more quickly know what instructional strategies to apply to improve student skills. The teacher kit comes with a DVD, which explains how to administer the test, and a script to follow.

HUCLA will utilize PARCC elementary grades content-level tutorials (for additional practice) and mini-assessments in reading and math, throughout the year.

All assessments given will be used to identify strategies for teaching, and re-teaching, compatible with different learning styles. These strategies will be included in a student learning plan for each student. The learning plan will include tutorials for weaknesses, as well as, enrichment for strengths. The learning plan will be revised throughout the year.

Personalized Learning Plans

All students will have a Personalized Learning Plan. The Personalized Learning Plan is designed to track an individual student's strengths and weaknesses and cumulative progress in attaining a year's worth of learning, at a specific grade level. The Personalized Learning Plan's development is a collaborative effort between the teacher, parent, student, and other staff involved with the student's academic achievement.

The student's teacher will consider the following information when assessing the student's strengths and weaknesses:

- The student's academic performance prior to his/her enrollment.
- The results of any achievement testing.
- Examples of the student's work.
- A written or oral statement from the student about what they like to learn and a parent statement about how their child learns best (e.g., in a quiet place, working in groups, etc.).
- Reports and observations from the student's teachers.
- Information and suggestions from the student's parents.

Projects, assignments, tests and any other information that indicate mastery of specific skills will be collected in the student's portfolio as evidence of progress made. The teachers will be trained on the use of the Personalized Learning Plan. Administrators and teachers will compare the data within the Personalized Learning Plan with students within the county in comparable populations.

Based on the instructional implications of the data, teachers will differentiate instruction to remediate any skill deficiencies and provide enrichment to extend learning for students who demonstrate mastery.

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

Personalized reports will be distributed to students and parents to keep them informed of progress.

Comparison to Comparable Student Population

The PARCC scores of HUCLA students can be compared to a comparable student population, after PARCC training is made available to HUCLA staff responsible for administering these assessments and interpreting student results.

Student Progression

Each student's progression from one grade to another will be determined by proficiency in reading, writing, and math according to the progression policy of the School Board of Sarasota County. Each student's parent or guardian will be informed throughout the school year of that student's academic progress. The school's progression plan will be reviewed periodically to ensure that it complies with any changes made to school board policy. It will be reviewed to ensure that all reporting, retention and assessment procedures are equitable and comprehensive, thereby providing accountability for all students.

Evaluation Criteria: Student Performance, Assessment and Evaluation

Reviewers will look for:

- Measurable educational goals and objectives that set high standards for student performance.
- Promotion standards that are based on high expectations and provide clear criteria for promotion from one level to the next, and for graduation (if applicable).
- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- An assessment plan that is sufficiently frequent and detailed to determine whether students are making adequate progress.
- Evidence that data will inform decisions about adjustments to the educational program.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.

Section 6: Exceptional Students

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

- The school will serve students with disabilities whose needs can be met in a regular classroom environment (at least 80% of instruction occurring in a class with non-disabled peers) with the provision of reasonable supplementary supports and services and/or modifications and accommodations.
- HUCLA will comply with District, state and federal requirements for serving students with disabilities including Section 504 of the Rehabilitation Act of 1973, Florida Statute (2007) 1002.33, Chapter 6A-6 of the State Board of Education Administrative Rule and the Individuals with Disabilities Education Act (IDEA). It will plan, coordinate, and collaborate with the Pupil Services Support of the Sarasota District Schools in the identification of special needs students and provision of education and related services. Implementation of the following procedures will be used to assure compliance with local, state and federal guidelines for providing educational and related services to exceptional students.

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

See response to Question 6.A, above. We will evaluate the student's needs along with the parent in order to determine whether HUCLA's environment best suits the child's needs.

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

Identification of students with special needs

HUCLA regular education in cooperation with ESE liaison and ESE teachers will conduct entry level and ongoing informal and formal assessments to determine student progress. The ESE liaison/guidance counselor (ESE liaison) will assist teachers in collecting and reviewing cumulative and current social and developmental history, attendance as well as psychological, medical, and anecdotal records and achievement data. Teachers will be trained to identify skill deficits and special needs early through small group and individualized instruction and will respond with appropriate adjustments, adaptations, and accommodations to increase the learning potential of all students.

Student progress will be reviewed weekly in round table peer teacher collaboration discussions. Recommendations for improvement in the teaching learning process will be based on best practices, proven effective intervention strategies, materials, and technologies, in conjunction with appropriate school, District, and community resources. These recommendations will be shared to enable students to perform and achieve their best. An improvement plan will be developed and implemented that includes the following: student performance levels, goals, methods and an anecdotal record of

progress toward goal attainment.

Sensory and diagnostic screening tests will be administered if success is not achieved after teachers implement the recommended interventions of instructional strategies, general education activities, consultation, and work with parents. If screening tests indicate further testing is needed, The ESE Liaison will obtain parental permission for further testing and coordinate referral for a formal evaluation.

The ESE Liaison will solicit assistance from Pupil Services Support of the Sarasota District to provide any additional technical assistance needed in the support of additional assessments and all reporting requirements to insure compliance with eligibility criteria mandates.

After the ESE Liaison receives the signed consent for evaluation from the parent, the form will be time/date stamped. The evaluation will be completed within the 60 day time limit.

The ESE liaison will coordinate the schedule, assembly, and conduction of the eligibility staffing team to determine ESE eligibility. The team will include but not be limited to the following:

Principal or designee, the exceptional student education (ESE) liaison, parents, student's regular education teacher, guidance counselor, psychologist, speech/language pathologist if appropriate, and social worker (if pertinent).

After establishing a convenient time and place for meeting, the ESE liaison will provide a written notice of the meeting to all participants not less than ten (10) calendar days in advance and will provide parents with at least two (2) documented notices prior to the meeting.

If consensus is reached that the student is ineligible for ESE, as defined in the Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students, the ESE liaison will provide parents with a copy of the Staffing Committee Report and summary of Procedural Safeguards.

If consensus is reached that the student is eligible for ESE, the ESE liaison will schedule and conduct a meeting to develop the Individualized Education Plan (IEP) before the placement decision. The parent will sign an Informed Notice and Consent for Initial Placement form.

Individualized Education Plan

The teacher will use the student assessment information to establish an **Individualized Education Plan** with goals, objectives, and timelines to guide clear, meaningful instruction for each student in rigorously challenging activities towards goal attainment. The plan will provide clear data driven guidance for the teacher to enhance learning, engage the student in rigorous activities and tasks that maximize the learning potential and capacity of each student.

Section 504 Eligibility

The ESE Liaison/guidance counselor will serve as the Section 504 school coordinator to schedule and assemble the Section 504 eligibility team that will consist of the following members unless waived by mutual consent of both the parent and the District:

ESE Liaison/Guidance Counselor, parent, student's teacher, psychologist, social worker, health care

professional (if pertinent), principal (if pertinent).

All evaluation data will be reviewed to determine Section 504 eligibility.

Developing IEPs and 504 plans

The ESE Liaison/guidance counselor will form an IEP team that will consist of, but not be limited to, parents; regular education teacher; ESE Teacher; Local Education Agency (LEA) representative; speech and language pathologist if applicable; and other individuals who have knowledge or special expertise regarding the student where appropriate.

The ESE Liaison/guidance counselor will provide a written notice of the IEP meeting and Procedural Safeguards to parents at least ten days prior to the IEP meeting date

Appropriate IEP Plans and Section 504 plans will be developed with the necessary aids, supports and/or services of the identified needs reflected in the evaluation data.

The ESE Liaison/guidance counselor will use the District approved IEP form and the Section 504 Data Input Form to comply with stipulated IEP/Section 504 plan requirements.

All IEP participant team members will sign the IEP.

IEPs and Section 504 plans will be implemented, reviewed and developed annually.

The ESE Liaison/guidance counselor will obtain parental consent to conduct three-year re-evaluations. If the re-evaluation data necessitates a change in services, a meeting to revise the IEP will be convened within 20 school days of the receipt of the evaluation report(s). If re-evaluation does not necessitate any change in services, the reevaluation data will be incorporated into the next regularly scheduled IEP review.

The IEP/Re-Evaluation Review participants will be in attendance at the meeting to sign the Re-Evaluation Review form.

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

Gifted and talented students will be served as follows:

HUCLA will follow the District eligibility criteria for gifted and talented instruction which includes: (1) superior intellectual development as measured by District approved instruments or (2) students of an underrepresented group and meet the criteria specified in the District's plan for increasing the participation of underrepresented groups in programs for gifted students as defined in Rule 6A-6.03019, F.A.C.

The LEA liaison will give parent(s) "The Procedural Safeguards for Students who are Gifted" and obtain written consent for the evaluation. If the student meets the eligibility criteria, the ESE liaison will coordinate the development of an Education Plan (EP) for students identified as gifted and talented in the ESE program

The EP Team participants will include parents, the ESE liaison/guidance counselor a teacher trained

in working with the gifted, a regular education teacher, a District representative, and related services personnel where appropriate.

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

Data from formal and informal (including portfolio work and achievements), evaluations will be used to develop, review and revise the EP. Results from these measures will include intelligence and academic achievement data, district assessments, as well as cognitive and affective gifted characteristics and class work. The EP will include but not be limited to individual student performance levels, strengths, interests and needs including language needs in the case of a student with limited English proficiency. The team will determine goals, objectives and related services to be included in the EP for further growth and development of skills and abilities. The teacher will provide quarterly reports of progress towards goal attainment to parents. The projected dates for the beginning, frequency, location and duration of services will be recorded on the EP.

The school's effectiveness in serving exceptional education students will be evaluated internally and externally.

Internally, the school will implement a self-evaluation to conduct internal evaluations bi-annually. The self-evaluation team will be comprised of members from HUCLA's governing board, the Principal or designee, parents, teachers, and community volunteers. They will conduct reviews of the following: the pre-referral process, professional development activities, classroom observations; interviews with parents; teachers, related service providers; and record reviews (Confidentiality of records will be enforced) to assure compliance with all ESE mandated criteria delineated in the state, federal, and District laws, rules, and procedures delineated in the ESE State Self-Assessment Manual. If areas are found to be out of compliance, a Corrective Action Plan will be developed with timelines and identified resources needed to insure correction of the non-compliance variable.

The Principal and HUCLA's governing board will work to assure the corrective action is corrected within 60 days. (i.e. full IEP implementation, re-evaluations). Any areas found out of compliance will be corrected to comply. In conjunction with the internal evaluation, the school will conduct parent surveys with specific questions to assure compliance with procedural safeguards, educational and related services delivery. A report of findings will be provided with corrective actions in areas of non-compliance.

Externally, the school welcomes the District's monitoring.

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

Students at HUCLA who are below grade level or ESE will have their needs met. Using a variety of strategies, their regular education teacher will use remediation strategies with direct and small group instruction. The teacher will pull them for small group or one on one instruction, using ESE supported resources of HUCLA's curriculum. The ESE teacher will also provide services for the ESE students either in the classroom or in pullout sessions for various amounts of time throughout the week depending upon the individual students' needs. Students will also receive afterschool remedial tutorial sessions as well.

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

School year 2010-2011 data from Sarasota County District Details reveals the total District school enrollment to be 40,899 with 6,020 ESE students. Based on this ratio, the District's percentage of ESE students is 14.7%. HUCLA will use 20% as a guide to project its ESE enrollment for each year based on the following projected student enrollment: year one 120; year two, 120; year three 120; and years four and five 160. HUCLA projects 20% of its population will be students with disabilities. We have rounded up to 20% so that we can be sure that we can serve the entire ESE population and then some, if necessary. In a classroom of 15 students, the teacher can adequately manage up to three students identified as ESE.

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

The staffing plan for the school's special education program, including the number and qualifications of staff is as follows:

HUCLA will hire an ESE Liaison/guidance counselor and two certified special education teachers and an aide to assist in the coordination and implementation of specially designed instruction and related services. All staff will meet the following District certification requirements.

Staff	Number	Years	District Certification Requirements
ESE Liaison / guidance counselor	1	1-5	Bachelor's Degree from an accredited educational institution. Certification in ESE, Guidance, Speech pathology and a minimum of one core content area, appropriate for K-5. Minimum of three years successful experience as an ESE teacher, Guidance Counselor, School Psychologist or School Social Worker
ESE Teacher(s)	1 2	1-3 4-5	Bachelor's degree from an accredited institution Valid Florida Educator's Certificate in Exceptional Student Education and endorsement as required for K-5. Meet certification and highly qualified requirements
ESE Educational Aid	1	1-5	High school diploma or equivalent. Minimum of one year of working with exceptional students or an equivalent combination of in-service training and related experience. Training in related areas and/or willing to complete training in working with

			exceptional students. Associates of Arts / Associates of Science Degree or 60 hours equivalent from an accredited educational institution or passing score on the Para Pro Assessment Test.
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I. Describe how the school will serve gifted and talented students.

Data from formal and informal (including portfolio work and achievements), evaluations will be used to develop, review and revise the EP. Results from these measures will include intelligence and academic achievement data, district assessments, as well as cognitive and affective gifted characteristics and class work. The EP will include but not be limited to individual student performance levels, strengths, interests and needs including language needs in the case of a student with limited English proficiency. The team will determine goals, objectives and related services to be included in the EP for further growth and development of skills and abilities. The teacher will provide quarterly reports of progress towards goal attainment to parents. The projected dates for the beginning, frequency, location and duration of services will be recorded on the EP.

Enriched or advanced instruction appropriately differentiated from other classes in the same content areas that relate to problem solving, problem-based learning, and application of knowledge and skills will be used in planning and implementing activities that meet specific academic needs delineated in the EP objectives. Individualized differentiated goals and objectives will be an integral part of each student's EP rather than an addition to the regular classroom activities.

The EP will be used to guide the provision of specially designed instruction and will be implemented as soon as possible following the EP meeting. The EP will be accessible to each of the student's teachers responsible for its implementation. Each teacher will be informed of specific responsibilities related to the EP implementation.

Teachers will be provided with on-going professional development to increase their knowledge and understanding of effective ways to differentiate, replace, supplement, compact and/or modify curricula; and technology use to facilitate higher level learning goals for the students.

They will provide differentiated instruction using a wide variety of instructional strategies, technologies and materials that meet the student's strengths, identified needs, interests and learning style with success in conjunction with the differentiated curriculum themes, State core standards and the EP.

HUCLA adopts the belief of the National Association of Gifted Children, which states:

“What it takes to teach gifted learners well... begins with the premise that each child should come to school to stretch and grow daily. It includes the expectation that the measure of progress and growth is competition with oneself rather than competition against others. It resides in the notion that educators understand key concepts, principles and skills of subject domains, and present those in ways that cause highly able students to wonder and grasp, and extend their reach. And it envisions schooling as an escalator on which students continually progress, rather than a series of stairs, with landings on which advanced learners consistently wait.”

Using the Differentiating Instruction for Gifted Learners: A Resource for Classroom Teachers, as a

guide, teachers will include but not be limited to the following differentiated curriculum and instruction methodologies: acceleration, depth, complexity, challenge, and creativity.

- Pace: Pre-testing, curriculum compacting, tiered activities based on pre-testing, most difficult first, alternate assignments, learning contracts, independent study, learning centers, accelerated learning (flexible cluster groupings; attend class with the next grade level if appropriate and with parental approval)
- Delivery/Content: Mini lessons, different resources, independent study, open-ended questions, reading journals previewing resources.
- Product: Choice boards, tic tack toe menus, RAFT (sole, audience format, topic), game show menu, student choice options, game creation, technology-based products: websites, Wikis podcasts, movie making.
- Process (Depth): Open-ended activities, higher level questions, curriculum ladders, student experts, increase complexity, decrease structure.
- Process (Breadth): Interdisciplinary units, orbital studies, simulations, “your own idea” options, choice boards, RAFT assignments, interest centers, case studies, role plays, cubing (thinking in multiple directions).

Teachers will create readiness-based adjustments by offering students a range of learning tasks developed along one or more of the following continua:

Concrete to abstract, simple to complex, basic to transformational; fewer facts to multi-facets, smaller leaps to greater leaps, more structured to more open; and less independence to greater independence.

Differentiated curriculum and instruction alignment will enable gifted students to meet or exceed State standards with development of critical and creative thinking, problem solving and research skills, advanced content and authentic products

Evaluation Criteria: Exceptional Students

Reviewers will look for:

- A clear description of the level of service the school will provide to students with disabilities.
- A clear description of how the school will ensure students with disabilities will have an equal opportunity of being selected for enrollment.
- An understanding and commitment to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student's unique needs.
- An appropriate plan for evaluating the school's effectiveness in serving exceptional students, including gifted.
- A realistic enrollment projection (SWD) and a staffing plan that aligns with the projection.

Section 7: English Language Learners

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

HUCLA will comply with district and state policy by using the identification tools utilized by the district. Identification of English Language Learner (ELL) students will be a priority at our school. Using the district's home-language survey, any student who meets the eligibility requirements will receive appropriate services. Once students are identified, they will be given the State ELP assessment test to determine their proficiency level. After their proficiency level has been established, a written plan must be created for the student to determine the number of hours, the detailed plan for instruction, and criteria for exiting. An annual assessment will be done and if an ELL student exits the program, that student will be monitored for two years afterwards.

Instruction for ELL students at HUCLA will be based on the need of the individual student. Our ESOL teacher will be providing services within the classroom and in a pull out setting as well. The ELL students will receive direct English language instruction ranging from 1-2 hours weekly as determined from ELP assessment and proficiency level on their written plans. The ESOL teacher will provide additional instruction using content based materials that support the classroom curriculum.

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

The staffing plan for the HUCLA will include at least one staff member who holds their ESOL certification. The ELL staff member will also be bilingual. In addition, that staff member will receive training on how to administer English Language Assessments. This individual's duties will include but not be limited to providing instruction and accommodations for the ELL students. Also, this staff member will administer necessary assessments.

HUCLA anticipates only needing one ESOL certified teacher based on the demographics of our location and surrounding schools. Our school predicts that our ELL population would be no more than 20% of the total enrollment.

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

ELL students at HUCLA will have their needs met as any other student that may attend our school. Their regular education teacher would use strategies with an emphasis on vocabulary and visuals to help support the language deficiencies they may be facing. Their teachers will pull them for small group or one on one instruction using the ELL or language supported resources of the school's curriculum. Students will also receive remedial tutorial sessions afterschool as well.

The ESOL teacher would then pull the ELL students for small groups to work on grammar,

vocabulary, and communication skills for various amounts of times throughout the week depending on the individual student's needs. The ESOL teacher may also come into the classroom as an aide to assist in instruction and provide clarification for the ELL students as well.

Evaluation Criteria: English Language Learners

Reviewers will look for:

- Demonstrated understanding of state and federal requirements regarding the education of English language learners.
- Sound plans for educating English language learner students that reflect the full range of programs and services required to provide all students with a high quality education.
- Demonstrated capacity to meet the school's obligations under state and federal law regarding the education of English language learners.

Section 8: School Climate and Discipline

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

HUCLA believes all students have the right to be educated in a safe and orderly environment. The philosophy of HUCLA is to develop the students' positive self-image. HUCLA will help students see they are responsible for their choices. By "teaching students the skills of decision making and providing opportunities to see appropriate behaviors" students will be given many opportunities to become model citizens who make positive choices. (Curwin and Mendler 1997). Students will be taught how to make positive choices and be responsible for them.

HUCLA will be implementing a Positive Behavior Support plan. This plan will be the guiding force for day-to-day classroom management as well as the school-wide discipline system. Since, we believe that all stakeholders should be involved, prior to the school year beginning, a team will be established which will include parents, staff and administrators. This team will create the Positive Behavior Support plan for the school year. Once the plan is created, the teachers will then have to create lesson plans to introduce and teach the students the rules and expectations of the classroom and school-wide plan. After the plan has been implemented, it will be monitored by the PBS team. Teachers will explain the PBS plan and then model for students what appropriate behavior looks like in the classroom and at other places around the campus. It will also be the teachers' responsibility to review and revisit the plan as often as needed throughout the school year to reinforce the expected behaviors.

Students will be taught how to transition from one activity to the next and from one place to the next using the expected behaviors. Research states students should be held accountable in a way they feel is fair and aimed at helping them (Frank, 2007). Students will learn the appropriate way to behave and be expected to exhibit those behaviors daily. As part of the PBS plan, these behavior expectations can and will be reviewed as often as needed.

Some other components of this plan include daily, weekly and monthly rewards for students caught "doing the right thing". Teachers will be in charge of classroom incentives for daily and weekly rewards and administration will take care of monthly and quarterly celebrations.

The team will be responsible for monitoring the effectiveness of the overall PBS plan. In doing so, they will have to collect and record data. The data will be the number of discipline referrals written quarterly. At these quarterly progress monitoring meetings, the team will discuss the data and determine if PBS plan is successful or if it needs to be changed.

Parental involvement will be a major component. Parents will be expected to be active participants in their child's education. One way to ensure this involvement is all to have all HUCLA students take home daily communication logs, which must be signed by a parent or guardian and returned. Parents and students will have a contract for which students and parents will both be held accountable for maintaining. Another way to ensure parental involvement is to require our parents to attend monthly meetings and have them commit to volunteer hours. Since it is the expectation that parents be active participants, those noncompliant can be put on probation.

Parents will also be given an opportunity to receive parenting classes on variety of topics based on the findings from the needs assessments. Such topics may include parental self-confidence, student academics, nutrition, literacy, linking the parents with School staff and other available community resources.

With the implementation of a PBS plan HUCLA is focusing on good conduct and celebrating student successes in the areas of scholarship, citizenship, leadership and participation in school and extracurricular activities. There will be many opportunities to celebrate the successes of our students such as: monthly and quarterly celebrations and end of the year field trips that students can earn.

Components of Effective Discipline (Williams, 1998)

- Involves all stakeholders
- Recognizes parents as the first link to prevention
- Evolves when teachers and administrators have access to quality professional development
- Celebrates students for positive contributions
- Builds on consistency and teamwork
- Requires ongoing sustained evaluation
- Complies with the School's Code of Conduct and Policies for discipline, suspension, and dismissal.

Therefore the School will develop a plan with a Positive Behavior Support (PBS) planning team utilizing the input of its stakeholders. Parental involvement is crucial to the success of our students and the School, which is why parents are required to participate. The School's PBS plan will reward students for their achievements in and out of the classroom on a regular basis. With continuous meetings and regular discussions about the operation of HUCLA, evaluations of what areas are successful and the areas that need to be improved will be revisited often.

Students will:

- Be held accountable in a way they feel is fair and aimed at helping them (Frank, 2007);
- Be able to see the correlation between cause and effect (Bedley, 2008);
- Make responsible choices (Bedley, 2008); and
- Develop positive self-images (Bedley, 2008).

The school will deal with discipline from a counseling perspective. Students who have discipline issues will enter into counseling sessions to identify the behaviors and create alternative solutions to their actions. It is HUCLA's belief there are alternatives to dealing with students and discipline; subsequently, we will provide counseling to help students identify and correct behavior. Some other alternatives to suspensions may include: in-class parental supervision, community service outside of

school hours, and problem solving behavior contracts. Out of school suspensions are an absolute last resort, because it is our belief that valuable time is lost when a child is not in school.

Consequences at HUCLA will be dealt with differently as well. It will be tied to our PBS plan, and there will be consequences for minor and major infractions. Infractions classified as minor will be handled by the teacher and major infractions are dealt with by administration.

It is the expectation that our students will follow the district's Code of Conduct. HUCLA also believes in the same rights and responsibilities. The only exception is how we choose to handle the disciplinary actions of our students. In extreme cases and only if needed, HUCLA will follow the district's policies for discipline when it comes to dismissal and recommendation for expulsion. For example, major offenses which may require law enforcement.

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

See, HUCLA Student Code of Conduct, Attachment 8.B.

Evaluation Criteria: School Climate and Discipline

Reviewers will look for:

- A sound approach to classroom management and student discipline.
- Legally sound policies for student discipline, suspension, and dismissal, including the school's code of conduct.

II. ORGANIZATIONAL PLAN

Section 9: Governance

- A. Describe how the school will organize as or be operated by a non-profit organization.

The School will be operated by the Exodus Project, a Florida community development corporation (“Exodus CDC”). The Exodus CDC is a 501(c)(3) organization. See, Attachment 9.A. The Board of Directors of Exodus CDC shall appoint the Board of Directors of HUCLA (the “Board”). The Board shall hire the School Principal, who shall in turn hire all teaching and administrative staff of the School. All teaching and administrative staff shall report directly to the Principal. The Principal shall report directly to the Board. All profits from the operation of the School shall be reinvested into the School Mission.

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

Narrative

The School will be operated by the Exodus CDC. The Exodus CDC shall also have the power to appoint the Board of the School. The Board shall hire the School Principal, who shall in turn hire the Management of the School. All School Management staff shall report directly to the Principal. The Principal shall report directly to the Board. The Board shall meet at least monthly to take Management reports regarding the operation of the School, administer and enforce the Student Code of Conduct (including disciplinary proceedings against students), and address other matters related to School operation. All profits from the operation of the School shall be reinvested either: (a) into the School Mission; or (b) other Exodus CDC projects that serve the Mission of HUCLA.

Chart

See, Attachment 9.B

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

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

It will be the responsibility of the Management to prepare and submit to the Board for approval, an annual School operating budget. The Board shall meet at least monthly to take Management financial and operational reports regarding the operation of the School, administer and enforce the Student Code of Conduct (including disciplinary proceedings against students), and address other matters related to School operation.

The Governing Board will hold the charter for the School. The Governing Board is a Florida Not-for-Profit entity organized exclusively for educational purposes. The Governing Board is comprised of respected Florida leaders that are committed to providing quality educational options for the citizens of Florida. The Governing Board shall be comprised of three to nine Directors at any one time, and in order to facilitate efficient and effective daily operations, Board members shall define roles of board members as minimally as possible. Board members shall not have the authority or ability to formulate or implement policy on an individual basis and all decisions shall be made collectively in accordance with board procedure.

The Governing Board shall be responsible for developing and outlining the mission, vision, and values of the School and developing the appropriate policies to ensure those fundamentals are maintained. The Governing Board will provide all necessary management and professional expertise. They will assist in developing, planning, and marketing the School, as well as organizing the finance, human resources, curricula and operations of the School. The Governing Board will be responsible for developing, implementing, and ensuring the ongoing operational procedures in accordance with the mission, vision, and values outlined by them and other stakeholders.

The Governing Board is responsible for the legal and financial obligations of the School. The Governing Board establishes policy consistent with the School's mission and ensures that the School's programs and operations are faithful to the terms of the Charter including compliance with statutory and regulatory requirements. The Governing Board will continue to uphold the mission and vision of the School through visible leadership and stewardship of the School, including the following:

- Communicating the mission and vision of the School to the community
- Holding all stakeholders accountable for achieving the mission and vision of the School
- Participating in fund raising and other community events on behalf of the School

Procedures for the Governing Board will follow State Statute, Florida Sunshine Law, and District School Board policy for open, public meetings. Meetings will be run under Robert's Rules of Order and be presided over by the Chairperson of the Board.

According to Statute, the Board will present an annual progress report to the District. This report will include:

- The School's progress towards achieving the goals outlined in the Charter;
- The information required in the Annual School Report, pursuant to F.S. 229.592;
- Financial records of the charter school, including revenues and expenditures;
- Salary and benefit levels of School employees;

- D. Describe the proposed policies and procedures by which the governing board will operate, including board powers and duties; board member selection, removal procedures and term limits; code of ethics, conflict of interest, and frequency of meetings. If the Board has not yet developed policies, the applicant shall describe the timeline for development and approval of Board policies.
Charter school governing boards must be guided by a set of by-laws that define how the board will operate. Applicants may include their proposed by-laws.

Proposed Bylaws

See, Attachment 9.B

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

The Exodus CDC shall appoint the initial Board of the School.

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

The Exodus CDC shall recruit Board members who are experienced in and dedicated to both the educational Mission of the School, and community development within the Targeted Area specifically. All Board members shall be required to attend at least one of the approved Charter School Governance Training Programs shown on Attachment 9.F, before being appointed to the Board, and not less than bi-annually thereafter.

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

See, Attachment 9.G.

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

Disputes between a parent and the School shall first be addressed by Management. If a successful resolution cannot be reached at that level, the dispute will be elevated to the Board to be addressed at its next regularly scheduled meeting. The decision of the Board shall be final and binding upon the School.

It is the belief of the Board that School-based concerns and complaints are best handled at the school level. In general, when a parent complaint or concern is received, we will first ensure that the parent has contacted the appropriate School administrator about the concern, and that the School has had an opportunity to address this issue.

If this has not been successful, we will then generally refer them to the school's governing board, which will make every effort to address any such complaints and/or concerns. HUCLA believes in just, fair and equitable treatment of ALL students and in providing a learning environment which is free from unfair or discriminatory practices. Procedures for disciplinary complaints and resolution of discriminatory practices have been established.

Rights:

Students/Parents have the right to report and seek redress for unfair treatment, discriminatory practices, or harassment.

Responsibilities:

Students/Parents have a responsibility to know and follow procedures for filing complaints. There may be times when students feel they have been treated unfairly. In most cases, problems can be resolved if students/parents speak with the teacher or staff member involved. If the student/parent does not resolve the problem or feels uncomfortable addressing the issue directly to the teacher or staff member, the student may request a conference with the School Principal or Assistant Principal. The student/parent may also request the presence of a third party, such as a counselor, resource teacher or other staff person. The parent may also be present. If the problem is not resolved at this level, the following steps should be followed:

1. The student/parent must present a written and signed statement to the School Principal, within five (5) school days. The statement should include the following information:
 - description of the incident;
 - date and time of the incident;
 - persons involved and/or witnesses;
 - location of the incident; and
 - attempts made to resolve the issue.
2. The School Principal shall respond, in writing, within five (5) school days of the receipt of the statement. The School Principal shall make every effort to resolve the matter.
3. If the problem still has not been resolved or the School Principal fails to respond in a timely manner to the student's statement, the student/parent may submit the grievance to the governing Board for resolution.
4. A meeting will be scheduled within five (5) school days of receipt of the student's request for such a meeting. This meeting will include the person involved in the original action, the School Principal, the student, the parents, and representative from the Governing Board. If a decision is made at this meeting, documentation of the agreed upon actions will be forwarded to all parties within five (5) school days.
5. If the student or parents are not satisfied with the outcome of the decision, they may contact the Governing Board for their input. This may be done at any point of the process.

6. At any time, a parent may withdraw their student from the School and enroll them in the student's assigned District School in accordance with District School Policy.

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:

Not Applicable.

- I. Name of the partner organization.
- J. Name of the contact person at the partner organization and that person's full contact information.
- K. A description of the nature and purpose of the school's partnership with the organization.
- L. An explanation of how the partner organization will be involved in the governance of the school.

Evaluation Criteria: Governance

Reviewers will look for:

- A governing board that is legally structured, or has a plan to organize in conformity with the laws of Florida.
- A clear description of the governing board's obligations and responsibilities.
- Evidence that the proposed governing board will contribute to the wide range of knowledge and skill needed to oversee a charter school.
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management.
- A clear, sensible method for resolving disputes between a parent and the school.

Section 10: Management

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

The Principal will be the first employee of HUCLA. The Board will contact other Florida charter schools and experienced professionals within the education community for candidate recommendations. The Board will also advertise in places that cater to the charter community such as the website of the Florida Consortium of Public Charter Schools. The HUCLA Principal will report directly to the HUCLA School Board. The Principal will administer the charter school and have the responsibility for recommending employment and policy. The day-to-day operations, supervision and evaluation of the School staff will be the responsibility of the Principal.

See, Attachment 10.A, for Job Descriptions.

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

The HUCLA School Board will search for a dynamic school leader who has high expectations of students and staff. The leader must be committed to the successful infusion of reading, mathematics, music, science and technology into the core curriculum. He or she must create and maintain a positive school environment and a powerful vision of school improvement, and develop and maintain strategies and objectives that will put students first.

The Principal will be a qualified instructional leader with experience in curriculum, budgeting, planning, implementing and evaluating programs for elementary school students. The Principal will be responsible for all HUCLA operations including financial management, audit, academic and student service programs, policies, safety, security, procedures, and human resources. Recommendations for employment of HUCLA personnel will be sent to the HUCLA School Board for approval. A report from HUCLA will be a standing agenda item on every HUCLA School Board's meeting agenda.

The School Principal is responsible for the administration of the School Staff. The selection criterion includes the following, at a minimum:

- Educational Leadership Certification
- Educational Background - Degree in Education with appropriate school grade level background; experience as an educational leader
- Teaching experience
- Knowledge of the needs of the School's population
- Knowledge of curriculum for appropriate grades of student body
- Experience in working with governing school boards
- Skills in using technology as a tool for learning and monitoring student progress

- Ability to work with community organizations, agencies and resources
- Motivation to establish innovative and creative learning programs
- Dedication to providing supplementary programs to enhance student learning
- Commitment to professional development programs for faculty and school concepts
- Ability to implement staff development and training
- Ability to promote a positive school climate
- Commitment to enabling each student to reach his/her personal best

Group Presentation

This activity is used to determine the candidate's ability to work collaboratively with a group as well as their ability to present in front of a group.

- Group topics will be decided by the assessors. The group of candidates use chart paper and markers to brainstorm topic solutions. The group uses cluster techniques to prioritize and synthesize solutions and to develop an implementation plan.
- Assessors will look for specific behaviors observed in terms of group interaction.
- Assessors also look for the presentation results, communication, clarity, voice and other leadership traits.

Interview

Interview templates are prepared in advance and include the following topics:

- The candidate's philosophy of education
- The candidate's understanding of his/her role
- The candidate's use of data including understanding of PARCC
- The candidate's familiarity with charter schools, knowledge of and accountability to governing boards and other key information relevant to being a building leader in a charter school environment.
- The candidate's grasp of specific responsibilities relevant to his/her role such as: interviewing, creating a school-wide culture, discipline, outreach, instructional leadership, supervision, etc.
- For scenarios that may come up at a school, interviewers use behavioral interviewing techniques to gain insight into the candidate's past behavior, which is the best predictor of future behavior.
- Each question is scored; a minimum score must be achieved to be considered a serious candidate.

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

The proposed staffing plan for each year of the charter is aligned with the School's projected enrollment. Our start up budget assumes that we will lease all 6 modular classrooms necessary for grades K-5, even though for the first three years of operation, we will only serve grades K-3. The other two modular buildings will house the computer laboratory and the library, or otherwise used to support School activities (e.g., parental meetings, staff meetings, tutoring activities, etc.). Thus, when grades 4 and 5 start at the School, we will not need any more classrooms. But we would anticipate hiring four additional teachers (two grade 4 and two grade 5).

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

We will work aggressively to implement the School's employment procedures and policies, and seek to develop a positive work environment and culture to support employee performance, build morale, and promote student achievement. The following describes the human resources foundational principles, which will be embodied in our Handbook and provide the framework for all employment policies and procedures.

Performance Based Compensation

The School will adopt a performance-based compensation plan that includes:

- Performance bonuses for Administration based on pre-determined goals
- Merit increases for faculty and staff are determined by a robust evaluation
- Participation in various programs to provide incentive bonuses for teachers
- Participation in American Board for Certification of Teacher Excellence which will provide an incentive bonus to teachers who achieve this distinction
- Provide school wide performance incentive goal

Superior Culture and Integrity

The culture of HUCLA is integral to the attraction and retention of high quality staff. The following are cultural elements that will be built into the School:

- Strong discipline plans
- Classroom management expectations
- Action plans based on semi-annual staff surveys
- Action plans based on semi-annual parent surveys
- Strong focus on the 21 Responsibilities of a Leader that, according to research, drives student achievement

- Recognition programs
- Retreats that celebrate success, involve staff in planning and provide motivation and excitement about our mission
- Teambuilding and recreational events that build camaraderie and a sense of belonging
- STRIVE character education programs that supports an Ethical Learning Community and positive school culture
- Safe and Orderly Environment
- Collegiality and Professionalism
- Parent and Community Involvement

Unparalleled Opportunity

There will be numerous opportunities provided to allow staff to learn, grow and adjust their career path according to their professional goals. Conferences, seminars and other professional development activities are all opportunities that will be provided.

Recruitment

All employees must be committed to the high academic standards of the School. Faculty must have the ability to work cooperatively and collaboratively with fellow faculty members, parents, community organizations, and the business community. Quality teaching requires energetic, creative, knowledgeable persons who possess a desire to make education exciting and to make a difference in the educational experience of each student.

The Governing Board is committed to recruiting, selecting, inducting and retaining diverse, progressive and highly effective teachers, who desire the challenge of working with at-risk students from diverse backgrounds. We recognize that hiring talented people who continue to develop skills and increase their value to the school and to students is critical to the students, the School, and the community at large. The purpose of the employment procedures and policies is to recruit employees who contribute to the School in a way that aligns with the organization's mission, and behave in a way that is consistent with the organization's values.

HUCLA is an equal opportunity employer and recruits quality staff throughout the year for job openings using a progressive and innovative recruiting plan. Recruitment will occur locally, state-wide, and nationally through various resources that will include:

- School's website
- Student Information System to advertise all vacant positions internally
- Employee Referral Program: produces a high volume of quality candidates who have a better understanding of our Mission
- Search Resume Databases and Scan Social Networks

- Job Fairs: participate in education job fairs to seek teaching professionals.
- College Recruiting: Identifies colleges and universities, both locally and nationally in order to attract and hire newly graduated teachers.
- Diverse Professional Organizations, to ensure that the work force is reflective of the diverse community served.

The Governing Board believes that a consistent process of screening, interviewing and selecting employees is essential to the school's ability to recruit qualified staff. A consistent process ensures that candidates have been provided an equal opportunity to demonstrate and/or articulate their skills and abilities.

HUCLA is an equal opportunity employer and does not unlawfully discriminate in their employment practices. The hiring policy is to offer equal employment opportunity to all qualified employees without regard to race, color, creed, national origin, age, pregnancy, gender, marital status, sexual orientation, veteran status, non-job related disability, physical or mental handicap, or any other characteristic protected by law. Pursuant to all federal and state laws including Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Fair Labor Standards Act, Equal Pay for Equal Work Act of 1963, Age Discrimination Act of 1967, Title VI and VII of the Civil Rights Act of 1964, Age Discrimination Act of 1967, Occupation and Health Act of 1970, Patsy T. Mink Equal Opportunity in Education Act, Vietnam Era and Special Disabled Veterans Readjustment Assistance of 1974, Worker's Compensation and Unemployment Compensation.

Hiring Qualifications

HUCLA will comply with F.S. 1002.33(9)(1)4, the minimum and preferred qualifications for each instructional and student service position applicable to the School will be available for review. Qualification information will include: degree(s) held, past teaching experience, certification, years of experience, and any other relevant information. Of course, we will verify the education and qualification credentials submitted by each and every staff member that applies to enter into our School community. All employees will be fingerprinted and have background checks conducted as required by 1012.56 (2)(d), Florida Statute. HUCLA will contract with the district to process fingerprinting and background checks.

Certification Monitoring

Teachers' certification status will be actively monitored throughout their career with the School.

Professional Development

Effective teachers who utilize multiple instructional strategies are providing their students an educational environment that focuses on innovative learning methods for application of what they have learned. Professional development is a strategic tool for the School's continued growth, productivity and ability to retain valuable employees, and includes the following key components:

- Short-term plans are implemented to create projects;
- Long-term plans are implemented for the organization;
- Career development plans are implemented for the employee; and
- Skill-building is used for immediate improvement in employee performance in areas of deficiency.

Multiple Evaluations for First Year Teachers

First year teachers will be closely scrutinized, and will be provided continuous feedback into the improvements and the level of progress to be achieved to attain greater effectiveness in instruction. The evaluation will include consideration from multiple forms of observation and evaluation types, including classroom walkthroughs, unannounced visits, parent reviews, etc. Newly hired teachers will receive the same process. Evaluations will be conducted by the school Principal, and all evaluators will be trained by a process established by the Governing Board.

Parent Input

Parent input will be included in teacher's evaluation assessment, but weighted lower than other assessment inputs. The opportunities for parental input are:

- Parent/Teacher conferences
- Satisfaction surveys
- Focus groups
- Agenda books
- School's SIS

Evaluation Criteria: Management

Reviewers will look for:

- A management structure that includes clear delineation of roles and responsibilities for administering the day-to-day activities of the school.
- A sound plan for the recruitment and selection of the school leader.
- A viable and adequate staffing plan.
- A sound plan for recruiting and retaining qualified and capable staff.

Section 11: Education Service Providers

If the school intends to enter into a contract with an Education Service Provider (ESP)²:

Not Applicable.

- A. Describe the services to be provided by the ESP.
- B. Provide a draft of the proposed contract between the school and the ESP including, at a minimum, proposed services, performance evaluation measures, fee structure, renewal and termination provisions, and terms of property ownership (real, intellectual and personal).
- C. Unless the ESP is the parent non-profit organization, explain why the ESP was selected, including what due diligence efforts were conducted to inform the selection and how the relationship with the ESP will further the school's mission.
- D. Explain the ESP's roles and responsibilities for the financial management of the proposed charter school, if applicable, and the internal controls that will be in place to guide this relationship.
- E. Unless the ESP is the parent non-profit organization, explain how the governing board will ensure that an "arm's length," performance-based relationship exists between the governing board and the ESP.
- F. Provide a summary of the ESP's history, including its educational philosophy and background and experience of senior management.
- G. Provide a list of other schools with which the ESP has contracts, including contact information and student and financial performance data of such schools.

Evaluation Criteria: Education Service Providers

Reviewers will look for:

- A persuasive explanation of the reasons for contracting with an education service provider.
- A persuasive explanation of how the proposed relationship with the ESP will further the school's mission.
- A clear description of the services to be provided by the ESP.
- A clear delineation of the roles and responsibilities between the school's governing board and the ESP.
- A clearly defined performance-based relationship between the school's board and ESP.

² An Education Service Provider (ESP) is an organization that provides comprehensive services to a school. Organized as non-profit or for-profit companies, ESPs generally fall into two categories:

- *Educational Management Organizations* (EMOs) that provide comprehensive school management services and may provide school designs and/or educational programming as well, and
- *Comprehensive School Design Providers* that offer a replicable school model or common pedagogical, instructional and governance approach.

Section 12: Human Resources and Employment

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

HUCLA will be a private employer and we will not participate in the Florida Retirement System. The compensation plan below outlines our plans for salaries, contracts, hiring and dismissal, the benefits plan.

Salaries

We will provide teacher salaries competitive with the local school district taking into consideration experience, degree, and past employment history. Administrative salaries are developed in accordance with the candidate's degrees and years of experience. A percentage cost of living increase will be considered annually.

Contracts

We hire staff on a year-to-year basis, with contract extensions recommended on an annual basis. All contracts include a 90-day Introductory Period. All instructional personnel are ten month employees paid over twelve-months. Staff will begin work at least one week prior to the start of school and work several days after the end of school. Each prospective candidate's credentials, including teacher certification, will be verified and monitored and an individual personnel file is kept at HUCLA to ensure that their certification is current.

Hiring and Dismissal

HUCLA will follow the same protocol established by the School District for post-hiring screening of all potential school employees. This includes pre-employment fingerprinting and background checks. Legal inquiries will be included on the employment application in relation to past felony convictions, probation, pleadings, etc. If a candidate misrepresents him or herself on their application, we reserve the right to end the hiring process. "We expressly reserve the right to discharge employees after exhausting an internal due process hearing. We will include in the employment contract thorough, consistent and even-handed termination provisions that include appropriate due process procedures.

Benefit Package

The benefits package includes the following: All full-time employees (35 hours or more) are offered medical, dental, vision, life-insurance, supplemental life insurance 401K, dependent insurance, short and long term disability, flexible spending for medical and dependent care plan, direct deposit, holiday pay, sick pay, and vacation pay if the position allows. We also offer accidental death/dismemberment and paid time off. If benefits are not selected during the first month following 30 days of service, an annual "open enrollment" is offered each August and January for any changes.

A thorough and comprehensive search will be conducted to provide the best coverage and benefits for HUCLA employees.

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

The rules and policies for operation of HUCLA will be set forth in the school's Handbook. HUCLA will adopt the Sarasota County School District's Code of Conduct. A Faculty Operations Handbook will be developed by members of the staff.

Time Table for Approved Plan

- August 1, 2014 Outline of Sample Topics presented to staff and sub committees
- August 15, 2014 Final vote of approval by staff
- September 1, 2014 Plan presented to School Board for approval.

Evaluation Criteria: Human Resources and Employment

Reviewers will look for:

- A compensation plan that will attract and retain quality staff.
- Policies and procedures that hold staff to high professional standards or a plan to develop policies and procedures.

Section 13: Student Recruitment and Enrollment

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

HUCLA will vigorously publicize the School opportunity to a broad audience with the goal of attracting a student body representative of Sarasota elementary school populations. HUCLA will be nonsectarian in its programs, admission policies, employment practices, and operations.

Application and marketing materials will accurately portray HUCLA as accessible to students with disabilities and other special needs.

The following publicity and marketing initiatives will clearly outline the HUCLA mission to assure an appropriate match between the HUCLA mission and applicant needs:

- Media Releases and Feature Articles
- Educational TV Programs
- Direct Contact with Community Organizations for Student Referrals
- Invitations to Application Workshops
- Brochure(s)
- Direct Mail Campaign(s)

HUCLA will work diligently to attain a student body closely mirroring the racial/ethnic population of Sarasota County targeted recruitment efforts, including Spanish language materials. Basic demographic information for all students who receive information regarding or express an interest in attending HCULA, or submit an admission application to HUCLA, will be stored electronically to allow for follow up, reporting and data analysis.

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

The School is committed to enrolling a diverse student population and shall abide by the provisions of Florida Statute 1002.05(2)(a), and other applicable laws that forbid discrimination on the basis of race, national origin, gender, marital status, ethnicity or disability. HUCLA shall comply with Florida Statute 1002.33(10), which requires the School to be open to any student residing in the service area. The demographics of the service area are set forth above. Based on our experience with the Horizons Unlimited Christian Academy, which also operates in the service area, and the enrollment preferences allowed in Florida Statute 1002.33(10)(d), we believe our enrollment will be representative of the ethnic, racial and economic demographics of the service area. We will enroll students beginning in January 2014.

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

The School will admit students of any race, color, nationality and ethnic origin, religion, sexual orientation, or gender. Pursuant to Section 1022.33(10)(b), the School shall enroll an eligible student who submits a timely application who live within the 34234 zip code. If the number of applications is less than the capacity of the School, then we will admit students from outside of Sarasota Zip Code 34234. If the number of applications exceeds the capacity of the School, then we will utilize the enrollment preferences set forth in Florida Statutes 1022.33(10)(d). Enrollment will also follow Florida Statutes 1002.33(15)(c), which includes enrolling students according to racial/ethnic balance provisions in 1002.33(7)(a)(8).

However, all applications shall be reviewed for eligibility of attendance. Proof of residence in a particular area and age requirements are verified. The applications will be monitored and reports created to determine the need for a lottery, waiting lists, and letters of acceptance. The following items are generally required for all students:

- Proof of residence
- Social security number (optional)
- Birth certificate
- Report card, transcript
- Current immunization/medical history
- Reports detailing status of student registration items are produced using the Student Information System.

HUCLA intends to follow the registration and admission schedule outlined below:

Year 1

- | | |
|-----------------------------------|----------------------|
| ➤ Open Enrollment | January – March 2014 |
| ➤ Application verification | April 2014 |
| ➤ Admission/ waitlist notice sent | May 2014 |
| ➤ Registration | June 2014 -- ongoing |

Year 2

- | | |
|--|-------------------------|
| ➤ Recommit letters to current students | January 2015 |
| ➤ Open Enrollment | January – February 2015 |
| ➤ Application verification | March 2015 |
| ➤ Admission/ waitlist notice sent | April 2015 |
| ➤ Registration | May -ongoing |

Parents will be notified in writing of their child's acceptance no later than twenty-one (21) days past the acceptance period deadline and will have a specific timeline to respond to the school in writing of their decision to attend. If an accepted applicant decides not to attend the school, the slot will be given to the first person on the waiting list.

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

Consistent and active parental involvement in the educational process of HUCLA is essential to student success. Parents will be encouraged to maintain contact and involvement with the school on a consistent basis throughout the academic calendar year. Contact and involvement may be completed by participation in the following activities:

- HUCLA Parent Volunteer
- Scheduled conferences
- Membership or attendance at School Board Meetings
- Membership or attendance at Advisory Board Meetings
- Attendance at school sponsored activities

Parent and Community Support Partnership

Parents and Community members will participate in the School Advisory Council. We will strive to make sure that membership of the Council shall be representative of the ethnic, racial, and economic community served by the school. A minimum of two parents per grade level will be designated as members of the council. Two members from the community at large will be designated as members of the Council.

HUCLA staff members will establish relationships with the Business Community, Arts Community, Higher Education Institutions, Social Services, Local Government Agencies, and Private Citizens in meeting the individual needs and interest of the students. It is essential that effective partnerships be established and maintained with the Community to encourage students to maximize their talents, capabilities, potentialities, and aspirations.

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

See, Attachment 13.E, and responses to Sections 13.B and 13.D, above.

Evaluation Criteria: Student Recruitment and Enrollment

Reviewers will look for:

- A student recruitment plan that will enable the school to attract its targeted population.
- An enrollment and admissions process that is open, fair, and in accordance with applicable law.

III. BUSINESS PLAN

Section 14: Facilities

If the site is acquired:

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

The Exodus CDC has already acquired an approx. two-acre site, north of Dr. Martin L. King, Jr. Way, on Lemon Avenue, for the School. We believe this is an ideal site from which HUCLA can serve the residents and students of the target area.

HUCLA will utilize six (6) temporary modular buildings to house the School, while a permanent facility is being built. Each modular building will house two (2) classrooms of up to 20 students each, with male and female restroom facilities. We believe these modular buildings, in the campus environment we have planned, will support our Mission of delivering quality education services to the target population in a safe, secure, sequestered environment.

See, Attachment 14.A.

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

We have engaged the services of an architect and civil engineer to ensure that the site will meet both the current and future needs of the HUCLA students and will comply with City of Sarasota zoning requirements for schools.

See, Attachment 14.B.

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

HUCLA will utilize six (6) temporary modular buildings, on land already owned by the Exodus CDC, to house the School, while a permanent facility is being built. Each modular building will house two (2) classrooms of up to 20 students each, with male and female restroom facilities. Because we are only starting with 15 students per classroom, HUCLA will have the capacity to increase enrollment by up to 33%, without materially increasing facilities costs. We believe these modular buildings, in the campus environment we have planned, will support our Mission of delivering quality education services to the target population in a safe, secure, sequestered environment.

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

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

HUCLA will lease each of the modular buildings, for a three-year (36 month) term, for a cost of approximately \$900 per month. See, Attachment 14.D. In addition, HUCLA anticipates that the annual electrical, water and sewerage utilities costs for each modular building is approximately \$1,250. Because the modular buildings are new construction, HUCLA anticipates annual maintenance costs per to be no more than \$1000 per building.

Site preparation costs (removal of trees, grading the land, install plumbing and electrical service, etc.) to be about \$50,000.

Pending approval of this Charter Application, the proposed school facility will be built in future years using one of the following sources of financing: 1) Bank approved financing that is based upon our financial capability, anticipated FTE funding, and our ability to secure grants for construction; 2) Third party private real estate investor financing; or 3) Tax-exempt bond financing.

In accordance with F.S. 1002.33, HUCLA will also seek to be included in and have made available local funds, from whatever source, distributed and expended for the construction of student stations in the District. Furthermore, HUCLA will seek to be included in local monies, from whatever source, distributed for the ongoing operation and maintenance of school facilities not currently provided by state and federal sources.

Regardless of the source of funds, HUCLA will make rent payments for the facility adequate to cover the cost of servicing the associated debt/lease costs. The facility costs line item provided in our budget projections is derived to accommodate the carrying cost for the estimated expenditures presented above. The financing is structured to allow the payment schedule to accommodate the gradual enrollment growth. Therefore, our budget allocation for facilities costs is lower in the first three years of operations.

E. Describe the back-up facilities plan.

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

Because Exodus CDC already owns the land, and is all but contracted for the site preparation and construction of the modular classrooms, we have not prepared a back-up facilities plan. We believe the final preparation of the School site can easily be accomplished by August 2014, if we are granted a School charter.

If the site is not acquired: Not Applicable.

- F. Explain the school's facility needs, including desired location, size, and layout of space.
- G. Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived.
 - *The financial plan for the proposed school should align with the facilities-related costs described.*
- H. Explain the strategy and schedule that will be employed to secure an adequate facility.
- I. Describe the back-up facilities plan.

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

Evaluation Criteria: Facilities

Reviewers will look for:

- A realistic plan for securing a facility that is appropriate and adequate for the school's program and targeted population.
- Evidence that the school has the necessary resources to fund the facilities plan.

Section 15: Transportation Service

- A. Describe the school's plan for transportation, including any plans for contracting services. Your plan should discuss, to the greatest extent possible, the issues relevant to the school's transportation plans.³

The Sarasota County School District Transportation Department has indicated in preliminary discussions a willingness to contract with us to provide transportation services as needed to HUCLA students. The estimate we have been provided is \$800 per year per student. We anticipate 40% of our students will need this transportation service, for an annual transportation cost of approximately \$40,000.

Evaluation Criteria: Transportation

Reviewers will look for:

- A transportation plan that serves all eligible students and specifies in sufficient detail the responsibilities of all parties (the sponsor, the charter school, and other applicable service providers).

³ The charter school and the sponsor shall cooperate in making arrangements that ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the charter school as determined in its charter. (Section 1002.33(20)(c), Florida Statutes)

Section 16: Food Service

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

Reduced or free lunch students account for almost 90% of the eligible student population. We have received information that indicates we can serve all HUCLA students for approximately \$3.50 per lunch. For 120 students in years 1-3, that amounts to \$75,600, based on a 180-day school year calendar.

Evaluation Criteria: Food Service

Reviewers will look for:

- A food service plan that will serve all students.

Section 17: Budget

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

See, Attachment 17.A.

This Budget is attached for illustration purposes only. It will only be finalized if the charter is granted. What it represents is a thoughtful approach to budgeting and financial management by the School. It relies on the District's calculation of revenue (for 120 and 180 kids, respectively), identifies foreseeable expenses, and identifies critical assumptions. As expenses are researched and documented, they will be populated in the budgeted line items and managed appropriately.

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

See, Attachment 17.A; Startup Budget

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

The startup budget is for the first year between now and August 2014. It includes the following assumptions:

- Modular building leases for 6 buildings of \$900 per month per building, beginning in April 2014;
- \$50,000 for site preparation, paid in equal monthly amounts of \$25,000 in January and February 2014;
- An annual Principal Salary of \$90,000, beginning August 2013;
- Classroom furniture costs of \$4,000 per classroom for 12 classrooms, beginning when the modular buildings are available, in April 2014 and paid in two months; and
- Computer equipment for labs in 4 classrooms (which initially will not be being occupied by 4th and 5th graders during the first three years), costing \$40,000 in June 2014.
- The startup budget projects no revenue.

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

It will be the responsibility of the Management to prepare and submit to the Board for approval, an annual School operating budget. The Board shall meet at least monthly to take Management financial and operational reports regarding the operation of the School, administer and enforce the Student Code of Conduct (including disciplinary proceedings against students), and address other matters related to School operation.

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

See Response to Question 17.C, above.

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

Fundraising activities have not yet begun, and will only begin upon granting of a Charter. Once a Charter has been granted, The Exodus CDC Board in conjunction with the Governing Board of the School will seek to access and develop various funding sources through writing for grants, seeking the interest of various philanthropic organizations and individuals, and generating community wide support.

Evaluation Criteria: Budget

Reviewers will look for:

- Budgetary projections which are consistent with all parts of the application, including the school's mission, educational program, staffing plan and facility.
- A realistic assessment of projected sources of revenue and expenses that ensure the financial viability of the school.
- A sound plan to monitor the budget and make adjustments as necessary.

Section 18: Financial Management and Oversight

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

See, HUCLA Financial Controls and Procedures, Attachment 18.

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

See, HUCLA Financial Controls and Procedures, Attachment 18.

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

See, HUCLA Financial Controls and Procedures, Attachment 18.

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

See, HUCLA Financial Controls and Procedures, Attachment 18.

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

The HUCLA Board shall obtain general liability, property and D&O insurance coverages of at least \$1M per occurrence, \$3M in the aggregate. In addition, HUCLA intends to cover all of its workers and staff with adequate health, workers compensation insurance coverages.

Evaluation Criteria: Financial Management and Oversight

Reviewers will look for:

- A clear description of how the school's finances will be managed. The description must include assurances that the governing board retains ultimate control over the school's finances.
- A clear description of strong internal controls. The system of internal controls must be sufficient to safeguard finances.

Section 19: Action Plan

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

i. Identifying and securing facility

- The Exodus CDC has already secured the land for the School, determined rates for the site clearing and modular schoolhouse construction, prepared civil engineering plans, and all but contracted to begin construction.

ii. Recruiting and hiring staff

- Recruiting for the School Principal will begin as soon as a Charter is granted.

iii. Staff training

- Staff Training will be ongoing, as staff are identified and hired. These activities will take place after a Charter is drafted.

iv. Governing Board training

- This Application process has been rigorous training for the Governing Board. Such will continue, unless this Application is denied.

v. Policy Adoption by Board (if necessary)

vi. Lottery, if necessary

- Not Applicable under Florida Statutes 1022.33(10)(d).

vii. Student enrollment

- If this Charter is granted, student enrollment will begin in June 2014.

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)

Evaluation Criteria: Action Plan

Reviewers will look for an action plan that:

- Provides a thoughtful and realistic implementation plan that covers major operational items and provides flexibility for addressing unanticipated events.

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 Horizons Unlimited Creative Learning Academy ("HUCLA") 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 Rev. Patrick A. Miller, President to sign as the legal correspondent for the school.

Rev. Patrick A. Miller
Signature

7-31-13
Date

Rev. Patrick A. Miller
Printed Name

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Attachment 2. A. - *HUCLA Area Demographics*

Races in zip code 34234:

White population: 5,886

Black population: 7,315

American Indian population: 248

Asian population: 342

Native Hawaiian and Other Pacific Islander population: 0

Some other race population: 270

Two or more races population: 969

Hispanic or Latino population: 3,316



Public primary/middle schools in zip code 34234 not listed on the city page:

- EMMA E. BOOKER ELEMENTARY SCHOOL (Students: 655; Location: 2650 MARTIN L KING WAY, SARASOTA, FL; Grades: PK - 05)
- BAY HAVEN SCHOOL OF BASICS PLUS (Students: 530; Location: 2901 W TAMIAMI CIRCLE, SARASOTA, FL; Grades: KG - 05)
- WINGS ACADEMY (Students: 54; Location: P.O. BOX 48367, SARASOTA, FL; Grades: 06 - 08)

Attachment 8.B. - ***HUCLA Student Code of Conduct***

HUCLA CODE OF CONDUCT

All teachers have the authority and responsibility to ensure compliance with properly adopted rules and regulations, even though violations may occur outside the classroom. Teachers may take appropriate action wherever they find a violation on the school grounds. The administration reserves the right to determine the appropriateness of student behavior and dress. Authority to suspend students is prescribed by Florida Law.

Off-Limits Areas

Loitering in front of school buildings, in hallways, in restrooms, in stairwells and stairways, and outside buildings, during the school day is prohibited. Students may not enter the parking lot during the school day without permission from the office. Those who are dismissed early must leave the building and the campus promptly.

Room Change Movement Regulations

The following regulations for student pedestrian traffic at HUCLA will ensure that movement of students to and from classes and activities is orderly and non-disruptive to the educational atmosphere.

When walking in the halls, stairways, and on campus sidewalks, keep to the right at all times. Refrain from standing in the middle of hallways, in hallway intersections, and in stairwells.

No running or loud talking in the hallways, stairways, or sidewalks.

During class times no student should be in the hallways or other areas outside the classroom without a hall pass, signed by a teacher, stating the time excused and the destination. The student must go only to the stated destination and return promptly. Hall passes are checked.

Emergency drills at HUCLA are a serious matter. Students should be familiar with fire drill instructions posted near the doors in classrooms. When the signal for an emergency drill is given, students must move quickly, quietly, and in an orderly fashion to the location designated by the teacher. Silence is essential in the event that vocal instructions are necessary.

Examples of Violations of the HUCLA Code of Conduct (This list is not all-inclusive.)

- Assault
- Bullying
- Chronic tardiness
- Cutting classes
- Cutting school
- Conducting personal business (buying, selling, trading of personal items)
- Disruptive behavior in the classroom
- Disruptive acts which interfere with the educational process
- Distribution of unauthorized materials on school grounds
- Dress code violations
- Fighting
- Forgery
- Gambling or possessing gambling devices and materials
- "Ganging" or participation as a member of a gang inflicting harm on a person
- Inappropriate behavior including public displays of affection

- Insubordination (refusing to obey teachers, staff, and administration)
- Intimidation of others
- Leaving campus
- Making threats
- Off-limits areas
- Parking lot violations
- Physical abuse of others
- Plagiarism
- Possession of a weapon (gun, knife, club, etc.)
- Possession or use of any type of fireworks
- Possession, use, distribution, or being under the influence of illegal drugs, alcoholic beverages, or controlled substances
- Selling food or any other unauthorized items at school
- Sexual harassment/assault
- Smoking
- Stealing
- Throwing objects
- Use of obscene/inappropriate language
- Willful destruction of school property
- Willful destruction of private property on school grounds

Computer Use

A computer acceptable use policy, procedures, and permission form must be signed by students and parents/guardians and be on file before computer access is given to HUCLA students. Computer resources include hardware, software, and the Internet. Such resources are to be used as learning tools for academic research and growth. Inappropriate or unethical use of computer resources and the Internet is strictly prohibited. Students are expected to abide by all HUCLA lab and technology user rules as well as state and national laws regarding use. Violation of rules or laws will result in immediate disciplinary action.

Field Trips

Any student wishing to participate in a field trip or similar activity must comply with the dress code, behavioral standards, and parent/guardian permission requirements as outlined by the supervising faculty member. In addition, all transportation for field trips and related activities must be in faculty vehicles, the school van, or a regular bus or mini-bus. No student is allowed to drive a vehicle on field trips. Participating students must be passing all subjects and have submitted signed permission slips prior to the activity.

Food and Refreshments

Below are rules pertaining to eating and drinking:

- Food is not allowed in classrooms or labs for any reason.
- Hot beverages and soft drinks (juice, iced tea, soda, etc.) are prohibited on campus
- Water is allowed in clear, plastic containers; however, it may not be taken into computer labs.

Public Conduct on School Property

HUCLA expects a high standard of conduct from its students, faculty, and support staff. No less is expected from its visitors HUCLA teachers, staff, and administrators will enforce the Code of Conduct.

The HUCLA Code of Conduct governs the conduct of all persons authorized upon any premises or property that is under the control of the school for use in its teaching as well as at other locations where HUCLA students and employees are participating in administrative, cultural, recreational, athletic, and any other programs and activities. Any person who is not authorized by the school is trespassing and subject to arrest.

Strictly Prohibited and/or Illegal Conduct

No person, either alone or with others, shall:

- Cause or threaten physical injury to any other person for the purpose of compelling or inducing such other person to refrain from any act that he/she has a lawful right to perform, or to perform any act that he/she has a lawful right not to perform.
- Use, possess, sell or distribute alcohol, illegal drugs, and drug paraphernalia. Violation will result in expulsion.
- Use or possess tobacco products.
- Physically restrain or detain any other person, or remove such person from any place where he/she is authorized to remain.
- Damage or destroy school property or property under the school's jurisdiction, or remove or use such property without authorization.
- Enter into any private office of an administrator, faculty member, or staff member without expressed or implied permission.
- Enter and remain in any building or facility for any purpose other than its authorized uses or in such a manner as to obstruct its authorized use by others.
- Remain in any building or facility after it is normally closed without authorization.
- Refuse to leave any building or facility after being required to do so by an administrator, member of the faculty, or staff member or obstruct the free movement of persons and vehicles in any place to which these rules apply.
- Disrupt or prevent the peaceful and orderly conduct of classes, lectures, and meetings or deliberately interfere with the freedom of any person to express his/her views, including invited speakers.
- Have in his/her possession upon any premises to which these rules apply any rifle, shotgun, pistol, revolver, or other firearm or weapon, whether or not a license to possess the weapon has been issued to such person.
- Incite others to commit any of the acts herein prohibited with specific intent to procure them to do so.
- Violate any law, regulation, or Board policy.

Attendance Procedure/Policy

HUCLA encourages all students to attend school on a regular basis. Each day that a student attends school he/she has opportunities to develop personal, social, and academic skills. We encourage the commitment of students, parents, and staff to work together on this endeavor. Students are responsible to be on time to school, notify school when absent, make-up assignments missed and turn in work assigned on time.

Procedures for reporting absences are as follows:

- HUCLA policy stipulates that in order for student absences to be considered excused, the parent/guardian must call the school to report the absence and/or provide written documentation on the day of return.
- Parents/guardians must report absences on the day of the absence/absences by 9:00 AM., however, if an absence is not reported within two days of the absence it cannot be and will not be excused.
- After 5 unexcused absences or an excessive number of excused absences, a letter will be sent home to notify the parent/guardian.
- After 10 or more unexcused absences or excessive excused absences, a truancy letter will be sent to notify the parent/guardian and a social worker referral form will be completed. A conference will be called to meet with the student and/or parent/guardian to develop an attendance agreement.
- If the unexcused absences continue, members of the staff will meet to review possible additional interventions. If the truancy persists and the student accrues twenty or more unexcused absences within a 90-day period, the student may be permanently expelled.

Make-up Work

All students are expected to make up class work missed during an excused absence. For absences due to (a) illness of student, (b) illness of an immediate family member, (c) death in the family, the student has two days to make up the work for each day the student is absent, not including the day of return.

Cell Phones and Personal Technology

Sole possession of personal technology is not a violation of the Code of Student Conduct. Personal technology, should be turned off and kept out-of-sight during all instructional and class time activities. No cell phone or other personal technology may be used for communication purposes except under the direction of a teacher or administrator for instructional purposes. Using personal technology during class time at the direction of a teacher will not be subject to discipline under this policy. Time before or after school, or during lunch in the cafeteria, is not considered instructional time for students. At no other times during the school day may cell phones be used in common-place areas within the school. When personal technology is used headphones, ear buds or other accessories must be used so that it cannot be heard by others. Violations of this policy will result in confiscation, and the device will only be released to the parent. Progressive discipline will apply for repeated violations.

- First Offense: The cell phone/all electronic devices/personal technology will be returned to the parent/guardian of the student after signing the cellular telephone policy form.
- Second Offense: The cell phone/all electronic devices/personal technology will be returned to the parent/guardian of the student by signing in the space provided. In addition, the student will receive a detention from an administrator. The parent/guardian understands that if the student is cited with a third offense the phone will be relinquished for the remainder of the school year.
- Failure to surrender items will result in an out-of-school suspension.

HUCLA is not responsible for lost or stolen cell phones as well as all electronic equipment and strongly recommends that these items be left home or placed in the student's locker throughout school hours.

Attachment 9.A - *IRS Exemption Letter*

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date:

MAY 05 2011

THE EXODUS PROJECT COMMUNITY
DEVELOPMENT CORPORATION
1680 18TH ST
SARASOTA, FL 34234-8508

Employer Identification Number:
90-0580136
DLN:
17053271327020
Contact Person: SANDRA MAK ID# 95023
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
509(a) (2)
Form 990 Required:
Yes
Effective Date of Exemption:
May 10, 2010
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Sincerely,



Lois G. Lerner
Director, Exempt Organizations

Enclosure: Publication 4221-PC

Letter 947 (DO/CG)

Attachment 9.B - **Bylaws**



FLORIDA DEPARTMENT OF STATE
Division of Corporations

June 4, 2013

BETHLEHEM BAPTIST CHURCH OF SARASOTA, FLORIDA INC
1680 18TH ST
SARASOTA, FL 34234

The Articles of Incorporation for HORIZON UNLIMITED CREATIVE LEARNING ACADEMY, INC were filed on June 3, 2013 and assigned document number N13000005160. Please refer to this number whenever corresponding with this office regarding the above corporation.

The certification you requested is enclosed.

PLEASE NOTE: Compliance with the following procedures is essential to maintaining your corporate status. Failure to do so may result in dissolution of your corporation.

To maintain "active" status with the Division of Corporations, an annual report must be filed yearly between January 1st and May 1st beginning in the year following the file date or effective date indicated above. **It is your responsibility to remember to file your annual report in a timely manner.** A Federal Employer Identification Number (FEI/EIN) will be required when this report is filed. Contact the IRS at 1-800-829-4933 for an SS-4 form or go to www.irs.gov.

Should your corporate mailing address change, you must notify this office in writing, to insure important mailings such as the annual report notices reach you.

Should you have any questions regarding corporations, please contact this office at (850) 245-6052.

Justin M Shivers, Regulatory Specialist II
New Filing Section

Letter Number: 013A00013968

www.sunbiz.org

Division of Corporations - P.O. BOX 6327 -Tallahassee, Florida 32314

State of Florida



Department of State

I certify from the records of this office that HORIZON UNLIMITED CREATIVE LEARNING ACADEMY, INC is a corporation organized under the laws of the State of Florida, filed on June 3, 2013.

The document number of this corporation is N13000005160.

I further certify that said corporation has paid all fees due this office through December 31, 2013, and its status is active.

I further certify that said corporation has not filed Articles of Dissolution.

Given under my hand and the
Great Seal of the State of Florida
at Tallahassee, the Capital, this the
Fourth day of June, 2013



CR2EO22 (1-11)

Ken Detzner
Ken Detzner
Secretary of State

State of Florida



Department of State

I certify the attached is a true and correct copy of the Articles of Incorporation of HORIZON UNLIMITED CREATIVE LEARNING ACADEMY, INC, a Florida corporation, filed on June 3, 2013, as shown by the records of this office.

The document number of this corporation is N13000005160.

Given under my hand and the
Great Seal of the State of Florida
at Tallahassee, the Capital, this the
Fourth day of June, 2013



CR2EO22 (1-11)

Ken Detzner

Ken Detzner
Secretary of State

ARTICLES OF INCORPORATION
OF
HORIZON UNLIMITED CREATIVE LEARNING ACADEMY,INC

Pursuant to the provisions of Section 61-7.01201, Florida Statutes, We the undersigned acting as incorporators of a Corporation under the Florida Non-profit Corporation Act adopt the following Articles of Incorporation:

NAME

The name of the Corporation is Horizon Unlimited Creative Learning Academy,Inc

DURATION

The period of duration of the Corporation shall be perpetual.

PURPOSES

The purposes for which the Corporation is organized are as follows:

(a) To formulate , organize, develop, and operate a Charter School within the City of Sarasota, Florida, in accordance with the guidelines and policies of the City of Sarasota Board of Education, and any other requirements of supporters , Board of Trustees, or parent , teacher, or community organizations.

(b) To purchase, acquire, hold, own, construct, improve, develop, sell, survey assign, mortgage, encumber, use, lease, hire, manage, deal in and otherwise dispose of real property and property of every name and nature of any interest therein, improved or otherwise ,including stocks and securities of other corporations, to loan money; to accept donations of money and/or property; to take securities for the payment of all sums due to the Corporation to sell, assign and release such securities;

STATE OF FLORIDA
13 400-9 PM 1:44

(c) The foregoing enumeration of the purposes of the Corporation is made in furtherance and not in limitation of the powers conferred upon the Corporation by law. The mentioning of any particular purpose is not intended in any manner to limit or restrict the generality of any other purpose mentioned, or to limit or restrict any of the powers of the Corporation. The Corporation shall have, enjoy and exercise any and all of the powers, privileges and rights now or hereafter conferred by the laws of the State of Florida upon corporation of a similar character. It being the intention that the purposes set forth in each of the paragraphs of this Article shall, except as otherwise expressly provided, in no way be limited or restricted by reference to or inference from the terms of any other clause or paragraph of this or any other article of these Articles of Incorporation; or of any amendment thereto and shall each be regarded as independent, and construed as powers as well as purposes; provided, however, that nothing herein contained shall be deemed to authorize or permit the Corporation to carry on business or exercise any power, or do any act which a corporation formed under the general laws of the State of Florida may not at the time lawfully carry on or do.

(d) No part of the income or principal of the Corporation shall inure to the benefit of any director or officer of this Corporation or any other private individual, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services for aforementioned purposes of the Corporation. The Corporation shall not engage in any activity which is prohibited to a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue code of 1986 or any corresponding future provision of the federal tax law. In accordance with the existing federal tax law, the Corporation shall not participate or intervene in any political campaign on behalf of any candidate for public office by publishing or distributing statements, or in any other way. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation. '

NON-STOCK

The Corporation is non-stock, and no dividends or pecuniary profits will be declared or paid.

MEMBERS

The Corporation shall have members. The Board of Directors of the Corporation shall be the members of the Corporation. When meeting as the Board of Directors, the Directors may exercise the rights and powers of members of the Corporation. Each Director/member shall have one vote. All other rights and qualifications of the Directors/members shall be set forth in the Bylaws.

NON-PROFIT STATUS

It is intended that this Corporation shall have the status of a corporation which is exempt from federal income taxation under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) of the Internal Revenue Code; and which is other than a private foundation under Section 509(c)(1) of the Internal Revenue code. These articles shall be construed accordingly and all powers and activities of the corporation shall be limited accordingly.

BYLAWS

The provisions for the regulation of the internal affairs of the Corporation, including the election or appointment of Directors, shall be set forth in the Bylaws. The Corporation may by its Bylaws make any other provisions or requirements for the arrangement or conduct of the business of the corporation, provided the same is not inconsistent with these Articles of Incorporation, nor contrary to the laws of the State of Florida or of the United States.

DISSOLUTION

Upon the dissolution of the organization, assets shall be distributed to Bethlehem Baptist Church of Sarasota, FL, Inc. 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.

REGISTERED AGENT & PRINCIPAL ADDRESS

The address, including street and number of the principal office and mailing address of the Corporation shall be 1680 18th Street, Sarasota, Florida 34234. The initial Registered Agent of the Corporation is Rev. Patrick A. Miller and the initial registered address is 1680 18th Street, Sarasota, FL 34234.

DIRECTORS

The number of directors constituting the initial Board of Directors of the Corporation shall be five (5) and the names and addresses, including street and number of the persons who shall act as such initial directors until the first annual meeting or until successors are duly elected and shall qualify are:

Name	Address
Rev. Patrick A. Miller	1320 16 th Street, Sarasota, FL, 34236
Harold Bradshaw	7611 Broomsedge Court, Bradenton, FL 34202
James Brown	2439 Walker Circle, Sarasota, FL 34234
Ella Williams	3742 Glen Oaks Manor, Sarasota, FL 34232
Judith Wilcox	4502 Hamlets Grove Dr., Sarasota, FL 34232

INCORPORATORS

The names and addresses, including street and number, of the incorporators are:

Name	Address
Rev. Patrick A. Miller	1320 16 th Street, Sarasota, FL .34236
Harold Bradshaw	7611 Broomsedge Ct., Bradenton, FL 34202
James Brown	2439 Walker Circle, Sarasota, FL 34234
Ella Williams	3742 Glen Oaks Manor, Sarasota, FL 34232
Judith Wilcox	4502 Hamlets Grove Dr., Sarasota, FL 34232

AMENDMENT

The corporation reserves the right from time to time to amend, alter or repeal any provisions in its Articles of Incorporation in any manner now or hereafter permitted by the General Laws of the State of Florida governing corporations.

IN WITNESS WHEREOF, We have signed these Article of Incorporation on the 31st day of May, 2013.

INCORPORATORS

Rev. John L. Miller
Harold O. Bradshaw
James C. Brown
Ellen Williams
Judith W. Wilcox

Having been named as registered agent to accept service of process for the above stated corporation at the place designated in this certificate, I am familiar with and accept the appointment as registered agent and agree to act in this capacity.

Rev. John L. Miller

Signature/ Registered Agent

5-23-13

Date

STATE OF FLORIDA
13 MAY 2 PM 1:46

BY-LAWS
OF
HORIZONS UNLIMITED COMMUNITY DEVELOPMENT CORPORATION

ARTICLE I

CORPORATION NAME

The name of this Corporation is Horizons Unlimited Community Development Corporation (the "corporation") organized and operating under the not-for-profit laws of the State of Florida.

ARTICLE II

PRINCIPAL OFFICE

The initial principal office of the Corporation shall be located at 1680 – 18th Street, Sarasota, Florida 34234. The Corporation may relocate the principal office and have other offices as determined by the Board of Directors.

ARTICLE III

PURPOSES OF THE CORPORATION

Section 1. Purposes. The purposes of this Corporation are those stated in the Articles of Incorporation.

Section II. Relationships. This Corporation is affiliated with Bethlehem Baptist Church of Sarasota, Florida, Inc., and is organized as an outreach ministry of Bethlehem Baptist Church although it shall be operated totally as a separate entity.

ARTICLE IV

MEMBERSHIP

Section 1. TYPES OF MEMBERSHIP. The Corporation will have two classes of members, namely:

- (a) Board Members who shall be the only voting members.

Section 2. ASSOCIATE MEMBERS. Associate Members who shall be non-voting members of various classes or categories, including that of Honorary Members, established by a vote of the Board of Directors from time to time to recognize individuals

or entities that have provided support to the Corporation. This provision shall not be deemed to require the Corporation to have any Associate Members.

Section 3. RIGHT OF MEMBERS. The rights of a member shall be determined by the By-laws of the Corporation; provided, however, no member shall be entitled to share in any distribution of corporate assets upon the dissolution of the organization's corporate structure.

ARTICLE V

BOARD OF DIRECTORS

Section 1. MANAGEMENT. The general management of the affairs of the corporation shall be vested in the Board of Directors; provided, however, that the day to day management of the Corporation shall be the responsibility of the Executive Committee in accordance with Article VII hereof.

Section 2. NUMBER OF DIRECTORS. The total number of directors of the Corporation who are to serve until the next annual meeting of the Corporation shall be determined at the then current annual meeting by the directors then in office based upon the recommendation of the Executive Committee. In no event shall there be less than three (3) nor more than twenty-one (21) directors of the Corporation.

Section 3. SELECTION, APPOINTMENT, OR ELECTION OF OFFICERS. Directors shall be selected, appointed or elected annually by the Board of Directors and Bethlehem Baptist Church of Sarasota Florida, Inc.

(a) Bethlehem Baptist Church of Sarasota Florida, Inc. shall appoint a majority of the Board of Directors. Said appointments to be made prior to and submitted at the annual meeting of the Board of Directors.

(b) Directors to be elected by the Board may be elected from a slate of candidates nominated by the Executive Committee and delivered to the Board of Directors prior to the meeting or may be nominated and elected from the floor at the annual director's meeting.

Section 4. SEATING. One-half of the first Board of Directors shall serve for three years and one-half for two years. Thereafter elections shall be for two- year terms. All newly elected Directors shall commence official duty at the annual meeting of the Board of Directors and serve a term of two (2) years, or until their successors are elected.

Section 5. RESTRICTION. A Board member may serve two consecutive terms. A Board member must step down for at least one year after serving two terms before he/she is eligible for election again. However, the members of the first Board of Directors serving a three-year term may serve for five consecutive years before having to step down.

Section 6. RESIGNATION, REMOVAL, VACANCIES. Any Director may resign at any time by giving written notice of such resignation to the Board of Directors. Any Director may be removed with cause as deemed by the Board of Directors, at any time by affirmative vote of at least two-thirds of the members of the Board of Directors present at any regular or special meeting duly called and noticed for that purpose. Any Director proposed to be removed shall be entitled to at least seven (7) days written notice by mail or hand delivery of the meeting at which the removal is to be voted upon and shall be entitled to appear before and be heard at that meeting.

Section 7. POWERS. The Board of Directors may adopt such rules and regulations for the conduct and the management of the affairs of Horizons Unlimited Community Development Corporation, as it may deem proper and not inconsistent with Bethlehem Baptist Church of Sarasota, Inc., or the laws of the State of Florida. As such, the Board may allow divisions and/or subsidiaries of the Corporation to form oversight Board of Directors to conduct their business. Said oversight Board of Directors shall keep minutes of its meetings and give a full and fair account of its affairs to the Board of Directors of the Corporation. The Board of Directors of the Corporation shall be answerable to and give a full and fair account of its affairs to Bethlehem Baptist Church of Sarasota, Inc. when the Church so request.

Section 8. ADDITIONAL POWERS AND DUTIES OF DIRECTORS. In addition to those powers and duties set forth throughout these By-Laws, the Board of Directors shall have the authority and duty to:

- (a) hold meetings at times and places as may be deemed proper and necessary;
- (b) admit Associate Members by a majority vote of the Directors, or remove Associate Members in the same manner as that set forth above for Directors;
- (c) appoint committees on particular subjects from members of the board or from the associate membership of the Corporation;
- (d) review and approve bills and disburse the funds of the Corporation;
- (e) print and circulate documents and publish articles
- (f) carry on correspondence and communicate with other associations with the same interest;
- (g) employ agents;
- (h) terminate the contract of any firm, individual, or other entity employed by the Corporation to perform any and all nature of services to the Corporation;

- (i) employ, train, and terminate any employee of the Corporation; and
- (j) exercise any and all rights, responsibilities, or duties consistent with the purposes of the Corporation as stated herein, or in the Articles of Incorporation.

ARTICLE VI

MEETINGS OF THE BOARD OF DIRECTORS

Section 1. MEETINGS. The Board of Directors shall hold its annual meeting on the second Wednesday of July of each year or such other day as soon thereafter as the Executive committee may select. The time and place of the meeting shall be determined by the President. Special meetings of the Board may be called by request of the President or Vice President, or by any two (2) members of the Board of Directors.

Section 2. QUORUM, VOTING. At any meeting of the Directors, the following shall constitute a quorum:

- (a) The presence of such number of Directors as shall constitute at least thirty percent (30%) of the Board of Directors provided that at least two of such Directors are officers of the Corporation; or
- (b) a majority of the Board of Directors.

Unless otherwise stated herein, if a quorum shall exist, the vote of a majority of the Directors present shall constitute the vote of the entire Board of Directors.

Section 3. VOTING DIRECTORS. Each member of the Board of Directors shall be entitled to one (1) vote at any meeting thereof on any issue or matter of business before such meeting. No member of the Board of Directors shall be entitled to vote at any meeting unless he or she is physically present at such meeting.

Section 4. TELEPHONE CONFERENCE. Members of the Board of Directors or any committee thereof may participate in a meeting of the Board of such Committee by means of a conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other at the same time and participation by such means shall constitute presence in person at the meeting.

Section 5. COMPENSATION OF DIRECTORS. Directors shall receive no compensation for their services. However, the Board of Directors may deem it appropriate under certain circumstances to show appreciation for exemplary work by a member.

Section 6. LIABILITY/INDEMNITY. The Directors and those serving as officers of the Corporation shall not be personally liable for its debts, liabilities, or other obligations. To

the fullest extent permitted by Chapters 607 and 617, Florida Statutes (hereinafter referred to as the "statutes"), as the same may be from time to time amended, but subject to all restrictions set forth therein the corporation shall indemnify, hold harmless, and advance expenses to, as defined in the statutes, any person, his or her heirs, personal representative, executor, administrator or guardian, who was or is a party to any proceeding, as defined in the statutes, by reason of the fact that he or she is or was a director or officer of the corporation, against liability as defined in the statutes, expenses as defined in the statutes and amounts paid in settlement incurred in connection with such proceeding, including any appeal thereof.

ARTICLE VII

OFFICERS

Section 1. NUMBER. The officers of the Corporation shall be the President, Vice President, Secretary, Treasurer, and such other officers with such powers and duties not inconsistent with these By-Laws as may be appointed and determined by the Board of Directors as needed.

Section 2. TERM OF OFFICE. Officers shall serve for one (1) year with the exception of the Secretary and Treasurer who may serve for more than one (1) year.

Section 3. INSTALLATION, COMMENCEMENT OF DUTIES. The officers newly elected at the annual meeting of the Board of Directors shall take office upon election.

Section 4. REMOVAL, VACANCY OF OFFICERS. Any officer may be removed with or without cause by the affirmative vote of at least two-thirds of the Directors present at any regular or special meeting of the board for such purpose. Should the office of the President become vacant by reason of death, removal, or resignation during the term of office, the vice President shall succeed to the office for the un-expired term. Vacancies in all other elected offices shall be filled for the un-expired term by the Board of Directors.

Section 5. DUTIES OF OFFICERS.

(a) President. It shall be the duty of the President as the chief executive officer to preside at all meetings of the members, executive Committee and Board of Directors. He or she shall have the power to appoint the Chairperson and committee members of all committees. He or she shall call all regular and special meetings when deemed necessary and when called for. He or she shall have the power to sign all contracts and any other obligations on behalf of the Corporation approved by the Board of Directors. He or she shall be authorized to sign checks on the Corporation's bank account for the disbursement of funds, provided any check in excess of \$1,000.00, shall be included as part of any budget approved by the Board of Directors. All checks must be co-signed by another officer. In addition, the President shall have and perform such other duties as may be delegated by the Board of Directors.

(b) VICE PRESIDENT. In the absence or disability of the President, it shall be the duty of the Vice President to preside at all meetings of the members, Executive Committee, and Board of Directors. He or she shall be authorized to sign checks on the Corporation's bank account for the disbursements of funds, provided however, any check in excess of \$1,000.00, such check shall require the approval of the Board of Directors and also provided that all checks must be co-signed by another officer. In addition, he or she shall have and perform such other duties as may be delegated by the President or the Board of Directors.

(c) SECRETARY. The Secretary shall take and keep the minutes of all meetings of the membership and Board of Directors. He or she shall furnish a copy of the minutes to the President after each meeting and shall be custodian of all records and papers of the Corporation. He or she shall receive and file all written reports. He or she shall promptly handle all necessary correspondence of the Corporation as directed by the President. The Secretary shall order and maintain for the organization supplies, stationary, etc. as may be required. He or she shall receive all written reports of the organization, shall have custody of the corporate seal of the Corporation and shall serve all authorized notices for the Corporation. He or she shall be authorized to sign checks on the Corporation's bank account for the disbursement of funds, provided however, for any check in excess of \$1,000.00, such check shall require the approval of the Board of Directors and also provided that checks must be co-signed by another officer. In addition, he or she shall have and perform such other duties as may be delegated by the President or the Board of Directors.

(d) TREASURER. The Treasurer shall receive and deposit all funds in the name of the Corporation in a bank account approved by, or invested as directed by, the Board of Directors. He or she shall be authorized to sign checks on the Corporation's bank account for the disbursement of funds, provided however, for any check in excess of \$1,000.00, such check shall require the approval of the Board of Directors and also provided that all checks must be co-signed by another officer. Current financial records shall be kept at all times and reports of the financial status of the corporations shall be submitted at all meetings of the Board of Directors, with copies to be provided for the President's file. Further, the Treasurer shall present a written annual statement of receipts and disbursements at each annual meeting of the Board and prepare returns and reports to the Internal Revenue Service and other governmental agencies as required. Books of the Corporation shall be delivered to his or her successor, in proper order, immediately following the termination of the office and the election of a new Treasurer.

Section 6. REPORTS OF OFFICERS. All officers are to perform the duties prescribed in the Corporation's parliamentary authority source in addition to those outlined herein and those assigned to them by the President from time to time and deliver to their successor all official materials not later than twenty (20) days following the election and installation of their successors.

Section 7. COMPENSATION. THE OFFICERS OF THE Corporation shall receive no compensation for their services. However, the Board of Directors may deem it appropriate under certain circumstances to show appreciation for exemplary work by an officer

ARTICLE VIII

EXECUTIVE COMMITTEE

Section 1. DUTIES. The daily management of the affairs of the Corporation shall be vested in the Executive Committee.

Section 2. MEMBERSHIP OF THE EXECUTIVE COMMITTEE. THE executive Committee shall consist of the President, Vice President, Secretary, Treasurer, and three Directors elected by the Board of Directors.

Section 3. MEETINGS. The Executive Committee shall meet at the call of and be chaired by the President but not less frequently than quarterly.

Section 4. QUORUM. Four (4) members shall constitute a quorum of the Executive Committee.

Section 5. POWERS AND DUTIES. The Executive Committee shall have all of the powers and authority of the Board of Directors when the Board of Directors is not in session, subject to the following restrictions:

- (a) The Executive Committee shall have no authority to remove, terminate, or appoint officers or Directors;
- (b) The Executive Committee shall have no authority to alter, amend, or repeal the Articles of Incorporation or the By-Laws of the Corporation;
- (c) The Executive Committee shall have no authority to approve checks in excess of \$1,000.00 without approval of the Board of Directors; and
- (d) Any other restrictions as specified in these By-Laws or set forth by the Board from time to time.
- (e) The Executive Committee shall have no authority perform any act that is contrary to the By-Laws of Bethlehem Baptist Church of Sarasota, Florida, Inc. or to the laws of the State of Florida.

Action approved by the Executive Committee and executed by the Officers in accordance with said approval shall be the authorized act of the corporation and such acts shall be the lawful act of the Corporation for all purposes. Action authorized by the Executive Committee in accordance with this article shall not require the ratification or consent of

the Board of Directors, unless the Executive Committee specifically requests the approval of the Board of Directors prior to any particular action of the Executive Committee becomes effective.

Section 6. BUDGET. Commencing with the second full year of operation, the Executive Committee shall have the responsibility of formulating and distributing to the Board of Directors a proposed budget for the Corporation at least thirty (30) days prior to the annual meeting.

Section 7. REPORTS. All actions of the Executive Committee shall be reported to the Board of Directors at the Boards meeting, and all actions of the Executive Committee shall be included in the minutes of the Board of Directors.

Section 8. NOMINATIONS. Prior to the annual meeting of the Board of Directors, the Executive Committee shall make a recommendation to the Board of Directors as to the number of directors to be elected to the Committee for the following year; shall present a slate of directors for election at the annual meeting; and shall recommend directors for election to the Executive Committee.

ARTICLE IX

COMMITTEES

Section 1. OTHER COMMITTEES. Standing committees shall be as follows:

- (a) BUDGET COMMITTEE. The standing Budget Committee shall prepare and recommend to the Executive Committee a yearly budget, any changes in the financial policy and methods of raising funds;
- (b) FINANCIAL DEVELOPMENT COMMITTEE. The standing Financial Development Committee may examine methods of encouraging or promoting donations to the Corporation, may review proposed gifts or donations to the Corporation, examine any restrictions or ties placed on such gifts, donations and propose expenditure categories for directing future gifts and donations;
- (c) The President shall appoint such other standing or special committees as required.

ARTICLE X

EXECUTIVE DIRECTOR

The Executive Director shall be appointed by the Board of Directors and shall serve at the pleasure of and be responsible to the Board of Directors. The Executive Director shall be responsible for the administration and implementation of policies, procedures and programs as determined by the Board; shall serve as a resource and

advisor on program planning to the President, the Board and committees; shall maintain records and reports for the Corporation; and shall serve as the representative of the Corporation in the community. The Executive Director will supervise all paid employees and shall perform such duties as necessary to manage the office of the Corporation. The Executive Director shall be a non-voting member of the Board of Directors, the Executive Committee and all other committees.

ARTICLE XI

CONDUCTING MEEETINGS

All meetings of the Corporation shall be governed by Robert's Rules or Order.

ARTICLE XII

FISCAL YEAR

The fiscal year of the Corporation shall commence on the 1st day of July, and terminate on the 30th day of June.

ARTICLE XIII

DISTRIBUTION OF ASSETS

Upon dissolution, liquidation, and winding up of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the expenses, debts and liabilities of the Corporation, dispose of such the assets of the Corporation as set forth in Article titled DISSOLUTION in the Corporation's Articles of Incorporation.

ARTICLE XIV

CONTRACTS, CHECKS, DEPOSITS

Section 1. **CONTRACTS.** The Board of Directors may authorize any officer or agent of the Corporation to enter into any contract or to execute and deliver any instrument or document on behalf of the Corporation, which authority may be general or specific.

Section 2. **DEPOSITS.** All funds received by the Corporation shall be deposited to the credit of the corporation in such federally insured financial institutions or invested in such ways as may be approved and authorized by the Board of Directors.

Section 3. **CHECKS.** All checks, drafts, or any authorization for the payment of any notes, sums of money, or other evidence of debt issued in the name of the Corporation shall be signed by such officers or agents as set forth in these By-Laws.

ARTICLE XV

SURETY BONDS

Section 1. **PERSONS INSURED.** Unless otherwise waived by specific affirmative act of the Board of Directors, all persons having access to any cash or negotiable assets of the Corporation shall be required to be bonded for fidelity loss and faithful performance of duty. When bonding is required, the amount of such bonds shall be fixed by the Board of Directors.

Section 2. **PREMIUMS.** The premiums for all bonds required shall be paid by the Corporation.

ARTICLE XVI

RECORDS

The Corporation shall maintain permanent, correct and complete written books and records of account and shall keep minutes of all the meetings of the members, Board of Directors, and committees having the authority of the Board of Directors, at the principal office of the Corporation and at such other offices in such form and manner as required by law. All such records may be inspected by any Director, or the agent or attorney of any Director at any reasonable time.

ARTICLE XVII

CORPORATE SEAL

The seal of the Corporation shall be circular in form and bear the name of the Corporation, the year of its organization and the words 'CORPORATION NOT FOR

PROFIT, FLORIDA.” The seal may be used by causing it to be impressed directly on the instrument or writing to be sealed, or upon adhesive substance affixed thereto. The seal on the certificates for share or any corporation obligation for the payment of money may be a facsimile, engraved or printed.

ARTICLE XVIII

EXECUTION

All Corporate instruments and documents shall be signed or countersigned, executed verified or acknowledged by such officer or officers or other person or persons as the Board may from time to time designate.

ARTICLE XIX

NOTICE AND WAIVER OF NOTICE

1. NOTICE

Whenever any notice is required by these By-Laws to be given, personal notice is not meant unless expressly so stated, and any notice so required shall be deemed to be sufficient if given by depositing the same in the post office box in a sealed post-paid wrapper, addressed to the person entitled thereto at his last known post office address. Persons not entitled to vote shall not be entitled to receive notice of any meetings except as otherwise provided by statute.

2. WAIVER OF NOTICE

Whenever any notice is required to be given under provisions of any law, or under the provisions of the Articles of Incorporation, or these By-Laws: (a) a waiver thereof in writing, signed by the person or persons entitled to said notice, whether before or after the time stated therein, or (b) attendance by such person or persons at such meeting without protesting the lack of notice prior to or at commencement of the meeting, shall be deemed equivalent thereto.

ARTICLE XX

CONSTRUCTION

Whenever a conflict arises between the language of these By-Laws and the Articles of Incorporation, the Articles of Incorporation shall govern.

ARTICLE XXI

BUSINESS

1. CONDUCT OF BUSINESS WITHOUT MEETINGS

Any action of the Directors and committees may be taken without a meeting if consent in writing, setting forth the action so taken, shall be signed by all Directors or committee members who would be entitled to vote on such action at a daily-called meeting and filed with the Secretary of the corporation as part of the proceedings of the directors or committees as the case may be.

ARTICLE XXII

AMENDMENT TO THE BY-LAWS

The By-Laws of this corporation may be amended, repealed, or altered, in whole or in part, by a two-thirds majority vote of the Board of Directors present at any duly called and noticed meeting of the Board of Directors at which a quorum is present

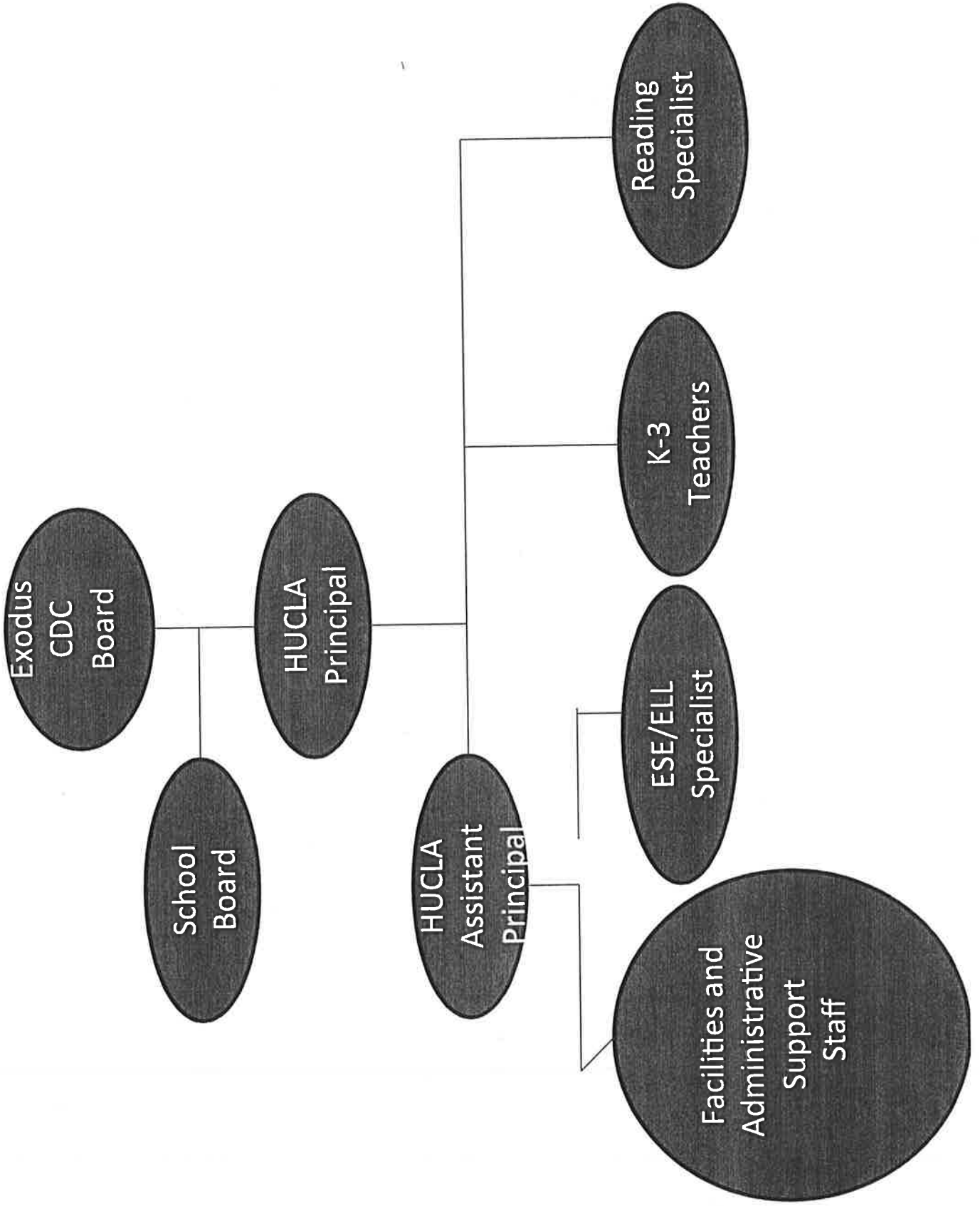
ADOPTED this ____ day of _____, 2013 by the Board of Directors.

Attest:

President

Secretary

Attachment 9.D - ***Organizational Chart***



Attachment 9.F - *Training Programs*



CHARTER SCHOOL GOVERNANCE TRAINING PLANS APPROVED BY THE FLORIDA DEPARTMENT OF EDUCATION

David Alba

The Clarion Council for Educational Greatness
6278 North Federal Highway, Suite 115
Ft. Lauderdale, Florida 33308
Telephone: 407-414-5264
E-Mail: david@clarioncouncil.com

Title: What Works for Charter School Boards – Florida Board Member Governance Training Compliance Series

Training Overview: Satisfy the four-hour charter school governance board training requirement on-line! This training is a leadership professional development series designed to maximize the effectiveness of charter school governing boards. The Florida board member training compliance series includes four practical, on-line training modules that meet the requirements of Florida Statutes. The training is offered by the Clarion Council for Educational Greatness and covers all content areas outlined by law to include: Government-in-the Sunshine Law; Conflict of Interest; Ethics; and Financial Responsibility. The modules are easy to use, interactive, and provide a Certificate of Completion.

Gail Birks, EMBA

CMA Enterprise Incorporated
207 Laurel Oak Lane, Suite B
Davie, Florida 33325
Telephone: 954-476-3525 or 786-423-0155
E-Mail: cma@cma-ent.com
Web Site: www.cma-ent.com

Title: Board Governance with an Entrepreneurial Twist

Training Overview: The session is customized to (re)educate participants on the best practices and oversight component of board governance. The session contents include the required topics of board governance such as Government under the Florida Sunshine Law, Conflict of Interest; Ethics and Fiscal Accountability and the associated systems. Tangible "Take Aways" include a Training Manual that is also a tool kit for the board to reference afterwards.

The lead presenter is an ASQ certified Black Belt in Lean Six Sigma (Performance Improvement), entrepreneur and author who specializes in leadership, and accountability. She has over 29 years of experience in working with boards in the public, private and non-profit sector as well as charter schools. The CMA Team collectively has over 50 years in education, charter school and board governance training and technical assistance.

"Futures" – A Strategic Implementation Planning Toolkit:

"FUTURES" is designed to provide you with a holistic view of organization and its planning requirements. Specifically, it prompts you to view your organizational from non-traditional perspectives. It is "out of the box" best practice methodologies and proven to be effective in organizations that strive to attain sustainable goals.

What's in it? Worksheets and spreadsheets to examine your present condition and identify the future or desired condition of your customer's needs, operations, leadership, and workforce. It has dialogue boxes that prompt you to assess the

composition of your leadership and workforce. Planning schedules that query you on how you could approach and confirm your target market and scripting the 60 second conversation to sell your organization's services and/or products which is often the most difficult thing to do, especially for your leadership. Finally, it helps you build strategies for fundraising.

It is designed to give you the confidence that is needed to build a strategic plan that is sustainable and one that will evolve regardless of who is in charge. It is user-friendly and written for the layperson.

Robert Haag

Florida Consortium of Public Charter Schools
1126 South Federal Highway, Suite 170
Fort Lauderdale, FL 33316
Telephone: 954-463-9595
Fax: 904-212-0300
E-Mail: r.katz@floridacharterschools.org

Title: Making the Most of Charter School Governing Boards: Effective Strategies- Electronic Version

Training Overview: The electronic version of this engaging course on charter school governing boards can be used as a self-paced training for an individual board member or can be used as training for small or large groups. Your governing board will learn about its primary responsibilities and effective strategies to ensure that it sets high expectations, operates under the Sunshine Laws and is prepared to meet the challenges of intense scrutiny. The course includes a PowerPoint presentation with hands-on activities and informational handouts that cover all aspects of effective board governance. It also includes real-life examples of issues that face Florida charter school boards. The course was designed by Dr. Ruth Jacoby, Director of Leadership Development, with the Florida Consortium of Public Charter Schools, the primary membership association for Florida charter schools. Dr. Jacoby is a 10-year charter school veteran who has served as both a charter school administrator and a charter school governing board member.

Christopher Norwood, J.D.

The Norwood Consulting Group
14844 Breckness Place
Miami Lakes, FL 33016
Telephone: 786-355-8690
E-Mail: Chris@TheNorwoodconsultinggroup.com

Title: The Governance Institute for School Accountability

Training Overview: The Governance Institute for School Accountability is simple and innovative governance training for charter school boards. It is designed to empower charter school board members with culturally competent tools needed to adopt policies focused on school accountability for student success. The Governance Institute for Student Accountability's primary goal is to have efficient, knowledgeable, and high-functioning charter school governing boards so charter school leaders can focus more time on students and school performance. The lead trainer is a Juris Doctorate and Professor (Adjunct) of Government, Law and Public Administration at Florida Memorial University with fifteen years experience of Effective Governance Board Leadership, Non-Profit Management, Community Development and Public Policy Advocacy.

We offer four-hour trainings and two-hour refresher courses to fit the needs of volunteer charter school board members. Our training focuses on the statutory training requirement for charter school boards: (1) Florida Government in the Sunshine Laws, (2) Identifying Conflicts of Interest, (3) Ethics in Governance and (4) Financial Stewardship of Public Finances. We also train our clients in: Board Structure, Holding Productive Meetings, Promoting the Mission and Vision of the School, Developing Sound Policy, Legislative Issues, and Selecting/Reviewing/ Supporting the Administrator.

Elaine Padron

Committee for Academic Excellence
6158 Delancey Station St. #105

Riverview, FL 33578
Telephone: 813-689-6360
E-mail: Elaine.Padron@thecae.org

Title: Creating an Effective Charter Governing Board

Training Overview: The Committee for Academic Excellence provides a self-paced online training for anyone who is a new charter school board member or needs a two-hour refresher course. The training covers Governance Training, Organizational Documents, Operations, Fiscal Management, Employment and Personnel and School Community Relations.

Kathleen W. Schoenberg, Esq.
14545 J Military Trail, #226
Delray Beach, Florida 33484
Telephone: (561) 350-3343
E-Mail: kathleen@charterschooltraining.com
Website: www.charterschooltraining.com

Title: Charter School Governance Training – Live Workshop

Training Overview: Kathleen comes to your location with a presentation that covers all of the state-mandated governance training topics, including open government laws, conflicts of interest, ethics, financial responsibilities, policies and procedures, running effective meetings and organizational documents. Kathleen tailors the course to your school, including the use of your school's organizational documents. The program includes discussions on statutory responsibilities, charter school best practices, and real-world examples drawn from Kathleen's experiences representing charter schools. Time for questions and further discussion by any of the attendees are always welcomed.

Schools may select from either the four-hour initial training or a two-hour refresher course. Access to Kathleen's online program is included in the fee so that any board members who cannot attend the in-person workshop can still participate in the training at no additional cost. Non-board members, like school administration, are welcome to attend for all or part of the session. Significant discounts for multi-school sessions are offered.

The presenter, Kathleen W. Schoenberg, is an attorney in private practice in Florida. Kathleen has been working with and providing counsel to charter schools for over 14 years. Kathleen is a frequent speaker at charter school events including past Florida Charter School Conferences and the Chautauqua Institution.

Kathleen W. Schoenberg
14545 J Military Trail, #226
Delray Beach, Florida 33484
Telephone: (561) 350-3343
E-Mail: kathleen@charterschooltraining.com
Website: www.charterschooltraining.com

Title: Charter School Governance Training – Online Program

Training Overview: This interactive training is delivered through an online webinar with both video and audio. The training runs on all computers, many tablets and smart phones. You can complete the training at your own pace, on your schedule and from the comfort of anywhere you have internet access. The training is available in both the four-hour initial training and two-hour refresher course formats.

The program walks the participant through topics required by state law and important to charter school board members, including open government laws, conflicts of interest, ethics, financial responsibilities, policies and procedures, running effective meetings and organizational documents. The program includes discussions on statutory responsibilities, charter school best practices, and real-world examples drawn from Kathleen's experiences representing charter schools. The training is updated to keep pace with changes in laws and regulations.

The presenter, Kathleen W. Schoenberg, is an attorney in private practice in Florida. Kathleen has been working with and providing counsel to charter schools for over 14 years. Kathleen is a frequent speaker at charter school events including past Florida Charter School Conferences and the Chautauqua Institution.

Shawn D. Smith

13 Blue Water Drive

Key West, FL 33040

Telephone: 305-923-4500

E-Mail: Sdsmith@keywestcity.com

Title: Understanding Your Responsibilities as a Charter School Board Member

Training Overview: The training is designed to educate charter school board members on their legal responsibilities by addressing the applicability of Florida's laws regarding government in the sunshine, public records, ethics, financial management, and conflicts of interest. Training will be conducted live in a small group setting with the availability of individual follow-up sessions. Emphasis will be placed on specific real life scenarios members may encounter in fulfilling their obligations. The trainer is the city attorney for a Florida municipality, former school board attorney with responsibility for charter schools and a Florida charter school board member.

Dr. Phildra J. Swagger

1971 W. Lumsden Rd.

Suite 517

Brandon, FL 33511

Telephone: 800-385-0390

E-Mail: info@combinedexpertise.com

Title: Florida Charter School Governance Workshop

Training Overview: This workshop is designed to prepare new boards and existing boards in the area of Florida Charter School Governance requirements. Participants will increase effectiveness as charter school operators. The workshop presentation includes direct instruction, activities, video and insightful real life examples.

The lead presenter has more than 20 years' experience in public education. Dr. Phildra J Swagger's background includes experience in charter education as a school founder, governing board president, charter school administration and consultant. Through her experiences she has lead a Title I school to FLDOE grades of "A", lead accreditation teams, and won federal, state and local grants. She is passionate about character education and providing public school choice options to all who seek to take advance of them.

This dynamic workshop is offered as both an onsite and a distance learning program. It is available as the full 4-hour format or as the 2-hour refresher course.

Attachment 9.G - ***Governing Board Members***

Rev. Patrick A. Miller

Rev. Patrick A. Miller graduated from Seminole High School and Florida Agricultural and Mechanical University in Tallahassee, Florida, with a B.S. in Religion and Philosophy. He continued his graduate studies at the Orlando Extension Center of the New Orleans Baptist Theological Seminary.

For the past 16 years, he has been Pastor of Bethlehem. He's a motivational task-master, who has lead the church to a membership of over 450, quadrupled the property holding and expanded the ministries in numerous areas.

Rev. Sheila H. Bradshaw

Sheila Bradshaw is a graduate of George Washington University with a Master's Degree in Special Education/Early Childhood. She presently is a consultant for accreditation activities through the Middle States Association of Colleges and Schools. She provides oversight in the planning, organization, coordination, collaboration, monitoring, and evaluation of activities for the Middle States on-site review. She served as the Principal for Booker T. Washington Public Charter School for Technical Arts in Washington, D.C.

She has worked in Special Education and Early Childhood for more than 30 years.

Marcus A. Williams

Marcus A. Williams brings over 15 years of experience to HUCLA in a variety of non-profit formation and management, strategic finance and legal roles. He has served on the boards of directors, and has formed and managed non-profit corporations serving children his entire career. Examples include:

- **Director:** *Old Redford Academy Charter School;*
- **Trustee;** Treasurer, Audit Committee Chair: *Think Detroit Police Athletic League, Inc.;*
- **Director;** Vice-Chair: *Paula L. Tutman Children's ToothFairy Foundation;*
- **Board of Advisors:** *Boll Family YMCA, Detroit;* Leadership Development Committee;

Mr. Williams began his career as a tax consultant, and also served as a real estate and transactional lawyer representing governmental entities and development authorities in urban development and renewal projects. He earned his BBA degree from the University of Michigan Ross School of Business, and his JD degree from the University of Michigan Law School.

James C. Brown

Born in Sarasota, Florida, graduated from Booker High School. Bachelor's degree from Florida A & M University in Political Science. Master's degree in Guidance and Counseling from the University of South Florida. Completed Doctoral coursework at Nova University, no degree awarded.

Taught social studies for nine years in Sarasota County at Booker High, McIntosh Middle and Pine View. Completed 28 years of service at Manatee Community College, (State College of Florida) as counselor, assistant dean, and associate dean of student services.

Served as Chairman of the Board of the Sarasota Housing Authority. Currently a board member at Sunshine Meadows Assisted Living and Meadow Park Independent Living. Volunteer in the Mentoring Program of Big Brothers Big Sisters of Sarasota, Florida. Served on committees with the city of Sarasota and the Sarasota County School Board.

Yvonne Carnegie Brown

Born in Sarasota, FL. Graduated from Booker High School. Attended Bethune-Cookman College for two years. Received a Bachelor Of Arts degree in Elementary Education from the University of South Florida. Earned a Master of Science Degree from Nova University in Reading Education. Practicum was selected for inclusion in the National Dissemination Network.

Employed by the Sarasota County School System in 1970. Worked as a substitute teacher, a teacher Assistant, and taught second and third grade at Ashton Elementary. Worked at the County Office as a Preschool Specialist with Federal Projects, specifically supervising Head Start Teachers. Worked as a Preschool Curriculum Consultant in the ESOL/MIGRANT/and the FDLRS Programs and presented workshops for the Hippy Program, Head Start, Chapter One, and NAEYC. Screened and assisted in the selection of pre school children entering into the Head Start, Chapter One, and Exceptional Student Education Programs of the Sarasota County Schools.

The Supervisor of a grant that provided after school tutoring, the Selby Tutorial Enrichment Program (S.T.E.P.)

Retired from the Sarasota County School Board in 2004 after 35 years of service. Now volunteers with elementary, middle, and high school girls and boys in Manatee and Sarasota Counties on a regular basis.

Ella Williams

Ella Williams is a graduate of Florida A & M University. She is a retired Chief Clerk of the Michigan Court of Appeals. She has lived in Sarasota for the past 15 years and has volunteered in many areas in Sarasota, including serving as Chair of Gulf Coast Marine Institute and presently serves as a member of the Family Safety Alliance for Desoto, Manatee and Sarasota County. She is an active member of Bethlehem Baptist Church.

Constance White-Davis

A graduate of Bethune-Cookman College with a B.S. degree and a M.S. from Vanderbilt University in early childhood education.

Constance White-Davis is retired as principal of Booker High School. Before Serving as Booker, she was the principal at Alva Vista Elementary School. At both schools she was responsible for bringing the schools from a D grade to an A grade.

White-Davis has been an educator for 45 years. Many of those years were reforming troubled schools.

Attachment 10. A. - ***Job Descriptions***

Job Descriptions

Principal

QUALIFICATIONS:

Completed a minimum of two successful years as an Assistant Principal or Principal. Has successful classroom teacher experience.

SELECTION:

The Principal will be the first employee of HUCLA. The Board will contact other Florida charter Schools and experienced professionals within the education community for candidate recommendations. The Board will also advertise in places that cater to the Charter community such as the website of the Florida Consortium of Public Charter Schools.

KNOWLEDGE, SKILLS, AND ABILITIES:

- Accountability and Assessment: Skills in monitoring success and aligning assessment processes to ensure accountability and promote effective performance for all.
- Communication: Ability to model effective communication skills (oral, written and listening) when communicating with a variety of audiences.
- Community and Stakeholder Partnerships: Skill in collaboration and communication with all members of the School District community, and establish community partnerships.
- Decision-Making Strategies: Ability to collect, select and effectively use data for continuous improvement.
- Diversity: Ability to understand and influence personal, political, social, economic, and legal relationships with the skill to work effectively with diverse populations.
- Ethical Leadership: Demonstrates integrity, fairness, and honesty in an ethical manner.
- Human Resource Development: Ability to recruit, select, nurture, coach, and where appropriate, retain effective personnel.
- Learning: Ability to promote and sustain a positive learning culture.
- Technology: Ability to plan integrate technology and electronic tools in management, research, communication, and instructional responsibilities.
- Vision: Proactive orientation aligned with the mission of HUCLA.
- Work Environment: Ability to manage the work environment to promote safe, efficient, and effective work in accordance with the District mission and Strategic Plan.

PERFORMANCE RESPONSIBILITIES:

Provide leadership and direction for the implementation and evaluation of curriculum and instruction; Oversee the administration of the testing program for the school; Interview and select qualified personnel to be recommended for appointment; Supervise, conduct performance appraisals and make reappointment recommendations for school personnel; Implement Board policy, state statutes, and federal regulations as they pertain to the school; Establish and management student accounting and attendance procedures at the school; Supervise the food and nutrition and custodial programs at the school; Coordinate and provide supervision for school-related before and after-school programs or activities.; Actively pursue sources of supplemental funding to enhance educational priorities; Provide leadership, direction and supervision for all aspects of the school's operation; Establish and actively pursue a vision and mission for the

school in collaboration with all stakeholders; Initiate programs and organize resources to carry out the school's Improvement Plan; Anticipate difficult situations and develop prevention and intervention strategies; Facilitate and coordinate the development of the School's Improvement Plan; Use current research, performance data, and feedback from students, teachers, parents, and community to make decisions related to improvement of instruction and student performance; Consider different perspectives, alternative options, and consequences of each in making decisions; Oversee the selection and acquisition of instructional materials and equipment; Assign tasks and supervise personnel in task accomplishment; Manage and supervise the school's financial resources, including the preparation and disbursement of the school's budget; Coordinate school maintenance and facility needs and monitor progress toward meeting those needs; Monitor the custodial program at the school to ensure a clean, healthy and safe learning environment; Supervise and monitor the accurate and timely completion of data collection and reporting requirements; Facilitate the development, implementation and evaluation of an effective staff development program; Provide training opportunities and feedback to personnel; Model and maintain high standards of professional conduct; Participate in meetings and other activities to enhance professional development; Set high standards and expectations for self, others, and school; Provide recognition and celebration for student, staff, and school accomplishments; Facilitate a program of family and community involvement; Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment; Facilitate problem-solving by individuals and groups; Collaborate with and involve parents and other groups in the work at school; Build teams to accomplish plans, goals, and priorities; Work with parents to resolve complaints or concerns; Maintain visibility and accessibility on the school campus and at school-related activities and events; Use effective communication techniques with students, teachers, parents, and other stakeholders; Write and disseminate newsletters, memos, letters, press releases, agendas, and other materials; Use e-mail effectively; Model effective listening and positive interaction skills; Exercise proactive leadership in promoting the vision and mission of the school; Promote/market the school and its priorities in the community; Orient new staff about the nature of the school and its mission; Make difficult personnel decisions when necessary, including dealing with ineffective teacher or staff performance; Serve as final arbitrator for difficult discipline problems and manage the student services program, including the Code of Student Conduct; Establish procedures to be used in the event of school crises and provide leadership in the event of such incidents.

Registrar/Financial Services

QUALIFICATIONS:

High School diploma or equivalent; Minimum of one (1) year of successful clerical or secretarial experience; Comparable amount of training and experience may be substituted for the minimum qualifications.

KNOWLEDGE, SKILLS AND ABILITIES:

- Knowledge of office procedures, clerical skills and school operations.
- Knowledge of student registration and student record keeping.
- Ability to meet and deal effectively with parents, students, teachers, school personnel and the general public.
- Ability to plan, organize and prioritize activities.
- Ability to communicate effectively both orally and in writing.
- Ability to use the computer and applications software.
- Ability to answer the telephone in a professional and courteous manner.
- Ability to work cooperatively with others.

PERFORMANCE RESPONSIBILITIES:

Accurately record and maintain student records in accordance with Board policies and procedures; Accurately process data of school financial services; Enter complete and accurate student information into the Student Information System; Perform all phases of student registration, scheduling and student record keeping, including registering all new students, completing schedules, requesting records from previous school, making permanent record for each student and other tasks related to registration and student record keeping; Maintain the Student Information System, including student biographical changes, academic changes, instructor, records and course information; Extract specific statistical information from the Student Information System as required; Create or request reports using the Student Information System. Work closely with teachers to collect and submit student grades. Send requested student records in accordance with established policies and procedures; Keep records of all new entries and withdrawals; Maintain official attendance records as required; Prepare data entry reports for payroll, accounts payable/receivable, cash flow, and audit support; Coordinates financial services with contracted vendor for monthly, quarterly, and annual reports; Prepare all required reports and maintain all appropriate records; Check and update reports and maintain all appropriate records; Maintain confidentiality regarding school/workplace matters; Meet and deal effectively with the general public, staff members, students, parents, administrator and other contact persons using tact and good judgment; Exhibit interpersonal skills to work as an effective team member; Model and maintain high ethical standards; Represent the district in a positive and professional manner; Demonstrate initiative in the performance of assigned duties; Respond to inquiries and concerns in a timely manner; Keep supervisor informed of potential problems or unusual events; Follow federal and state laws as well as Board policies, rules and regulations; Participate successfully in the training programs offered to increase skill and proficiency related to assignments; Review current developments, literature and technical sources of information

related to job responsibility; Perform other tasks consistent with the goals and objectives of this position.

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally, and/ or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the Board's approved compensation plan. Length of the work year and hours of employment shall be those established by the Board.

School Secretary

QUALIFICATIONS:

High School diploma or equivalent; Minimum of one (1) year of successful clerical experience; Satisfactorily complete skills test.

KNOWLEDGE, SKILLS AND ABILITIES:

- Knowledge of business English, spelling, punctuation, and arithmetic.
- Ability to gain knowledge of school office practices and procedures.
- Ability to gain knowledge of school rules, regulations and procedures and the ability to apply such knowledge to work problems and situations.
- Ability to compose effective correspondence.
- Ability to deal with routine matters with a minimum of supervision.
- Possess good listening skills.
- Ability to follow written and oral instructions.

PERFORMANCE RESPONSIBILITIES:

To perform the duties and functions of the position so that the effectiveness and efficiency of the office is maintained; Compile and type school material from copy, rough draft, or general instructions; Type and process student registration, absentee lists, tardy slips, etc.; Type letters and other routine correspondence based on information from records and files; Prepare reports, narratives, and statistical tabulations; Operate office copy machines; Process purchase and work orders; Register and withdraw students; Process documents requiring various procedural knowledge; Maintain files; Review documents for sufficiency, obtain necessary signatures and route appropriately, maintaining follow-up; Provide information and assistance to students and the general public, in person or by telephone, applying significant knowledge of school rules, regulations, and procedures to interpretations made; Perform reception duties; Receive, deposit and disburse school monies; Maintain internal accounts and prepare financial reports; Keep time records and prepare payrolls; Prepare requisitions for supplies and equipment; Maintain property records as required; Perform computer data entry, word processing, database and other software as required; Maintain confidentiality regarding school/workplace matters; Meet and deal effectively with the general public, staff members, students, administrators and other contact persons using tact and good judgment; Exhibit interpersonal skills to work as an effective team member; Model and maintain high ethical standards; Represent the school in a positive and professional manner; Demonstrate initiative in the performance of assigned responsibilities;

Respond to inquiries and concerns in a timely manner; Communicate effectively with students, parents, staff, administration and vendors; Keep supervisor informed of potential problems or unusual events; Follow federal and state laws as well as School Board policies, rules and regulations; Demonstrate support for the school and its goals and objectives; Prepare all required reports and maintain all appropriate records; Maintain expertise in assigned area to fulfill project goals and objectives; Participate successfully in the training programs offered to increase skill and proficiency related to assignment; Review current developments, literature and technical sources of information related to job responsibility; Perform other tasks consistent with the goals and objectives of the position.

PHYSICAL REQUIREMENTS:

Light Work: Exercising up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the Board's approved compensation plan. Length of the work year and hours of employment shall be those established by the Board.

Teacher

QUALIFICATIONS:

Bachelor's Degree or higher; A willingness to go beyond the call of duty in order to achieve success for the students; Teaching experience preferred but not required.

The Teacher is responsible for providing an educational atmosphere where students have the opportunity to fulfill their potential for intellectual, emotional, physical and psychological growth. This person is responsible for organizing and implementing an instructional program that will result in students achieving academic success in accordance with HUCLA's mission, goals, and policies.

PRIMARY RESPONSIBILITIES:

To teach and make knowledge accessible to all students; To development students cognitive capacity and respect for learning; To foster students' self esteem, motivation, and sense o civic responsibility; Implements instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences; Identifies, selects, and modifies instructional resources to meet the needs of the students with varying backgrounds, learning styles, and special needs; Assists in assessing changing circular needs and offers plans for improvement; Maintains effective and efficient record keeping procedures; Provides a positive environment in which students are encouraged to be actively engaged in the learning process; Communicates effectively, both orally and in writing, with students, parents, and other professionals on a regular basis; Collaborates with peers to enhance the instructional environment; Models professional and ethical standards when dealing with students, parents, peers, and community; Ensures that student growth and achievement is continuous and appropriate for age group and subject area; Demonstrates gains in student performance; Meets professional obligations through efficient work habits such as: meeting deadlines, honoring schedules, coordinating; Performs other duties and responsibilities as assigned by the Principal. All work responsibilities are subject to having performance goals and/or targets established as part of the annual performance planning process or as the result of organizational planning.

Custodian

QUALIFICATIONS:

Graduation from an accredited high school or possession of an acceptable equivalency diploma; Minimum of Two (2) years experience as a Custodian; A comparable amount of training and experience may be substituted for the minimum requirements; Other successful job-related experience, skill or training may be substituted for the above requirements.

KNOWLEDGE, SKILLS AND ABILITIES:

- Basic knowledge of maintenance equipment used on assignments. Ability to operate both riding and walk behind mowers.
- Ability to use weed eaters and other hand-operated equipment.
- Ability to understand and follow oral and written instructions.
- Knowledge of the occupational hazards involved and the safety precautions necessary in the operation of equipment.

PERFORMANCE RESPONSIBILITIES:

Assist with the maintenance of a high standard of safety, cleanliness and efficiency; Safe and proper use of custodial equipment and cleaning supplies; Follow security procedure for the proper opening and the safe closure of building(s); Perform cleaning tasks as assigned; Perform general maintenance duties; Report all safety hazards; Maintain accurate records of daily work and time and payroll information; Follow safety standards in performing work and report unsafe conditions to the administrator in a timely manner; May be required to work after hours and/or weekends; Follow all Board policies, rules and regulations; Perform other duties as assigned; Act as contact person when maintenance contracted services arrive on campus.

PHYSICAL REQUIREMENTS:

Heavy work. Requires frequent lifting operations involving weights up to fifty pounds. Occasional lifting with assistance of heavy objects including teacher's desks, filing cabinets, large tables, appliances such as refrigerator/washer/dryer etc. Requires lifting, holding, carrying, sitting, standing, walking, bending, stooping, finger dexterity, grasping, feeling, repetitive motions, talking, hearing, and visual acuity. The worker is exposed to both indoor and outdoor environmental conditions. The noise level in the work environment can be high at times. Safety is the highest priority.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the Board's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

Media Technician

QUALIFICATIONS:

High School Diploma or approved equivalency diploma; One (1) year clerical experience and typing skills; Training in use of computers; At least two years of post-secondary education or equivalent experience preferred.

KNOWLEDGE, SKILLS AND ABILITIES:

- Ability to type. Knowledge of basic computer hardware and software.
- Ability to organize and follow directions.
- Ability to communicate effectively with others.
- Basic knowledge of AV equipment.
- Knowledge of basic media procedures.
- Ability to setup, maintain, and catalogue a wide variety of print materials.
- Knowledge of student management techniques.

PERFORMANCE RESPONSIBILITIES:

Type and process audio-visual and book orders and requests; Assist at circulation desk assisting student in selection of books, periodicals and materials; Check books in and out; Process new books; Assist in reference work; Shelve books; Type registration cards, book lists, catalog cards and other materials; Perform computer data entry, word processing and text management activities, as required; Operate various audio-visual equipment; Perform related clerical work such as typing and filing; Assist in maintaining discipline in the library; Assist in instructing students in the use of the library; Ensure adherence to good safety standards; Maintain confidentiality regarding school/workplace matters; Interact effectively with teachers, students, administrators and other contact persons using tact and good judgment; Exhibit interpersonal skills to work as an effective team member; Model and maintain high ethical standards; Represent the school in a positive and professional manner; Demonstrate initiative in the performance of assigned responsibilities; Keep supervisor informed of potential problems or unusual events; Prepare all required reports and maintain all appropriate records; Participate successfully in the training programs offered to increase skill and proficiency related to assignment; Perform other tasks consistent with the goals and objectives of this position.

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally, and /or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

Officers of the Board and Their Duties

Chairman

Presides at all meetings of the School Board; Prepares the agenda for all meetings of the Board in cooperation with the school; Assures that all policies established by the Board and provisions of the Board bylaws are carried out; Serves as chief volunteer spokesperson for the HUCLA and promotes good community and interagency relation, interpreting the philosophy, goals, and policies of the School; Assures compliance with all policies and regulation of The State Board of Education and the School Board of Sarasota County as related to Charter Schools; Signs such documents as authorized by the Board; Chairs the annual performance review of the Principal; Appoints standing or (Ad Hoc) committees and serves ex-officio.

Vice Chairman

Assumes the duties of the Chairman in his/her absence or inability to act; Provides oversight and support for a designated committee as appointed by the Chairman; Assumes other duties and responsibilities as appointed by the Chairman or the Board.

Secretary

Assures the accurate and timely preparation of the minutes of all meetings of the Board; Assures the timely distribution and/or availability of minutes of Board Meetings; Assures the timely and proper notification about the meetings of the Board; Maintains a record of attendance at meetings of the Board; Assures the safekeeping of the official records and documentations of the Board; Notifies the Board as to members of the Board whose terms are expiring, and if any that should be removed from the Board for non-attendance or failure to fulfill responsibilities. Assumes other duties and responsibilities as appointed by the Board.

Board Member Selection-Term of Office

The Founding Committee appointed the seven member HUCLA School Board. Two members were appointed for a six-year term. Two members were appointed for a four-year term. Three members were appointed for a two-year term. The Board Chairman will be appointed by the Exodus CDC for a two year term. Thereafter, the HUCLA School Board Members will elect the Chairman, Vice Chairman, and Secretary from its membership. Election of officers will take place annually.

Attachment 13.E - ***Family Engagement Plan***

Family Engagement Plan

The following family engagement plan has been jointly developed and agreed upon by the Horizons Unlimited Creative Learning Academy parents, students, and school staff:

Parent Involvement Plan:

At the Horizons Unlimited Creative Learning Academy, we believe that parental support is vital for the academic and social growth of our students, and we want parents to be involved in an organized, on-going, and timely way. Therefore, we will make all appropriate efforts to include parents in the life of the school and will encourage parents to support our efforts at home.

Involvement Strategies:

1. Just before enrollment, all students are required to attend a mandatory individual meeting. This meeting will include the parent, student, principal, and possibly a faculty member.
2. Signed Home/School Compact agreement.
3. Parental support with homework.
4. Multiple parent meetings are planned for the year. Any parent informational meetings will be held at regular and flexible meeting times.
5. Parents will be invited to an annual Title 1 meeting to provide them with information concerning their rights to be involved in the school, Title 1 requirements, and the Horizons Unlimited Creative Learning Academy's participation in Title 1.
6. Parents will be involved in the development of the Home-School Compact.
7. Appropriate documents and information will be distributed to parents in a timely manner.
8. Parents will be provided information regarding the curriculum, forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
9. Parents will be asked to chaperone field trips.
10. Parents will be asked to assist during other school related events and activities.

THE HORIZONS UNLIMITED CREATIVE LEARNING ACADEMY COMMITMENT TO EXCELLENCE FORM

Revised 2014-2015 School Year

The following Home/School Compact has been jointly developed and agreed upon by The Horizons Unlimited Creative Learning Academy parents, students, and school staff. This compact outlines how parents, students, and school staff will share the responsibility for improving student academic achievement and how the school and parents will develop a partnership to help children achieve the State's high standards.

STUDENT'S COMMITMENT:

I fully commit to the Horizons Unlimited Creative Learning Academy in the following ways:

I will arrive at school prepared to learn every day by 8:45 a.m. (Mon. – Fri.)

I will remain at school every day until 4:30 p.m. (Mon. – Thur.), 2:15 p.m. (Fri.)

I will come to school on appropriate Saturdays.

I will attend summer school.

I will always work, think, and behave in the best way I know how because I know that hard work and personal discipline lead to success.

I will ask my teachers for help if I am unsure of the proper way to handle a situation.

I will always listen to others and give them my respect as I expect them to respect me.

I will follow the Horizons Unlimited Creative Learning Academy dress code.

I am responsible for my own behavior.

Failure to adhere to these commitments can cause me to lose various privileges and can lead to my removal from the Horizons Unlimited Creative Learning Academy.

X _____

PARENTS'/GUARDIANS' COMMITMENT:

We fully commit to the Horizons Unlimited Creative Learning Academy in the following ways:

We will make sure our child arrives at school prepared to learn every day by 8:45 a.m. (Mon. – Fri.)

We will make arrangements for our child to remain at school every day until 4:30 p.m. (Mon. – Thur.), 2:15 (Fri.)

We will make arrangements for our child to come to school on appropriate Saturdays.

We will make sure that our child attends summer school.

We will always be committed to our child's education and help him/her in any way possible. This

means that we will make sure our child reads every night and completes all assigned homework.

We will communicate our concerns and thoughts with our child's teachers and school director.

We will allow our child to go on school field trips.

We will make sure our child follows the Horizons Unlimited Creative Learning Academy dress code.

We are responsible for making sure that our child follows school rules so as to respect the rights of all

students to learn.

We will notify the school if our address and/or telephone number changes.

Failure to adhere to these commitments can cause my child to lose various privileges and can lead to my child's removal from the Horizons Unlimited Creative Learning Academy.

X _____

THE HORIZONS UNLIMITED CREATIVE LEARNING ACADEMY'S COMMITMENT:

The Horizons Unlimited Creative Learning Academy staff commit to the following:

We will provide a rigorous college preparatory curriculum within a highly structured learning environment.

We will provide learning experiences of the highest quality every day.

We will enthusiastically provide extended day and extended year learning opportunities for our students.

We will model hard work and personal discipline and will expect the same from our students.

We will always be open to respectful dialogue with students, parents, and community members.

We will hold parent and teacher conferences at least annually to discuss the school-parent compact as it relates to

your child's achievement.

We will give frequent student progress reports to the parents.

We will give parents reasonable access to staff and to volunteer, participate, and observe in their child's class.

We will always protect the safety, interests, and rights of all students.

We will support the academic and social growth of all students.

Failure to adhere to these commitments can lead to removal of staff from the Horizons Unlimited Creative Learning Academy.

X _____

Attachment 14. A. - **Site Plan**

PROPOSED CHARTER SCHOOL FOR
THE EXODUS PROJECT COMMUNITY DEVELOPMENT CORPORATION
HORIZONS UNLIMITED CREATIVE LEARNING ACADEMY
NORTH LEMON AVENUE
SARASOTA, FLORIDA



5605 Mangrove Circle Sarasota, FL 34233
Phone (941) 316-9300, Fax (941) 927-5154
E-mail ron@sivitzdesign.com
A Professional Association

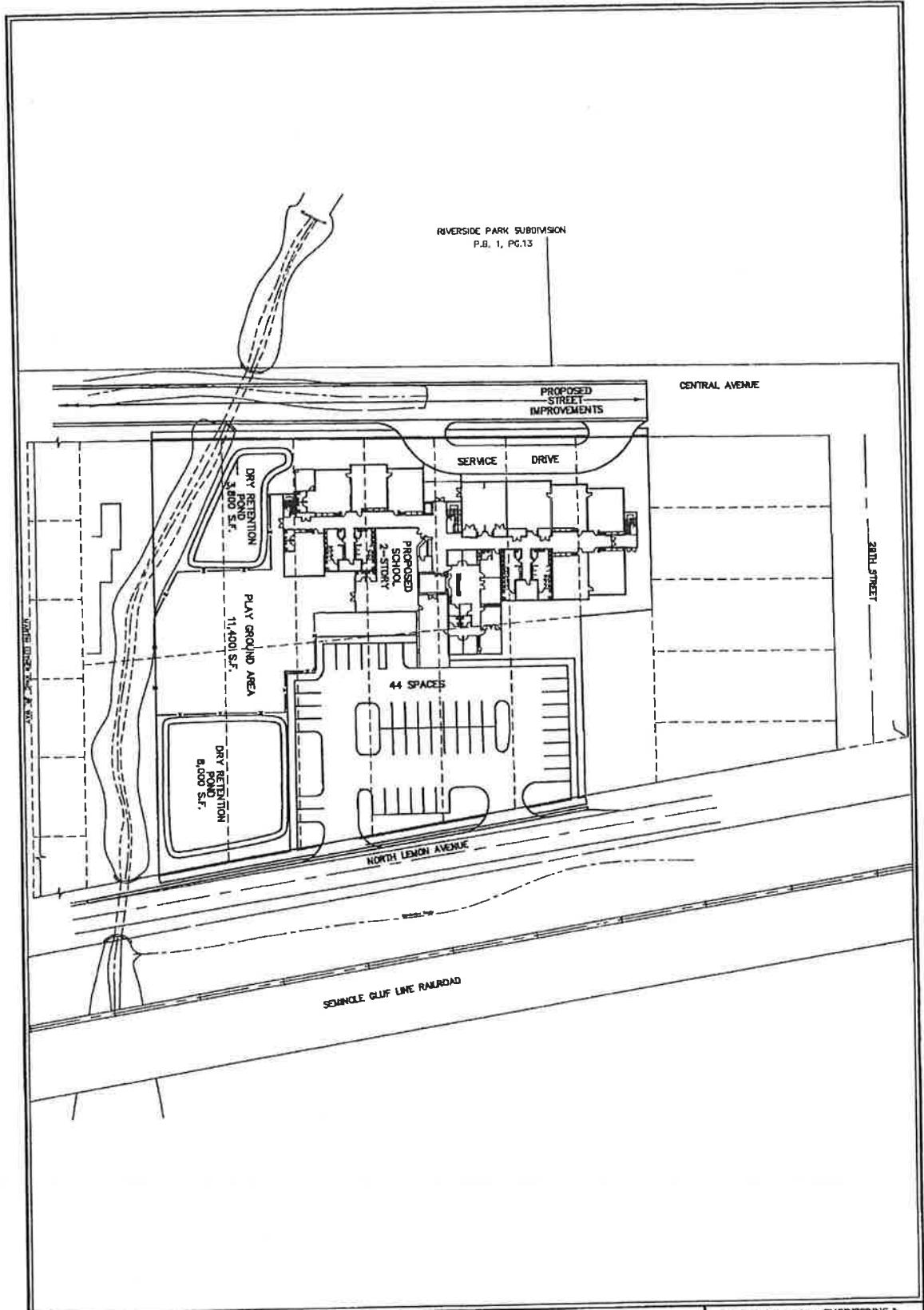
WEBER ENGINEERING & SURVEYING, INC.

4598 Ashton Road, Sarasota, Florida 34233
Phone: 941-921-3914 Fax: 941-924-3904
Email: info@weberengineering.com
Web: www.weberengineering.com

DATE: 07/30/13

DRAWING INDEX - SCHEMATIC PLANS:

- PROPOSED SITE PLAN BY WEBER ENGINEERING
- SITE PLAN WITH PROPOSED BUILDING & TEMPORARY PORTABLE CLASSROOMS
- A-1 PROPOSED FIRST FLOOR PLAN
- A-2 PROPOSED SECOND FLOOR PLAN
- A-3 PROPOSED EXTERIOR BUILDING ELEVATIONS



RIVERSIDE PARK SUBDIVISION
P.B. 1, PG.13

CENTRAL AVENUE

PROPOSED STREET IMPROVEMENTS

SERVICE DRIVE

DRY RETENTION POND 3,000 S.F.

PLAY GROUPING AREA 11,400 S.F.

DRY RETENTION 8,000 S.F.

PROPOSED SCHOOL 2-STORY

44 SPACES

NORTH LEMON AVENUE

SEMINOLE CLIFF LINE RAILROAD

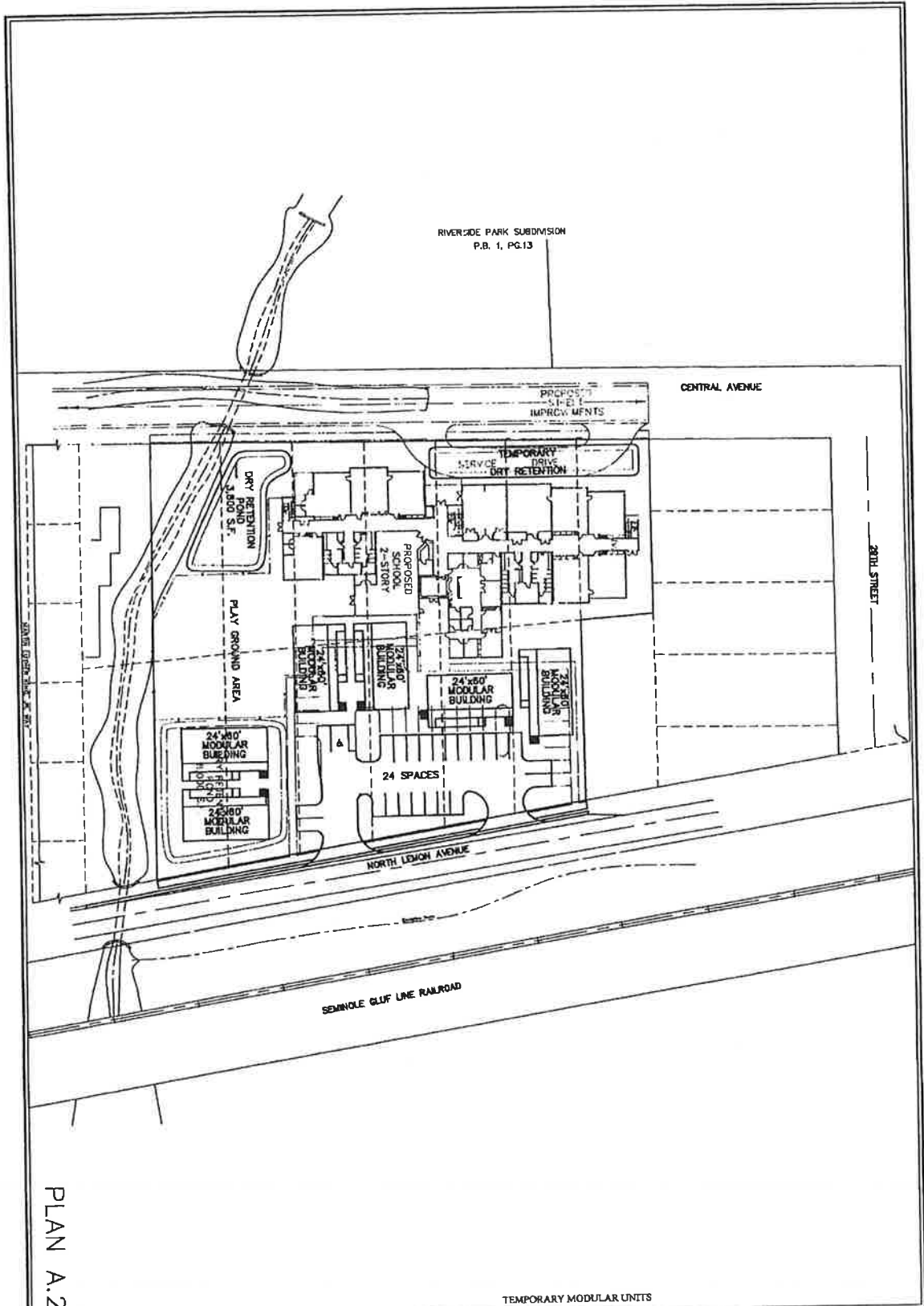
SOUTH STREET

Revised	By	Reason



CHARTER SCHOOL CONCEPTUAL PLAN
LOTS 9 TIRU 21, BLOCK A
EAST RIVERSIDE PARK
Section 7, Township 36 South, Range 18 East
P.B. 1, PG. 184, City of Sarasota, Sarasota County Florida

WEBER ENGINEERING & SURVEYING, INC.
4106 Adams Road - Sarasota, Florida 34231
Telephone: (941) 921-9914 - Fax: (941) 934-1094
www.weberengineering.com
Surveying & Mapping Division, License No. 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100



RIVERSIDE PARK SUBDIVISION
P.B. 1, PG.13

CENTRAL AVENUE

38TH STREET

DRAINAGE DITCH

NORTH LEMON AVENUE

SEMINOLE CLIFF LINE RAILROAD

PLAN A.2

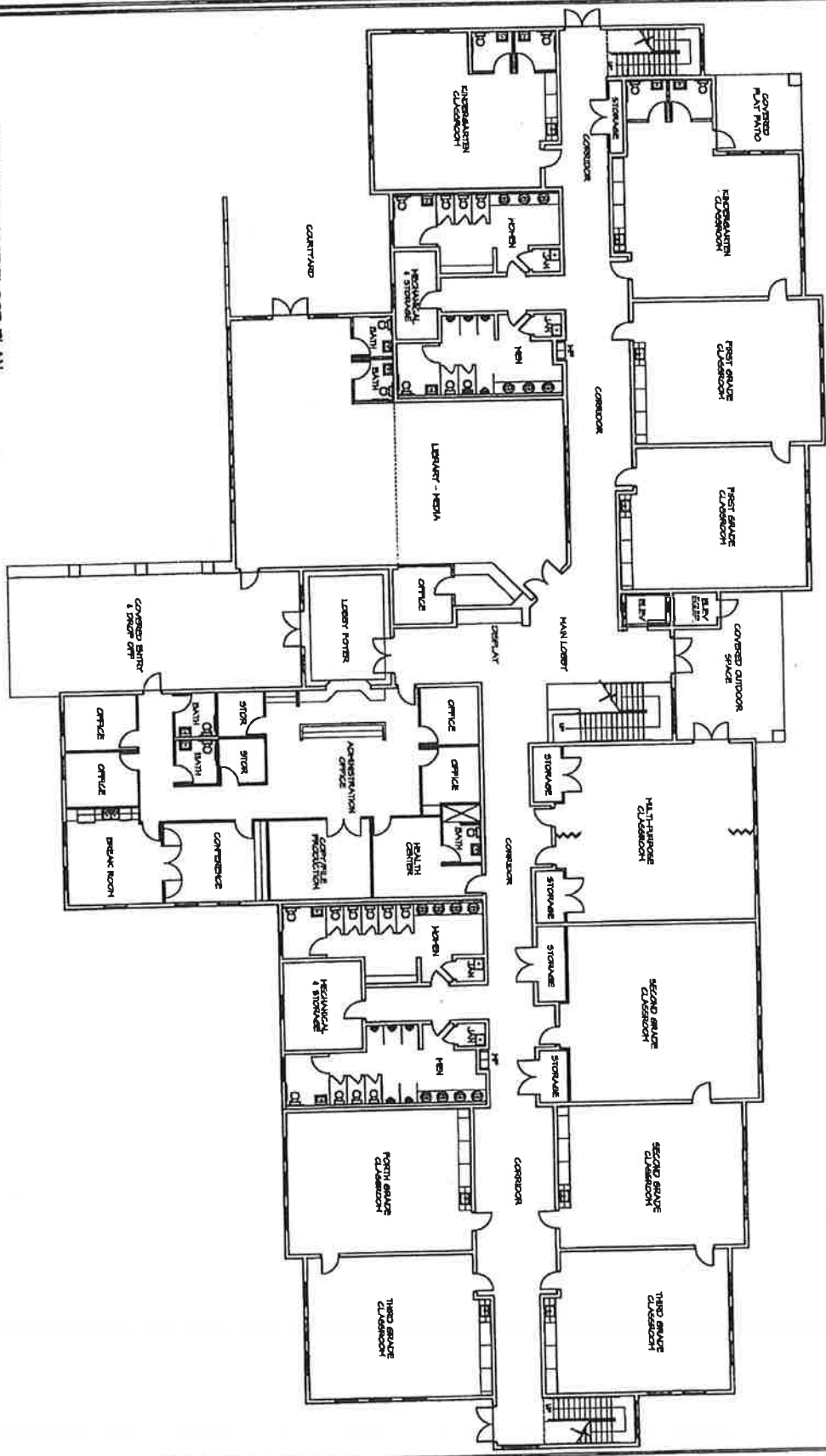
TEMPORARY MODULAR UNITS

<table border="1"> <tr> <td>DATE</td> <td>DESCRIPTION</td> </tr> <tr> <td> </td> <td> </td> </tr> </table>	DATE	DESCRIPTION			
DATE	DESCRIPTION				

CHARTER SCHOOL CONCEPTUAL PLAN
LOTS 9 TIRU 21, BLOCK A
EAST RIVERSIDE PARK
Section 7, Township 36 South, Range 18 East
P.B. 1, PG. 184, City of Sarasota, Sarasota County Florida

WEBER ENGINEERING & SURVEYING, INC.
4536 Adams Road - Sarasota, Florida 34233
Telephone: (941) 921-3914 - Fax: (941) 924-3094
www.webereng.com
Surveying & Mapping Business License No. 12188
Engineering Business License No. 28 687

PRELIMINARY FIRST FLOOR PLAN
 APPROXIMATE AC AREA FIRST FLOOR 20,200 SQ. FT. SCALE 1/8" = 1'-0"
 APPROXIMATE AC AREA SECOND FLOOR 17,000 SQ. FT.
 APPROXIMATE GROSS AC AREA 37,200 SQ. FT.



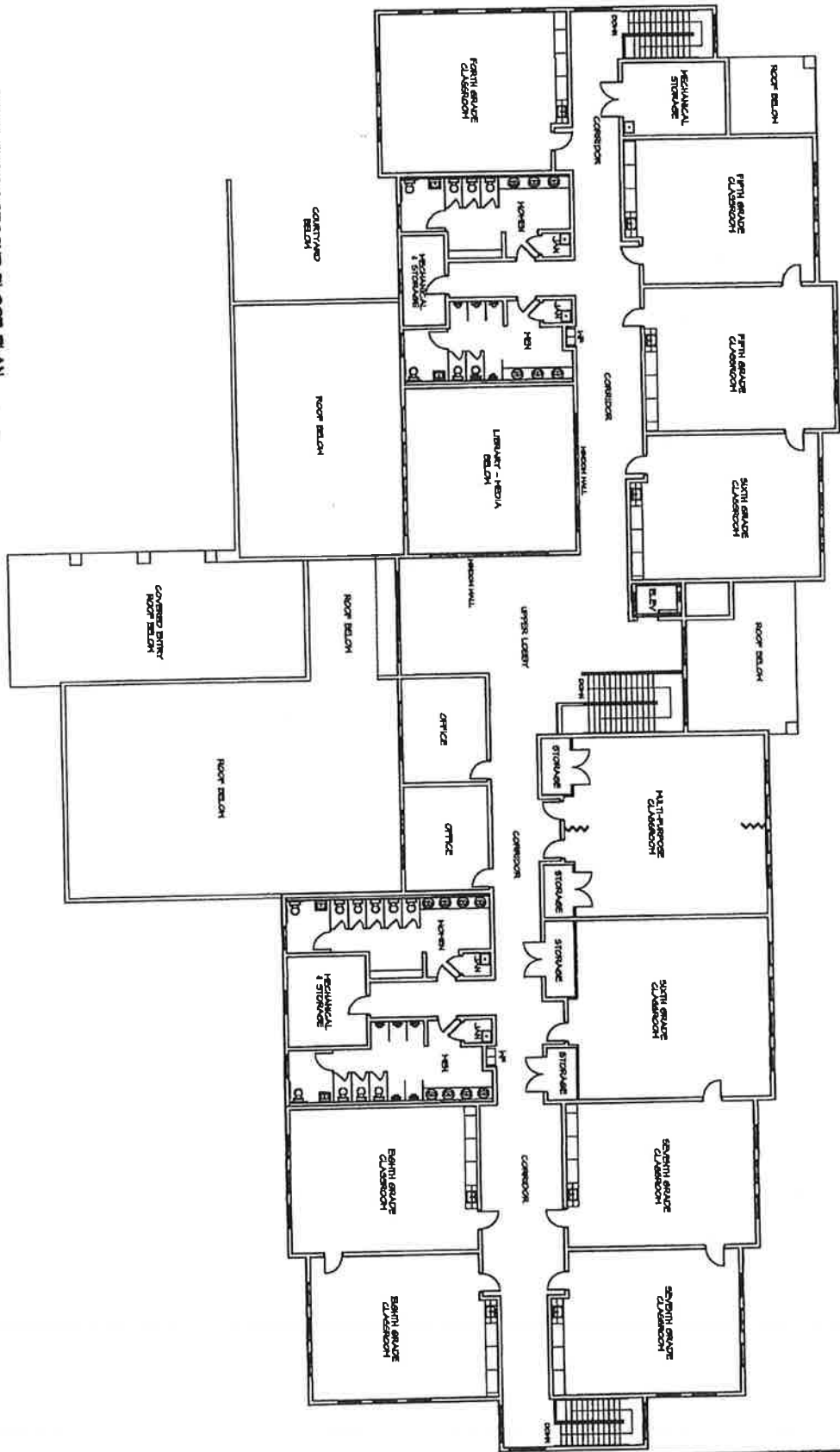
PROPOSED BENCHMARK DESIGN FOR
 THE EXODUS PROJECT COMMUNITY DEVELOPMENT CORPORATION
 HORIZONS UNLIMITED CREATIVE LEARNING ACADEMY
 NORTH LEGAL AVENUE
 SARASOTA, FLORIDA

SIVITZ **INNOVATIVE DESIGNS**
 4665 Manatee Circle
 Sarasota, FL 34238
 (941) 552-8888, Fax (941) 552-8184
 Website: www.sivitzdesign.com

DATE: 11/11/09
 DRAWN BY: DAN R. SVITZ
 CHECKED BY: STEVE GREENE
 PROJECT NO.: 09-001

Sheet: A-1

PRELIMINARY SECOND FLOOR PLAN
 APPROXIMATE A/C AREA FIRST FLOOR 20,248 SQ. FT. SCALE 1/8" = 1'-0"
 APPROXIMATE A/C AREA SECOND FLOOR 17,008 SQ. FT.
 APPROXIMATE SCHEDULED A/C AREA 37,256 SQ. FT.



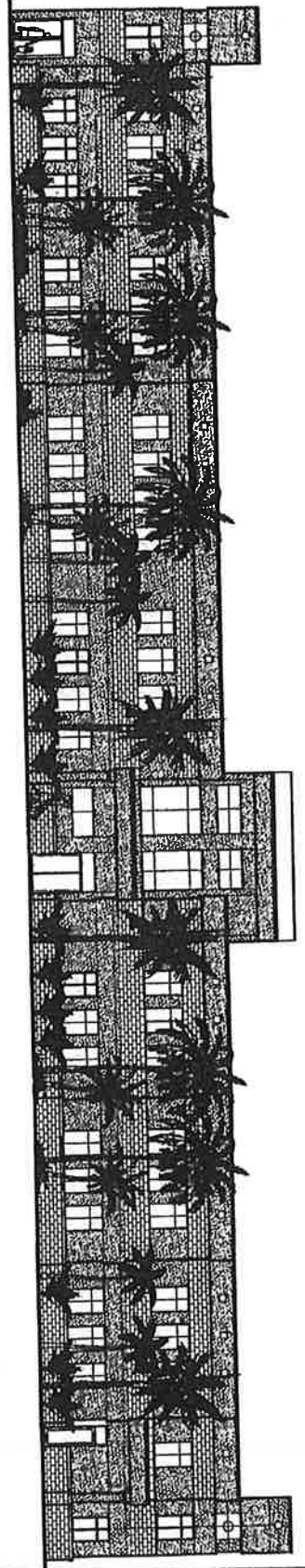
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A-2

PROPOSED SCHEMATIC DESIGN FOR
 THE EXODUS PROJECT COMMUNITY DEVELOPMENT CORPORATION
 HORIZONS UNLIMITED CREATIVE LEARNING ACADEMY
 NORTH LEMON AVENUE
 SARASOTA, FLORIDA

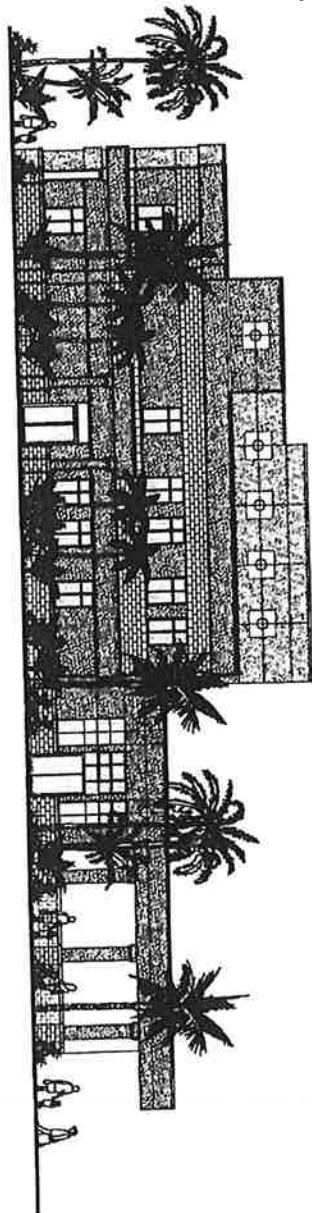
SIVITZ
 innovative designs

808 Manatee Oaks
 Sarasota, FL 34236
 Phone (941) 557-8888, Fax (941) 557-4144
 E-mail: info@sivitzdesign.com



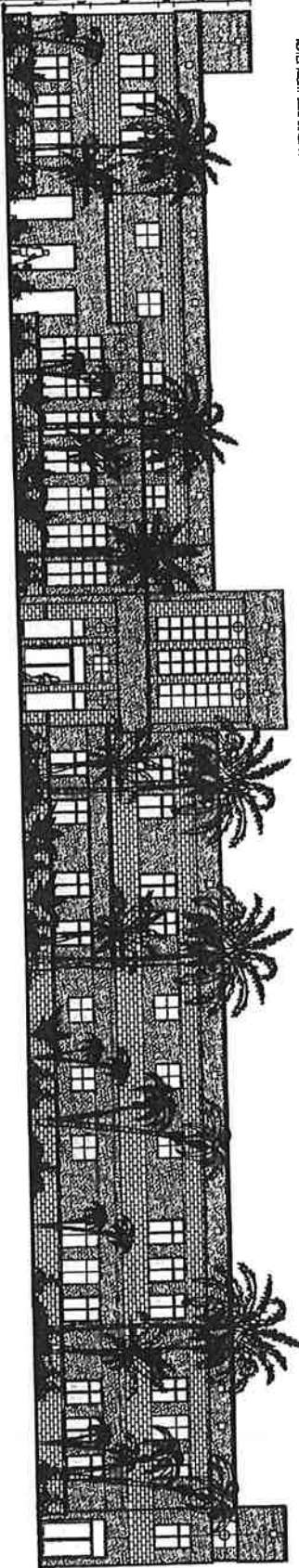
PRELIMINARY REAR ELEVATION

SCALE: 1/8" = 1'-0"



PRELIMINARY LEFT SIDE ELEVATION

SCALE: 1/8" = 1'-0"



PRELIMINARY FRONT ELEVATION

SCALE: 1/8" = 1'-0"

COPYRIGHT © 2013 SIVITZ ARCHITECTURE, PA

A-3

DATE	
NO.	
REVISIONS	
DATE	
BY	
CHKD.	
APP.	

PROPOSED SCHEMATIC DESIGN FOR
 THE EXODUS PROJECT COMMUNITY DEVELOPMENT CORPORATION
 HORIZONS UNLIMITED CREATIVE LEARNING ACADEMY
 NORTH LEMON AVENUE
 SARASOTA, FLORIDA

SIVITZ 
 INNOVATIVE DESIGNS
 6000 Manatee Avenue
 Sarasota, FL 34237
 Phone (941) 552-2000, Fax (941) 552-2100
 E-mail: info@sivitz.com

Attachment 14.B. - ***Site Specifications***



To: Harold Bradshaw – Bethlehem Baptist Horizon Limited Creative Learning Academy
From: Pam Lively
Date: 7/24/13
Budgetary Proposal

FRAME

Outrigger Type (I-Beam Spacing - 95 1/2")
I-Beam Size As Required
Axle Quantity As Required
Size: 24 X 60 Square Ft: 1,440 Perimeter Ft: 168
New Tires
Detachable Hitches

FLOOR

Nylon Impregnated Bottom Board
2x6 Joists, 16" OC
3/4" T & G Plywood Decking
1/8" Vinyl Composite Block Tile or carpet (per print)

WALLS & PARTITIONS

Wall Height: 8'-0"
2x4 Wood Studs, 16" OC
Double Top Plate
2x6 Wood Studs- Endwalls extended to roof decking
2x6 Wood Studs Exterior Walls
80.00 LF Interior Partition Walls (per print)
1/2" Vinyl Covered Gypsum Interior Wallboard
1.00 Special Item
1 HOUR WALLS IN HALL AND CEILING

INTERIOR DOORS

4.00 36"x 80" Sol. Core Imp.Oak St. Fr. 20 Min.
4.00 36"x 80" Imp. Oak Bifold St. Frame

ROOF

Ground Snow Load: 20 psf
Truss Type: Box
Truss Spacing: 24" O.C.
FR-Deck
45 Mil Black EPDM (requires FR Board)
Ceiling Height: 8'-0" AFF
POPCORN CEILING



ROOF

Mateline Ridge beam
Ridgebeam: 3 Layer 24", 3/4" Plywood
12" Roof Overhang, Ends
Attic Ventilation as Required

PLUMBING

2.00 Handicap accessible 1/2 bath
2.00 Wall mount lavatory w/mirror & single lever faucet
1.00 Eemax Instant Water Heater 6.5kw
1.00 Hi/Low ADA Water Bubbler

ELECTRICAL

2.00 100 Amp Panel
19.00 240 Surface Mount Fluor. Lts.w/Electronic Ballasts
19.00 T-8 Bulbs (32w) & Electronic Ballasts (2 bulbs)
4.00 Black Porch Light,Flour. bulb w/ Photo Cell
2.00 Lighted Exit Signs w/Battery Backup (as required)
3.00 Combo Lighted Exit Sign/Emergency Light w/Battery
2.00 Empty 2x4 J-Box w/1/2" Conduit Stub
7.00 Alarm Junction Boxes 2x4 w 1/2" conduit
All alarm devices & wiring are by others on site
2.00 Combo 60w Light w/ 100cfm Exhaust Fan
Spec Grade 20 AMP 110v Receptacles, approx 12' oc
2.00 GFI Protected Receptacle 20 amp
2.00 Exterior GFI Receptacle (in-use type) 20 amp
12-2 Romex Wiring

HVAC

2.00 3 Ton Wall Mount Unit w/10kw Heat @ OPP ENDS

HVAC

2.00 CRV Unit On Wall Mount HVAC
Programmable Thermostats
60.00 LF Fiberglass Supply Duct w/Grilles
1.00 Std. Return Air Grilles at Unit Only (No Duct)
24.00 LF Plenum Wall
No supply or return air grilles in rated corridor.

EXTERIOR

Hardipanel Siding & Trim (Stucco embossed)
Sheathing As Required
100% House Wrap

Hardipanel Mansard (20" to 24" avg. height)

WINDOWS

8.00 24"x54" V/S DP-66, Lowe E Insulated

EXTERIOR DOORS

1.00 "All exterior doors need weather protection"
4.00 36"x80" ST/ST w/10" VB 20ga. door,18ga fr.)
1.00 72"x80" ST/ST (Panic Ready) w/10"VB & Center Post
4.00 Lever Hardware
4.00 Panic Hardware w/ Lever handle

INSULATION

Floor - R-19
Exterior Wall - R-19
Roof - R-38
Interior Partitions - R-11

Base Building - Doublewide

Codes/States/Labels:

Modular Building Institute Seal

Florida

150 MPH Wind Speed

Occupancy: Educational

Note: Occupant load will be based on the fresh air capacity of the HVAC system quoted.

Destination: Sarasota, Florida

Option

4x8 marker boards

12 coat hooks with board



Pam Lively Area Sales Manager

407-276-4039 plively@vanguardmodular.com



Pricing Summary – Sale Transaction

The information provided in this proposal is prepared for the referenced organization and is CONFIDENTIAL. Unauthorized distribution of this information is strictly prohibited.

Prepared For: **Harold Bradshaw – Bethlehem Baptist Horizon**
Limited Creative Learning Academy

Project No: _____

Proposal Date: **July 24, 2013**

Revision No: _____

MODULAR BUILDING INFORMATION

Unit No(s)	Unit Size(s)	State Coded	Unit Description & Occupancy Type
000000 new	24 x 60	Fl	1 building 2- classrooms w/ restrooms – Education Occupancy

BASE PRICE

Scope of Work Description	Amount (USD)
Outright purchase price – (new building)	\$43,899.00

OPTIONS

Description	Amount (USD)
<i>als = Selected</i>	
Pricing based on One 24 x 60 double wide classroom building	\$4000.00
Freight	\$2950.00
Set up (block level and tiedown)	\$1800.00
Skirting – labor and materials	
Option	
4x8 marker board	\$240.00
12 hooks with board	\$225.00

GENERAL PROJECT DESCRIPTION

Budgetary Pricing based on new 24x60 double classroom buildings

ACCEPTANCE

Customer Signature _____ Date _____

Printed Name / Title _____

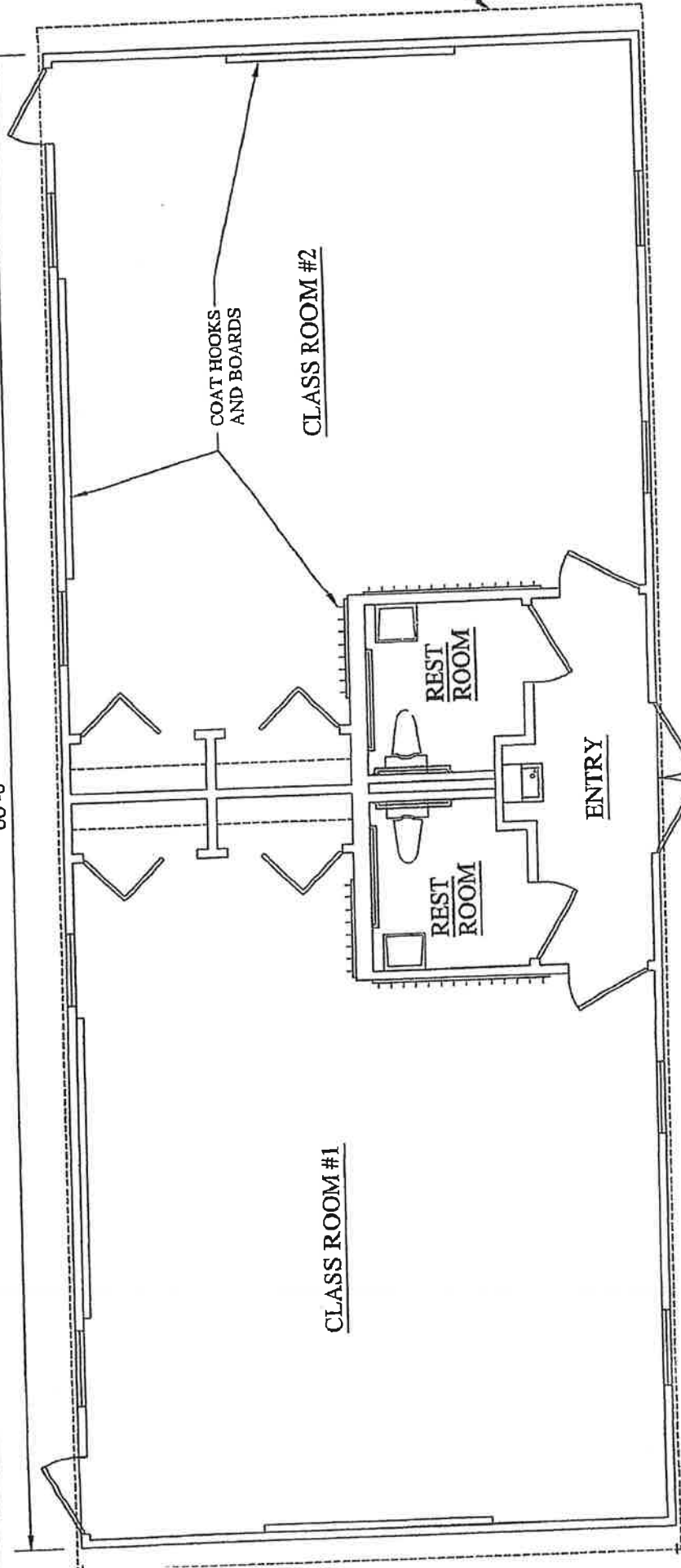
**Pricing excludes all applicable taxes*

All pricing set forth is subject to the Terms, Exclusions and Site Requirements as described in this proposal



VANGUARD
MODULAR BUILDING SYSTEMS

60'-0"



CLASS ROOM #1

CLASS ROOM #2

COAT HOOKS
AND BOARDS

REST
ROOM

REST
ROOM

ENTRY

BUILDING PLAN

PO Box 361 • Windermere, FL 34786 • ph: 407.276.4309 • 800.448.6772 • fax: 866.772.2148

Award Winning Space Solutions

www.vanguardmodular.com

Attachment 14.D - ***Modular Quote***

Subject: Budgetary lease rates

Date: Monday, July 29, 2013 9:35:25 AM Eastern Daylight Time

From: Pam Lively

To: h.bradshaw@verizon.net

Hi Harold, here are the budgetary lease prices for the new 24 x 60 classrooms.

\$918.00 per month - based on a 24 month lease

\$878.00 per month - based on a 36 month lease

Of course for a longer term lease the lease rate would be a little less. Once we agree on a floor plan and number of buildings I will also work on getting better pricing from the factory.

Call me if you have any questions or need more details.

Regards,

Pam Lively

Area Sales Manager

plively@vanguardmodular.com

www.vanguardmodular.com

Phone: 407-276-4039



VANGUARD
MODULAR BUILDING SYSTEMS

Attachment 17.A - **Budget**

HUCLA Startup Budget

	Aug-13	
Principal		\$7,500
Advertising		\$1,000
Civil Engineering		\$5,000
	Sep-13	
Principal		\$7,500
Advertising		\$1,000
Civil Engineering		\$5,000
	Oct-13	
Principal		\$7,500
Advertising		\$1,000
	Nov-13	
Principal		\$7,500
Advertising		\$1,000
	Dec-13	
Principal		\$7,500
Advertising		\$1,000
	Jan-14	
Principal		\$7,500
Advertising		\$1,000
Site Preparation		\$25,000
	Feb-14	
Principal		\$7,500
Advertising		\$1,000
Site Preparation		\$25,000
	Mar-14	
Principal		\$7,500
Advertising		\$1,000
	Apr-14	
Principal		\$7,500
Advertising		\$1,000
Modular Buildings		\$5,400
Classroom Equipment		\$24,000
	May-14	
Principal		\$7,500
Advertising		\$1,000
Modular Buildings		\$5,400
Classroom Equipment		\$24,000
	Jun-14	
Principal		\$7,500
Advertising		\$1,000
Modular Buildings		\$5,400
Computers and Software		\$40,000
	Jul-14	
Principal		\$7,500
Modular Buildings		\$5,400
Advertising		\$1,000
TOTAL		\$271,600

58 (Insert district number in cell A1, enter, then strike F9. Your district data then pulls from Calculation Detail Sheets)

Revenue Estimate Worksheet for Bethlehem Charter School

Based on the Second Calculation of the FEFP 2013-14
Sarasota

School District:
1. 2013-14 FEFP State and Local Funding
Base Student Allocation

\$3,752.30

District Cost Differential: 1.0010

2013-14 Base

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	Funding WFTE x BSA x DCD (e)
101 Basic K-3	72.00	1.125	81,000 \$	304,240
111 Basic K-3 with ESE Services	24.00	1.125	27,000 \$	101,413
102 Basic 4-8		1.000	0,000 \$	-
112 Basic 4-8 with ESE Services		1.000	0,000 \$	-
103 Basic 9-12		1.011	0,000 \$	-
113 Basic 9-12 with ESE Services		1.011	0,000 \$	-
254 ESE Level 4 (Grade Level PK-3)		3.558	0,000 \$	-
254 ESE Level 4 (Grade Level 4-8)		3.558	0,000 \$	-
254 ESE Level 4 (Grade Level 9-12)		3.558	0,000 \$	-
255 ESE Level 5 (Grade Level PK-3)		5.089	0,000 \$	-
255 ESE Level 5 (Grade Level 4-8)		5.089	0,000 \$	-
255 ESE Level 5 (Grade Level 9-12)		5.089	0,000 \$	-
130 ESOL (Grade Level PK-3)	24.00	1.145	27,480 \$	103,216
130 ESOL (Grade Level 4-8)		1.145	0,000 \$	-
130 ESOL (Grade Level 9-12)		1.145	0,000 \$	-
300 Career Education (Grades 9-12)		1.011	0,000 \$	-
Totals	120.00		135,480 \$	508,869

2. ESE Guaranteed Allocation:

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111, 112, & 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 & 113 above.

FTE	Grade Level	Level	Matrix	Guarantee Per Student	Total
24.00	PK-3	251	\$	1,028 \$	24,672
	PK-3	252	\$	3,318 \$	-
	PK-3	253	\$	6,771 \$	-
	4-8	251	\$	1,152 \$	-
	4-8	252	\$	3,442 \$	-
	4-8	253	\$	6,895 \$	-
	9-12	251	\$	820 \$	-
	9-12	252	\$	3,110 \$	-
	9-12	253	\$	6,563 \$	-
Total FTE with ESE Services				Total from ESE Guarantee	24,672

3. Supplemental Academic Instruction:

District SAI Allocation
divided by district FTE
(with eligible services)

\$ 8,348,718
41,011.15

Per Student
\$ 204 \$ 24,480

4. Reading Allocation:

Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI \$ 558,021

5. Class size Reduction Funds:

Weighted FTE (From Section 1, column (d))	X	DCD	X
PK - 3	135.4800	1.0010	
4-8	0.0000	1.0010	
9-12	0.0000	1.0010	
Total *	135.4800		

Allocation factors	=	Total
1320.15	=	179,033
900.48	=	0
902.65	=	0
Total Class Size Reduction Funds		\$ 179,033

(*Total FTE should equal total in Section 1, column (d).)

6A. Divide school's Weighted FTE (WFTE) total computed

135.4800 by district's WFTE:

45,094.47

in (d) above:

0.3004%

6B. Divide school's Unweighted FTE (UFTE) total computed

120.00 by district's UFTE:

41,011.15

in (b) above:

0.2926%

7. Other FEFP (WFTE share)

Applicable to all Charter Schools:

Declining Enrollment 0
Sparsity Supplement 0
Minimum Guarantee 0

Program Related Requirements:

Safe Schools 1,129,308
Lab School Discretionary 0

Letters Refer to Notes At Bottom:

(a) 1,129,308 x 0.3004% \$ 3,392

8. Discretionary Local Effort (WFTE share)

(d) 31,359,408 x 0.3004% \$ 94,204

9. Discretionary Millage Compression Allocation
.748 mills (UFTE share)

(b) 0 x 0.2926% \$ -

10. Proration to Funds Available (WFTE share)

(a) (37,120) x 0.3004% \$ -112

11. Discretionary Lottery (WFTE share)

(a) 0 x 0.3004% \$ -

12. Instructional Materials Allocation (UFTE share)

(b) 3,217,273 x 0.2926% \$ 9,414

13. Student Transportation

Enter All Riders 120.00 x 355 \$ 42,600
Enter ESE Student Riders 1,364 x 1,364 \$ -

(e) 120.00 x 355 \$ 42,600

14. Teacher Salary Allocation (WFTE share)

(j) 7,394,444 x 0.3004% \$ 22,213

15. Florida Teachers Lead Program Stipend

16. Food Service Allocation

(g) Total \$ 908,765

18. Funding for the purpose of calculating the administrative fee for ESE Charters.

(h)

If you have more than a 75% ESE student population please place a 1 in the following box:

NOTES:

- (a) District allocations multiplied by percentage from item 6A.
 - (b) District allocations multiplied by percentage from item 6B.
 - (d) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.
 - (e) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders"
 - (f) Teacher Lead Program Allocation per Section 1012.71, Florida Statutes
 - (g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
 - (h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.
 - (i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation.
 - (j) The Teacher Salary Allocation is provided pursuant to Specific Appropriation 87, Chapter 2013-40, Laws of Florida, and Section 26 of Chapter 2013-45, Laws of Florida.
- Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FFP and categorical funding for which charter students may be eligible. For charter schools with a population of 75% or more ESE students, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FFP and categorical funding for which charter students may be eligible. For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FFP and categorical funding for which charter students may be eligible. For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FFP and categorical funding for which charter students may be eligible. For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FFP and categorical funding for which charter students may be eligible. Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.*

HUCLA
Projected Operating Budget
180 Kids

Fund	Description	Budget
Revenue		\$908,765
Expenditures		
	Teacher Salaries	\$418,000
	Group Health & Accident Insurance	
	Contributions to Retirement	
	Social Security (7.65%)	\$31,977
	Unemployment Compensation	
	Purchased Instructional S	\$0
	Workshops and Conferen	\$20,000
	Software Licenses (Study	\$12,000
	Printing and Binding	\$6,000
	Copier Lease	
	Field Trips	
	Computer	\$40,000
	Modular Facility Lease	\$64,800
	Teaching/Testing Supplie	\$4,000
	Other Professional/Tech Services	
	Textbooks	
	Library Books	
	Dues/Memberships	
	Attorney	\$50,000
	Audit	\$15,000
	Other Professional and Te	\$5,000
	Workshop and Conferenc	\$27,000
	Custodial Contract Agree	\$27,000
	Other Purchased Services -	
	Telephone	\$12,000
	Sewer	-
	Water and Trash Disposal -	
	Liability Insurance	-
	Building Insurance	-
	Building Maintenance &	\$30,000
	Equipment Maintenance	\$5,000
	Land and Building	-
	Internet	\$12,000
	Heat	-
	Electric	-
	Custodial Supplies	-
	Capital Outlay - Equipme	\$48,000
Total Expenditures & Other Transactions		\$827,777

GROSS INCOME **\$80,988**

Teaching Staff Assumptions (K-5)

	<u>Headcount</u>	<u>Salary per Headcount</u>	<u>Total Salary</u>
Teachers	8	\$50,000	\$400,000
Substitute Teachers	1	\$18,000	\$18,000
Clerical	1	\$30,000	\$30,000
SPED	1	\$40,000	\$40,000
Dean of Students	0	\$60,000	\$0
Principal	1	\$90,000	\$90,000
Title I Coordinator		\$15,000	\$0
	<hr/> 12		<hr/> \$578,000

Revenue Estimate Worksheet for Bethlehem Charter School

Based on the Second Calculation of the FEFP 2013-14

School District: Sarasota

1. 2013-14 FEFP State and Local Funding

Base Student Allocation \$3,752.30 District Cost Differential: 1.0010

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2013-14 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3	72.00	1.125	81.0000	\$ 304,240
111 Basic K-3 with ESE Services	24.00	1.125	27.0000	\$ 101,413
102 Basic 4-8	36.00	1.000	36.0000	\$ 135,218
112 Basic 4-8 with ESE Services	12.00	1.000	12.0000	\$ 45,073
103 Basic 9-12	0.00	1.011	0.0000	\$ -
113 Basic 9-12 with ESE Services	0.00	1.011	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)	0.00	3.558	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)	0.00	3.558	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)	0.00	3.558	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)	0.00	5.089	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)	0.00	5.089	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)	0.00	5.089	0.0000	\$ -
130 ESOL (Grade Level PK-3)	24.00	1.145	27.4800	\$ 103,216
130 ESOL (Grade Level 4-8)	12.00	1.145	13.7400	\$ 51,608
130 ESOL (Grade Level 9-12)	0.00	1.145	0.0000	\$ -
300 Career Education (Grades 9-12)	0.00	1.011	0.0000	\$ -
Totals	180.00		197.2200	\$ 740,768

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
	24.00	PK-3	251	\$ 1,028	\$ 24,672
Additional Funding from the ESE	0.00	PK-3	252	\$ 3,318	\$ -
Guaranteed Allocation. Enter the FTE	0.00	PK-3	253	\$ 6,771	\$ -
from 111,112, & 113 by grade and	12.00	4-8	251	\$ 1,152	\$ 13,824
matrix level. Students who do not have	0.00	4-8	252	\$ 3,442	\$ -
a matrix level should be considered 251.	0.00	4-8	253	\$ 6,895	\$ -
This total should equal all FTE from	0.00	9-12	251	\$ 820	\$ -
programs 111, 112 & 113 above.	0.00	9-12	252	\$ 3,110	\$ -
	0.00	9-12	253	\$ 6,563	\$ -
Total FTE with ESE Services	36.00			Total from ESE Guarantee	\$ 38,496

3. Supplemental Academic Instruction:

District SAI Allocation	\$ 8,348,718		Per Student
divided by district FTE	41,011.15		\$ 204
<i>(with eligible services)</i>			\$ 36,720

4. Reading Allocation:

Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI \$ 815,984

5. Class size Reduction Funds:

Weighted FTE (From Section 1)	X	DCD	X	Allocation factors	=	
PK - 3	135.4800	1.0010	1320.15		=	179,033
4-8	61.7400	1.0010	900.48		=	55,651
9-12	0.0000	1.0010	902.65		=	0
Total *	197.2200					Total Class Size Reduction Funds \$ 234,684

(*Total FTE should equal total in Section 1, column (d).)

6A. Divide school's Weighted FTE (WFTE) total computed in (d) above:

197.2200 by district's WFTE: **45,094.47**
to obtain school's WFTE share. 0.4373%

6B. Divide school's Unweighted FTE (UFTE) total computed					
in (b) above:		<u>180.00</u>	by district's UFTE:	<u>41,011.15</u>	
to obtain school's UFTE share.					0.4389%
Letters Refer to Notes At Bottom:					
7. Other FEFP (WFTE share)	(a)	<u>1,129,308</u>	x	0.4373%	\$ <u>4,938</u>
Applicable to all Charter Schools:					
Declining Enrollment		0			
Sparsity Supplement		0			
Program Related Requirements:					
Safe Schools		1,129,308			
Lab School Discretionary		0			
8. Discretionary Local Effort (WFTE share)	(d)	<u>31,359,408</u>	x	0.4373%	\$ <u>137,135</u>
9. Discretionary Millage Compression Allocation					
.748 mills (UFTE share)	(b)	<u>0</u>	x	0.4389%	\$ <u>-</u>
10. Proration to Funds Available (WFTE share)	(a)	<u>(37,120)</u>	x	0.4373%	\$ <u>162</u>
11. Discretionary Lottery (WFTE share)	(a)	<u>0</u>	x	0.4373%	\$ <u>-</u>
12. Instructional Materials Allocation (UFTE share)	(b)	<u>3,217,273</u>	x	0.4389%	\$ <u>14,121</u>
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
13. Student Transportation	(e)				
Enter All Riders		<u>180.00</u>	x	355	\$ <u>63,900</u>
Enter ESE Student Riders			x	1,364	\$ <u>-</u>
14. Teacher Salary Allocation (WFTE share)	(j)	<u>7,394,444</u>	x	0.4373%	\$ <u>32,336</u>
15. Florida Teachers Lead Program Stipend					
16. Food Service Allocation	(g)				
					Total \$ <u>1,302,936</u>

18. Funding for the purpose of calculating the administrative fee for ESE Charters. (h)

If you have more than a 75% ESE student population please place a 1 in the following box: \$ -

NOTES:

- (a) District allocations multiplied by percentage from item 6A.
- (b) District allocations multiplied by percentage from item 6B.
- (d) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.
- (e) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.
- (f) Teacher Lead Program Allocation per Section 1012.71, Florida Statutes
- (g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
- (h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.
- (i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(i)(i), Florida Statutes.
- (j) The Teacher Salary Allocation is provided pursuant to Specific Appropriation 87, Chapter 2013-40, Laws of Florida, and Section 26 of Chapter 2013-45, Laws of Florida.

Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

HUCLA
Projected Operating Budget
180 Kids

Fund	Description	Budget
Revenue		\$1,302,936
Expenditures		
	Teacher Salaries	\$636,000
	Group Health & Accident Insurance	
	Contributions to Retirement	
	Social Security (7.65%)	\$48,654
	Unemployment Compensation	
	Purchased Instructional Services	\$0
	Workshops and Conferences	\$30,000
	Software Licenses (Study Island)	\$18,000
	Printing and Binding	\$6,000
	Copier Lease	
	Field Trips	
	Computer	\$40,000
	Modular Facility Lease	\$64,800
	Teaching/Testing Supplies	\$6,000
	Other Professional/Tech Services	
	Textbooks	
	Library Books	
	Dues/Memberships	
	Attorney	\$50,000
	Audit	\$15,000
	Other Professional and Technoical Services	\$5,000
	Workshop and Conference	\$27,000
	Custodial Contract Agreement	\$27,000
	Other Purchased Services	-
	Telephone	\$12,000
	Sewer	-
	Water and Trash Disposal	-
	Liability Insurance	-
	Building Insurance	-
	Building Maintenance & Repair	\$30,000
	Equipment Maintenance & Repair	\$5,000
	Land and Building	-
	Internet	\$12,000
	Heat	-
	Electric	-
	Custodial Supplies	-
	Capital Outlay - Equipment & Furniture	\$48,000
Total Expenditures & Other Transactions		\$1,080,454
<i>GROSS INCOME</i>		\$222,482

Teaching Staff Assumptions (K-5)

	<u>Headcount</u>	<u>Salary per Headcount</u>	<u>Total Salary</u>
Teachers	12	\$50,000	\$600,000
Substitute Teachers	2	\$18,000	\$36,000
Clerical	2	\$30,000	\$60,000
SPED	2	\$40,000	\$80,000
Dean of Students	1	\$60,000	\$60,000
Principal	1	\$90,000	\$90,000
Title I Coordinator		\$15,000	\$0
	18		\$926,000

Attachment 18 - ***HUCLA Financial Controls and Procedures***

HUCLA FINANCIAL CONTROLS AND PROCEDURES

Purpose

The purpose of these instructions is to prescribe the accounting procedures and related fiscal requirements that must be followed by the Board of Directors, Management staff members, and contractors of HUCLA.

The classification and description of accounts are the minimum required by HUCLA. If HUCLA desires to establish accounts other than those prescribed herein. These accounts shall be established as subdivisions of the prescribed accounts and should be maintained in such a way that they can be readily combined into the prescribed classification for uniform reporting purposes. Additionally, funding from other sources must be clearly identified and segregated so as to avoid accounting conflicts and potential purpose violations.

Accounting

HUCLA shall establish and maintain an adequate accounting system on an ACCRUAL BASIS in accordance with GAAP and in compliance with the rules and regulations of all funding sources.

Books of Accounting and Records

The following is a brief description of the books of accounts and records considered to be the minimum required for recording transactions relating to the development of the School; specific projects may be required to maintain an additional record. The School may establish any additional accounting records it considers necessary to provide adequate financial control of its assets and liabilities and to account for project costs.

1. General Ledger – A general ledger shall be maintained to record summarization for all accounting transactions related to the School and to classify such transactions according to the line items shown in the budget.
2. Cash Receipts and Disbursements Register – A separate cash receipts register and disbursement register shall be maintained to record funds received in connection the projects and to record checks issued for the withdrawal of funds from HUCLA's bank account. All disbursements shall be made by pre-numbered checks used in numerical sequences and must be supported by appropriate documentation such as payrolls, invoices, contracts, travel vouchers, etc., evidencing the nature and propriety of each pay, and showing the approval of authorized officials.
3. General Journal – The General Journal shall be used to document and record transactions in the general ledger, which are not recorded, from the cash receipts or the disbursement register. Each entry shall contain complete explanations of the transactions and shall reference the related documents or other sources of information, if applicable.
4. Payroll Records – If necessary, basic payroll records shall be maintained to accumulate payroll data required by federal, state, or local laws with respect to each employee, such as gross earnings, federal, state and local income taxes withheld, FICA withholding, etc. The

records shall also include data relative to other deduction as maybe allowed or required by HUCLA's personnel policies.

5. Property – A record shall be maintained for each item of non-expendable property. Non-expendable property is defined as tangible items with a useful life in excess of one year. Property includes office equipment, computers, furniture, textbooks, as well as other items meeting the tangible property definition. Procedures for managing equipment (including replacement equipment), whether acquired in whole or in part with grant funds, until disposition takes place will, as a minimum, meet the following requirements:

- Property records must be maintained that include a detailed description of the property, a serial number or other identification number, the source of the property, who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the purchase price, the location, use and condition of the property, and any ultimate disposition data including the date of property disposal and sale price.
- A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.
- An operational internal control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of HUCLA property. Any loss, damage, or theft shall be investigated and documented.

6. In-Kind Contributions – HUCLA's outlay of non-federal cash and the value of non-cash contributions in accomplishing the objectives of the program shall be reported in accordance with the intent of the non-federal contributions which may consist of personnel cost paid with funds from an eligible source, charges for the donation or use of real property and equipment, the value of contributed goods and volunteered services all of which are directly benefiting and specifically identifiable to the program shall be documented and accounted for similar to federal cash disbursements.

Contractor's Requirements Prior to Receipt of Funds

Upon execution of the contract between HUCLA and its designated grant program management contractor, and before that contractor makes any financial commitments on behalf of REM, the contractor shall submit to REM the following in writing:

1. Signed Agreement – Each consultant is required to sign an agreement that states the services she/he/they will provide on behalf of HUCLA as well as the terms of the agreement and the detailed scope of the work to be delivered.
2. Completed Invoice – According to a pre-approved submission schedule, each consultant will submit an invoice that describes, in detail, the service provided on specific dates and the hours billed for the tasks completed. A HUCLA Board Officer must verify and acknowledge satisfactory receipt of the pre-approved product or service.

Upon receipt and approval of the above information, Management will process payments for reimbursement as provided in the contract.

Brief Description of Cost Categories

1. Salary and Wages [1000] – The cost of staff as detailed in the latest approved budget. The number of hours and rate of pay may fluctuate based on supply and demand.

2. Benefits [2000] – Includes the actual cost of health and life insurance, unemployment insurance, workers compensation, social security, and pension plans. REM does not have a pension plan.

3. Purchased Services [3000 & 4000] – Includes the cost of services contracted to other agencies, firms, or individuals according to written contract with the Contractor. Equipment and property lease agreements are not allowable expenses with Federal Planning Grant funds. All contracts (including consulting contracts) shall be in writing and must have prior written approval of the ___ Board of Directors, or its designated representative(s).

4. Supplies and Materials [5000] – Includes the purchase of tangible and consumable supplies, materials and equipment.

a. Consumable Supplies and Equipment Repairs

i. Includes the cost of office supplies, printer paper and replacement cartridges, and all small items of non-expendable property, the cost of which is less than \$150.00 per unit. Unless otherwise specified by a written contract, the REM Secretary shall be responsible for approving the acquisition of consumable supplies.

ii. Maintenance and minor repairs of equipment are not Charter School Planning Grant authorized expenditures. Invoices for these items shall be satisfied by utilizing funds other than those from the Federal Planning Grant.

iii. Postage, printing and binding, visual aids, books and pamphlets, etc. may be purchased in accordance with the management plan and the budget. Unless otherwise specified by a written contract, the ___ Secretary shall be responsible for approving the acquisition of postage and printing items.

b. Tangible Equipment

i. Includes all types of equipment which may be purchased on behalf or at the direction of ___ Equipment purchases will be limited to those items specified in the management plan and the budget.

ii. Includes computer software necessary to meet the planning requirements of CHA as necessary and described in the management plan and budget.

5. Other Expenditures [7000 & 8000] – Includes costs for registration and travel fees associated with the execution of the management plan and budget. These reimbursements are subject to the accurate tracking of expenditures and providing the invoices and receipts validating those expenditures.

a. Travel

i. Includes costs incurred for officially sanctioned travel outside of one hour's commuting distance from the traveler's home of record.

ii. Mileage may be reimbursed at the current Federal Mileage Reimbursement rate based on portal to portal distances as measured by MapQuest. Parking fees may also be reimbursed on a cost basis

b. Lodging

i. The costs associated with overnight lodging will be reimbursed on a cost basis.

ii. Travelers shall be prudent in choosing overnight lodging arrangements and shall avoid excessive or extravagant fees whenever possible.

iii. Movies and bar charges shall not be reimbursed.

c. Meals

i. The cost of meals will be reimbursed if travelling during the traditional meal periods on an officially sanctioned activity or visit. A limit of \$50.00 per day may be reimbursed for meals if the travel requires the individual to be away from Sarasota during traditional meals periods.

ii. All meal charges must be clearly documented and alcohol charges shall not be reimbursed.

iii. Gratuities of 20% and less may also be reimbursed, if documented properly.

Internal Controls

Invoicing

1. The contractor, service provider, or traveler completes a detailed invoice and relevant receipts and then emails those documents to the HUCLA Treasurer on a mutually agreed upon schedule;
2. The Treasurer verifies the consultant hours and work completed and/or official travel authorization, as well as all receipts, and requests funds from the Cash Management System (CMS);
3. The Treasurer completes a Purchase Requisition for each invoice and receipt, attaches it to the invoice and carries the invoice (with the PR) to the HUCLA President for review and signature;
4. Once the HUCLA President signs the PR, the Treasurer processes the documents for payment by check and then posts the expenditure in the accounting software;
5. Once the funds are deposited, the Treasurer then signs the check and acquires one additional signature from one other Board Officer, preferably the President or Vice President. Under no circumstance shall a HUCLA Board member participate in the processing of a reimbursement for themselves;
6. A copy of the check and the check stub are made and the signed check is then delivered via the United States Postal Service;
7. The copy of the check and check stub is then attached to the invoices, receipts, contractual agreements, time logs, and other substantiating documents related to that expenditure. The Treasurer then files them in anticipation of monthly reporting requirements.

Purchase Orders

All items identified for purchase with a price exceeding \$300 shall be purchased with a pre-approved purchase order (PO). The Treasurer, or his/her designated representative, shall create these POs in accordance with the approved PO format based upon the information presented by the requester. All known details of the anticipated purchase must be included in the PO including shipping, handling, and taxes. The Treasurer will match the request against the management plan and the budget to validate compliance. In the event a PO is submitted for a single purchase of more than \$5,000, approval from at least one additional HUCLA Board Officer will be required.

Once the Treasurer is satisfied with the detail provided and the compliance with the approved management plan and budget he/she will sign the PO and fax it to the requester.

Once the merchandise is delivered the purchase order will be compared to the packing slip, sales receipt, and/or bill of lading to ensure all merchandise ordered was received. If any items are on back order the requester shall make a copy of the purchase order to place with the bill of lading. The original PO shall be placed into a PO file until the outstanding items are delivered. The packing slip and the invoice for the delivery shall be emailed to the Treasurer for payment processing.

To the extent possible, the merchandise should be appropriately marked before the merchandise is delivered to the person who made the request. A property inventory shall be maintained and updated by the Treasurer.

After-the-fact PO requests shall not be entertained. A pre-approved PO will expire if not used within 15 calendar days of the Treasurer's approval.

Records Retention

The HUCLA Treasurer and Secretary, shall retain sufficient records to enable HUCLA to comply with all applicable laws, including the applicable statutes of limitations. At a minimum, copies of invoices, agreements, receipts, cancelled checks, and other similar documents shall be maintained as substantiating evidence for all expenditures for the applicable periods. All such records shall be made available upon request for inspection or audit by representatives of the State, or Federal governments. In the event that the organization goes out of existence, the Board shall arrange for retention of files for the required time period.

Conflict of Interest

HUCLA Board members shall perform their duties in a manner free from conflict of interest. To this end, no Board member shall use his/her position as a Board member to benefit either himself/herself or any other individual or agency apart from the total interest of HUCLA. In addition, neither HUCLA staff nor contractors involved in the development of bidding specifications on behalf of HUCLA shall benefit from transactions of the organization, except as may be specifically approved by the HUCLA Board of Directors.

Specifically, no staff member, officer or agent of HUCLA shall participate in the selection, award or administration of a contract supported by Federal funds if the appearance of a conflict of interest, real or perceived, exists. Such a conflict could arise if any of the following has a financial or other interest in the firm selected for the award: (a) the staff member, officer, or agent; (b) any member of his/her immediate family; (c) his/her partner; or (d) an organization which employs, or is about to employ.

HUCLA officers, staff members, or agents shall neither solicit nor accept gratuities, favors or anything of significant monetary value from contractors, potential contractors, or parties to sub-agreements. Significant monetary value includes any or all items worth more than \$100 on the open market.

When a HUCLA Board member determines that the possibility of a personal interest conflict exists, she/he should, prior to the matter being considered, disclose his/her interest (such disclosure shall become a matter of public record in the minutes of the Board), and thereafter shall abstain from participation in both the discussion of the matter and the vote thereon.

Purchasing Policy

It is the policy of the HUCLA Board that HUCLA adheres to the following procedures when making purchasing decisions:

1. When the purchase of, and contract for, single items of supplies, materials, or equipment is in excess of \$2,500 HUCLA shall, whenever possible, require three (3) competitive price quotations.
2. Bids shall be sealed and shall be opened by the Board President in the presence of at least one other HUCLA Board member. All purchase orders or contracts should be awarded to the lowest responsible bidder; however, consideration may be given to:
 - The quality of the item(s) to be supplied,
 - Its conformity with specifications, suitability to the requirements of REM in carrying out grant activities,
 - Local vendors,
 - Delivery terms, and/or
 - Past performance of the vendor.

The HUCLA Board reserves the right to reject any and all bids. The Board should be advised, for prior approval, of all purchases of equipment, materials, and services when the purchase was not contemplated during the budgeting process.

The Board may acquire office equipment as defined in law by lease, by installment payments, by entering into lease-purchase agreements, or by lease with an option to purchase, provided the contract sets forth the terms of such a purchase. However, Federal grant funds cannot be utilized for lease agreements of any type, nor can Federal funds be used for maintenance contracts.

Grant Costing Eligibility

All expenditures must be reasonable and of a nature which clearly relates to the specific purpose of qualifying grant under which the services are being performed. Care must be exercised by all concerned when incurring costs to assure that expenditures conform to these general standards and the following criteria for eligibility of costs. To be eligible, costs must:

1. Be necessary and reasonable for proper execution of the contractual specifications during a specific project period and in accordance within the approved budget;
2. Not be a general operating expense and required to carry out other responsibilities of a contractor;
3. Be in conformance with limitations or exclusions in the grant instructions, Federal or other governing limitations;
4. Be no more liberal than policies, procedures and practices applied uniformly to both Federally supported and other activities of the contractor;
5. Be accorded consistent treatment through the application of accounting policy and procedures approved herein;
6. Not be allowable to or included as a cost of any other Federally financed grants, or in prior project periods;
7. Be net of all credits such as purchase discounts, rebates or allowances, sales of publications, or materials or other income or refunds.
8. Be in accordance with budgetary or other restrictions established by the State of Florida;

9. Be fully documented and transparent; and

10. Comply with policies governing administrative practices identified herein and in other policies as may be approved by the State of Florida.