

For each board member, a
Board Member Information
Sheet, resume, and Statement
of Assurances

Athenian Academy



**Charter School
Est 2000**

**Αθηναϊκή Ακαδημία Τσάρτερ
Σχολείο
Academia Atheniense**

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 _____ 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 Benedict V. Williams (name), Williams (title) to sign as the legal correspondent for the school.

Signature

Printed Name

Date

IV. Board Member Information Form

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Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

1. Background and Contact Information

2. Name of charter school on whose Board of Directors you intend to serve Athenian Academy Charter School

Full name Benedict V. Williams

Home Address 1564 Gentry St. Clearwater, Florida 33755

Business Name and Address _____

Phone Number 727-433-3693

E-mail address bennyvwilliams@yahoo.com

X Resume and professional bio are attached here.

Resume and professional bio are attached elsewhere in the application (specify). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

Yes X No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).

Yes X No

5. Why do you wish to serve on the board of the proposed charter school?

I have been on this Board for over 10 years

6. What is your understanding of the appropriate role of a public charter school board member?

To put policies in place and oversight operational and financial operations.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g.,

other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have education in child welfare and social services along with business management.

8. Describe the specific knowledge and experience that you would bring to the board.

1. School Mission and Program

What is your understanding of the school's mission and guiding beliefs?

To have foreign language as part of our students education

2. What is your understanding of the school's proposed educational program?

To have foreign language along with strong academics.

3. What do you believe to be the characteristics of a successful school?

High academic education, quality staff and administration. Strong PTA.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

_Site visits, use the resources provided from DOE, Sponsor and school administration.

5. What do you see as your role regarding the school leaders?

To ensure that the school leader has detailed reports for the Board and have open communication and implement the mission of the school.

Governance

1. Describe the role that the board will play in the school's operation.

Oversight- set policies for the school.

2. How will you know if the school is successful at the end of the first year of operation?

By the financial and academics reports.

3. How will you know at the end of four years of the school is successful?

Same as above

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

To ensure that we have full detail reports from School Leader and at each and every Board meeting.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Discuss and react accordingly at a Board meeting

6. If your school intends to contract with a third-party ESP:

Summarize your involvement in the selection process;

Explain your understanding of the legal relationship between yourself as a board member and the ESP; and

Indicate whether you have been involved in the review/negotiation of the management agreement.

We currently have a Management agreement in place. Board will discuss performance of ESP.

Disclosure

* 1. Indicate whether you or your spouse is an employee of a charter management organization.

Yes X No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Benedict V. Williams

Pastor Benedict Williams is from St. Lucia, West Indies where he received his degree with honors in Theology. He also received his Associates of Science in Computer Engineering along with his Bachelors of Science in Psychology here in the U.S.

Pastor Williams worked with Children who were placed under child protective services due to neglect, abandonment and /or abuse. He would represent the children in court, providing updates to the judges and he would also work with various clients to help find suitable housing for these children.

Pastor Williams is the Founder and Pastor for "Streams of Life Church "in Clearwater, Florida where he preaches, pastoral counseling, wedding, funerals, baptisms, etc.

Pastor Williams has been on the Board of Directors for the Athenian Academy Charter since 2001 where he has served on all Executive positions and committees and is currently the Board President. He also has 4 grandchildren attending the school.

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- 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 Alicia R. Bower (name), Board (title) to sign as the legal correspondent for the school.

Alicia R. Bower
Signature

7/8/16
Date

Alicia R. Bower
Printed Name

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Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

Name of charter school on whose Board of Directors you intend to serve

Athenian Academy Charter School

Full name Alicia Rodriguez Bower

Home Address 9300 SW 170th Path Unit 7-101

Business Name and Address School Development Services

Phone Number 305-613-7715

E-mail address aliciarbower@gmail.com

Resume and professional bio are attached here.

Resume and professional bio are attached elsewhere in the application (specify).

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
Yes No

Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).

Yes No

I was the Principal of 3 charter schools in Miami.

Why do you wish to serve on the board of the proposed charter school?

I have served on this Board for 2 years in Pinellas County

What is your understanding of the appropriate role of a public charter school board member?

I set policy for the charter school and help carry out it's mission

Describe any previous experience you have that is relevant to serving on the charter school's board (e.g.,

other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have been a charter school principal, founded charter schools and a consultant.

Describe the specific knowledge and experience that you would bring to the board.

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?

I wrote the original application and believe the mission of foreign language education.

What is your understanding of the school's proposed educational program?

Greek and Spanish education plus a strong academic program in a student focused school

What do you believe to be the characteristics of a successful school?

A place where children love to learn and achieve to their potential.

As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

I will make site visits and review all plans and finances.

What do you see as your role regarding the school leaders?

I will ensure school leaders implement the mission of the school and hold them accountable for results.

Governance

Describe the role that the board will play in the school's operation.

The Board sets policies for the school.

How will you know if the school is successful at the end of the first year of operation?

By the academic and financial results.

How will you know at the end of four years of the school is successful?

Same as above

What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Be aware and interested in the school and hold stakeholders accountable.

How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would discuss it with Board members at a board meeting and suggest appropriate action

If your school intends to contract with a third-party ESP:

Summarize your involvement in the selection process;

Explain your understanding of the legal relationship between yourself as a board member and the ESP; and

Indicate whether you have been involved in the review/negotiation of the management agreement.

I have reviewed agreement, I have worked with ESP before. We supervise and evaluate ESP as a Board.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.

Yes X No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

**ALICIA RODRIGUEZ BOWER
PRESIDENT/CEO
SCHOOL DEVELOPMENT SERVICES**

Alicia Rodriguez Bower, a life long educator, has been a teacher, Principal and has help create, consult and manage many charter schools in the state of Florida. Ms. Rodriguez Bower graduated from Purdue University with a Bachelor of Arts in English and Spanish. She received her Master of Science in Education from Indiana University. She also attended Ball State University for advanced studies.

Among her achievements are:

- Becoming the founding principal of the first Spanish Immersion Magnet public school in Ft. Wayne, Indiana.
- Founding Principal of Ryder charter School, first charter school in the workplace in the state of Florida (Now Renaissance charter)
- Founding Principal of North County Charter School, Miami
- Founding Principal of Downtown Miami Charter, Miami
- Consult for Athenian Academy of Pinellas and Athenian Academy of Pasco, Greek immersion charter schools
- Recipient of the 1997 First Lady of Ft. Wayne Award, presented by the Ft. Wayne's Woman Bureau.
- Indiana/Purdue University FAST Program Achievement Award
- Realizing the Dream, award given by the Association of Independent Colleges and Universities in the State of Indiana
- Outstanding Teacher Award given by the University of Chicago
- YWCA Woman of Achievement Award
- Outstanding Spanish Teacher Award presented by Indiana University
- Chief Consultant for EMC Publishing, Spanish Textbooks
- Published "Mexico- Journey to the Sun," used in middle and high school Spanish Classes
- Named a Facilitator for the Indiana Principal Leadership Academy

Ms. Rodriguez Bower is a native of Havana, Cuba. She left her country when she was 11 living in Mexico and Venezuela before her family being sponsored by a church in the state of Indiana. She has dedicated her career in education to holding students of all backgrounds accountable to high academic expectations and providing educational experiences that are creative and relevant to the students' lives. Her educational mission has been to make people aware of the importance of knowing another language and how knowing another language well can enrich their lives.

Alicia Rodriguez Bower
President and CEO/ School Development Services
14850 SW 26th Street, Unit 106
Miami, Florida 33185

Education:

- Doctoral work - Ball State University 1994-1998
- Graduate of the Indiana Principal's Leadership Academy 1996
- Indiana Administrative Licenses
- - Secondary and Elementary
- Florida Educational Leadership Certificate- All levels
- Florida Teaching Certificate - Spanish
- Masters Degree in Educational Administration - Indiana University, Ft. Wayne Campus 1986
- Education Certification - Purdue University, West Lafayette Campus 1982
- Bachelor of Arts - Purdue University, West Lafayette, Campus 1974

Work Experience:

- School Development Services, President and CEO – 2008 to present
- Breakthrough Miami, Executive Director – 2008 to 2013
- Leona Group – Executive Vice President for Florida 2005 - 2008
- Charter Schools USA, 1999 to 2004
 - Founding Principal of Downtown Miami Charter School
 - Founding Principal of Ryder Elementary Charter School (now Renaissance Charter School), North County Charter School and Downtown Miami Charter School
- Mentor Principal for Charter Schools USA
- Educational consultant – Have developed several charter applications and worked with groups and helped starter schools. Work as a consultant with Jones Consulting, Inc., an educational consultant firm that offers solutions for private and public schools.
 - Athenian Academy Charter School – 1999 -- Dunedin Florida
 - Gibson Charter School, Miami, Florida
 - Archimedean Academy Charter School
 - Nueva Esparta Education, Inc.
 - Jones Consulting, Inc. –
 - Teacher preparation
 - School Organization
- Producer and Vice President of Faro group, LLC, 1997 – 2001, a culture and educational research organization for the production of films, books, audio-visual material and educational consulting
- Charter School Resource Staff - University of South Florida Charter School - Dept. of Education (1997 - 1998)
- Founding Principal, Lindley Elementary Spanish Immersion Magnet School, Ft. Wayne Indiana (1993 - 1997)

- Curriculum Department Resource Staff - Ft. Wayne Community Schools, Ft. Wayne, Indiana (1992-1993)
- Spanish/English Teacher - Snider High School, Ft. Wayne, Indiana (1984-1992)
- Spanish Teacher / Elmhurst High School (1982-1983)

Accomplishments:

- Founder of Academir Charter School Middle
- Consultant for Excelsior Charter Academy, Excelsior Language Academy of Hialeah, Academir Charter School West
- Developed and wrote charter applications for 8 potential charter schools in Miami, Florida
- Consultant for the Archimedean Academy Charter School in Miami, Florida
- Consultant for the Athenian Academy, Greek Immersion Charter School in Clearwater, Florida
- Consultant for the Vankara Charter Middle School in Opa Locka, Florida
- Implemented the Reading Recovery program for first graders at Lindley School in Ft. Wayne, Indiana
- Developed Curriculum Guide for Foreign Language Education
- Published and Produced Resource Guide and Video entitled: "Mexico: Journey to the Sun," for EMC Corporation.
- Implemented Spanish Immersion program in Ft. Wayne, Indiana
- Member of the Committed for Ethical Testing practices of the State of Indiana
- Facilitator for IPLA - Indiana Principal's Leadership Academy
- Served on Gov. Bayh's Step Ahead Panel for the State of Indiana
- Implemented the looping program at Lindley Elementary Magnet School in Ft. Wayne, Indiana
- Member of the State of Indiana visitation teams to assess schools
- Coached the Snider High School girls' and boys' swim team (4 years)

Publications:

- Chief Consultant for EMC Publishing Corporation, EMC, Minnesota
- Published "Mexico - Journey to the Sun."

Honors and Awards:

- 1997 - First Lady of Ft. Wayne, Ft. Wayne Women's Bureau
- 1997 - FAST Program/Indiana/Purdue University Achievement Award
- Indiana Humanities Council Certificate Awarded for International Awareness
- Realizing the Dream - Outstanding Teacher Award given by the Association of Independent Colleges and Universities of the State of Indiana
- Selected as one of the top 20 Indiana Spanish Teachers by Indiana University students, Indiana University, Bloomington
- Sectional Swimming Coach of the Year
- Outstanding Teacher Award - University of Chicago
- 1994 - YWCA Woman of Achievement Award
- 1996 - United Hispanics Outstanding Volunteer Award

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- 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.
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- 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.
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- 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 MARK (name), Tsetsi (title) to sign as the legal correspondent for the school.

Mark T. Tsetsi
Signature

June 29, 2016
Date

Mark T. Tsetsi
Printed Name

About Mark Tsetsi and PCSG Inc.



Mark Tsetsi is a small business owner who specializes in designing, procuring and implementing an information technology model for companies and academic organizations from the ground up or refining an existing infrastructure. He coaches his clients, small to medium size business owners and managers, through transitions in technological changes. He brings his experience in managing hardware and software modernization to help clients shift from technology that has reached obsolescence to current or cutting edge technologies that reduce downtime and increase productivity, and therefore, profitability.

Before launching PCSG Inc., in operation as PC Services & Security for nearly 25 years, Mark worked at a short list of high profile I.T. companies, including; EMC Corporation, a storage solutions company for mainframe data storage as the in house I.T. manager, NECX integrated circuit recycling-remarketing company in their computer refurbishment division as a systems evaluation specialist, later to take them on as a client, subcontracting hard drive recycling. Prior to entering the computer market, he worked in electronics and aerospace for Raytheon as a technician where he performed testing on electronic counter measure equipment. This position required a secret clearance through the US Government due to the military use of the systems. In one instance, he was awarded a commendation from the company for designing a modification of a sub-component used in the aircraft radar jamming pod as needed for a special application where space was of the essence.

Mark has extensive real world experience in troubleshooting computer failures and identifying systemic problems in processes that cause workflow in I.T. to be bogged down, creating solutions to refine the process to be more efficient and reduce company costs. He has earned certifications as a Microsoft Certified computer refurbisher for PCSG as well as certification to sell academia software and hardware. He also attends regular conferences in computing and is currently on the advisory panel of a Spiceworks new product testing group for a new cloud storage solution

Mark lives in Dunedin Florida where you will find him in his home office working on a new product line or contacting his clients to find what their needs are. He is moving his business in the direction of web design most recently as the computer industry is changing as remote services are overtaking other facets of the computer industry. He is a single father of one, and they have 2 playful dogs. Currently a member of the Athenian Academy Board of Directors, advising the school on technology trends and helping them get the technology they need.

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Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

Name of charter school on whose Board of Directors you intend to serve

Athenian Academy Charter School

Full name

Mark Tsetsi

Home Address

1933 Laurelwood Lane Dunedin, Florida 34698

Business Name and Address

Phone Number

727-667-7800

E-mail address

marktsetsi@gmail.com

X Resume and professional bio are attached here.

Resume and professional bio are attached elsewhere in the application (specify).

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

Yes X No

Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).

Yes X No

Why do you wish to serve on the board of the proposed charter school?

I have been on this Board for over 5 years

What is your understanding of the appropriate role of a public charter school board member?

To oversee operational and financial operations, also to ensure students are receiving and achieving the best education possible.

Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I believe in the Charter schools and the quality of education it brings.

Describe the specific knowledge and experience that you would bring to the board.

I'm in the IT industry; this is where I can help the school most. I also have many years of experience in Business.

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?

To introduce/teach foreign language with the everyday curriculum.

What is your understanding of the school's proposed educational program?

To incorporate foreign language to young students daily along with the core subjects is brilliant.

What do you believe to be the characteristics of a successful school?

Strong leadership, and a place where students perform at their highest potential.

As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

What do you see as your role regarding the school leaders?

To keep her accountable with Board polices and focused on our mission.

Governance

Describe the role that the board will play in the school's operation.

Oversight with financial/operational and educational practices. Set policies for the school.

How will you know if the school is successful at the end of the first year of operation?

By the academic achievements and financial reports.

How will you know at the end of four years of the school is successful?

Same as above

What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Communicate with school leaders, make school visits periodically.

How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Discuss and react accordingly at a Board meeting

If your school intends to contract with a third-party ESP:

Summarize your involvement in the selection process;

Explain your understanding of the legal relationship between yourself as a board member and the ESP; and

Indicate whether you have been involved in the review/negotiation of the management agreement.

We currently have a Management agreement in place. Board reviews ESP agreement and progress.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.

Yes X No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

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- 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.
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- Will provide for an annual financial audit in accordance with section 218.39, F.S.

The governing board, at its discretion, allows NOVA PATRIDES (name), _____ (title) to sign as the legal correspondent for the school.

NOVA PATRIDES
Signature

7/6/16
Date

NOVA PATRIDES
Printed Name

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Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

Name of charter school on whose Board of Directors you intend to serve

Athenian Academy Charter School

Full name

Paraskevi (Voula) Patrides

Home Address

2003 Briarwood Blvd. #5 Clearwater, Florida 33763

Business Name and Address

Phone Number

727-641-5617

E-mail address

vpatrides@gmail.com

X Resume and professional bio are attached here.

Resume and professional bio are attached elsewhere in the application (specify). _____

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

Yes X No

Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).

Yes X No

Why do you wish to serve on the board of the proposed charter school?

I have been on the Board for over 8 years

What is your understanding of the appropriate role of a public charter school board member?

To ensure all policies are being followed.

Describe any previous experience you have that is relevant to serving on the charter school's board (e.g.,

other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I believe in the Greek language, this is my passion for all students to learn on a daily basis. I'm a native of Athens, Greece and have many contacts with Greek organizations to help build our program

Describe the specific knowledge and experience that you would bring to the board.

I'm involved with the Greek community that can offer a lot of tradition to these students and their families.

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?

To have foreign language taught for free while getting their education.

What is your understanding of the school's proposed educational program?

To have students learn 2 foreign languages and achieve high academic grades.

What do you believe to be the characteristics of a successful school?

Strong teachers, strong leadership (including our Board) with a great education.

As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

By visiting the school regularly, and getting all the financial and academic reports.

What do you see as your role regarding the school leaders?

To make sure she follows the policies we set.

Governance

Describe the role that the board will play in the school's operation.

Make policies for the school- and enforce them.

How will you know if the school is successful at the end of the first year of operation?

By the financial and academic reports.

How will you know at the end of four years of the school is successful?

Same as above.

What specific steps do you think the charter school board will need to take to ensure that the school is successful?

To keep in communication with the school leader regularly

How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Discuss and react accordingly at a Board meeting

If your school intends to contract with a third-party ESP:

Summarize your involvement in the selection process;

Explain your understanding of the legal relationship between yourself as a board member and the ESP; and

Indicate whether you have been involved in the review/negotiation of the management agreement.

We currently have a Management agreement in place. Review ESP progress yearly.

Disclosure

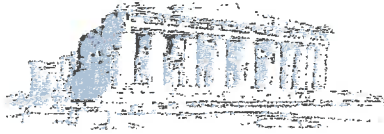
1. Indicate whether you or your spouse is an employee of a charter management organization.

Yes X No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

ATHENIAN ACADEMY

Αθηναϊκή Ακαδημία



Academia Athenian

Paraskevi (Voula) Patrides

Native of Athens, Greece. Moved to U.S.A. in 1960 to NY and then to Chicago with a Tailoring / Seamstress Degree. Owned and operated business with husband.

Moved to Florida in 1969 with 3 Children and Husband. Became one of the Founders in 1989 of "The Society of Epirotes" a non-profit for Art, Music and Greek Dance. Served as President and V.P. of the Board.

In 1993 was on the V.P. of the Board for "The Athenian Association" welcoming new Greek families to the community.

In 2004 became and still on the Board of the Athenian Academy Charter school, the First Greek Immersion Charter School in the U.S.A. I'm the Liason for the Greek programs and community outreach.

In 2013, serving as a Board Member on the Panhellenic Federation.

CHARTER SCHOOL

2817 St. Marks Drive Dunedin Florida 34698 Phone 727-298-2718 Fax 727-298-2719
www.athenianacademy.org

Organization charts that show the school governance, management, and staffing structure in 1) the pre-operational year; 2) the first year of operation; 3) at the end of the charter term; and 4) when the school reaches full capacity, if in a year beyond the first charter term

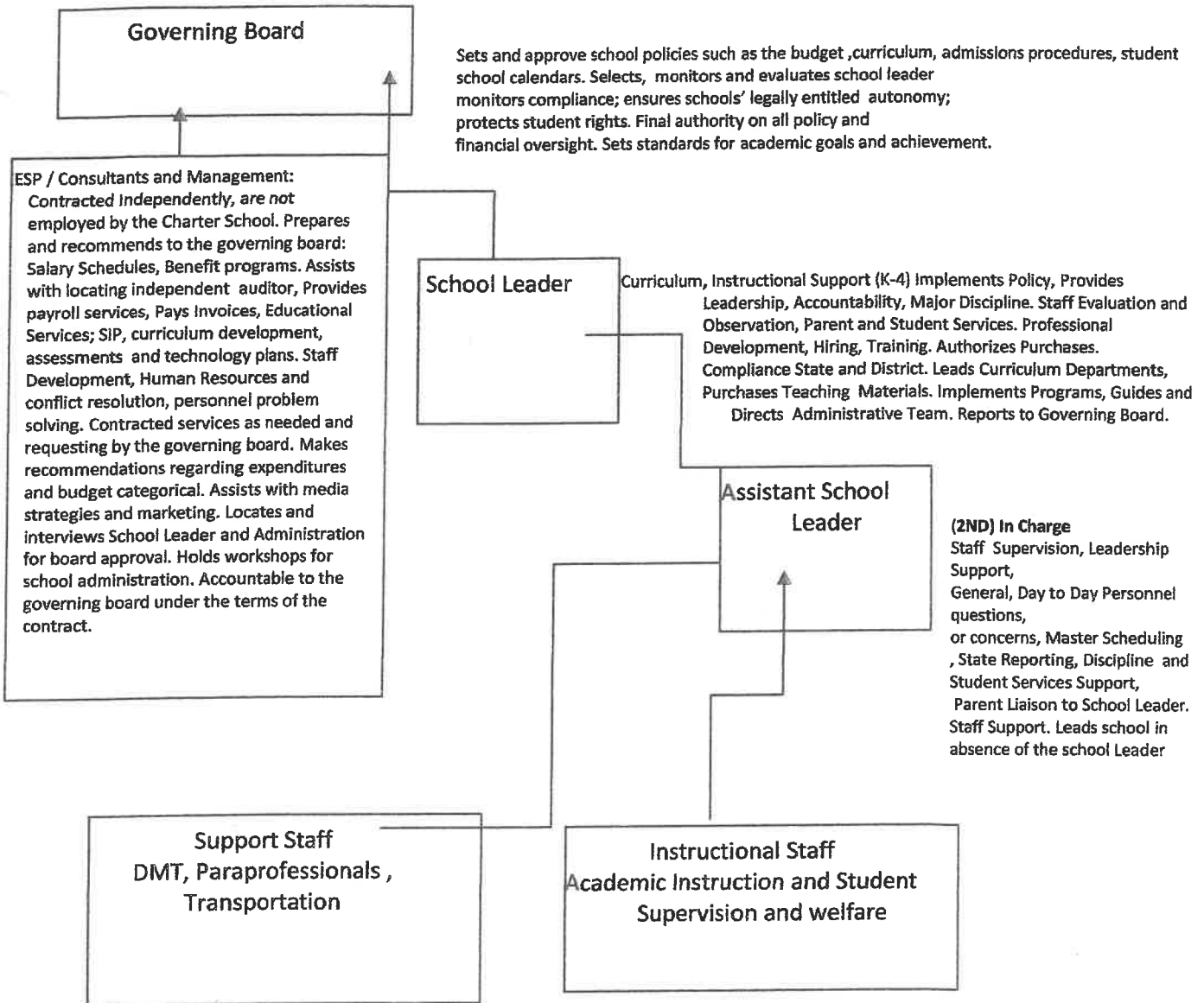
Athenian Academy



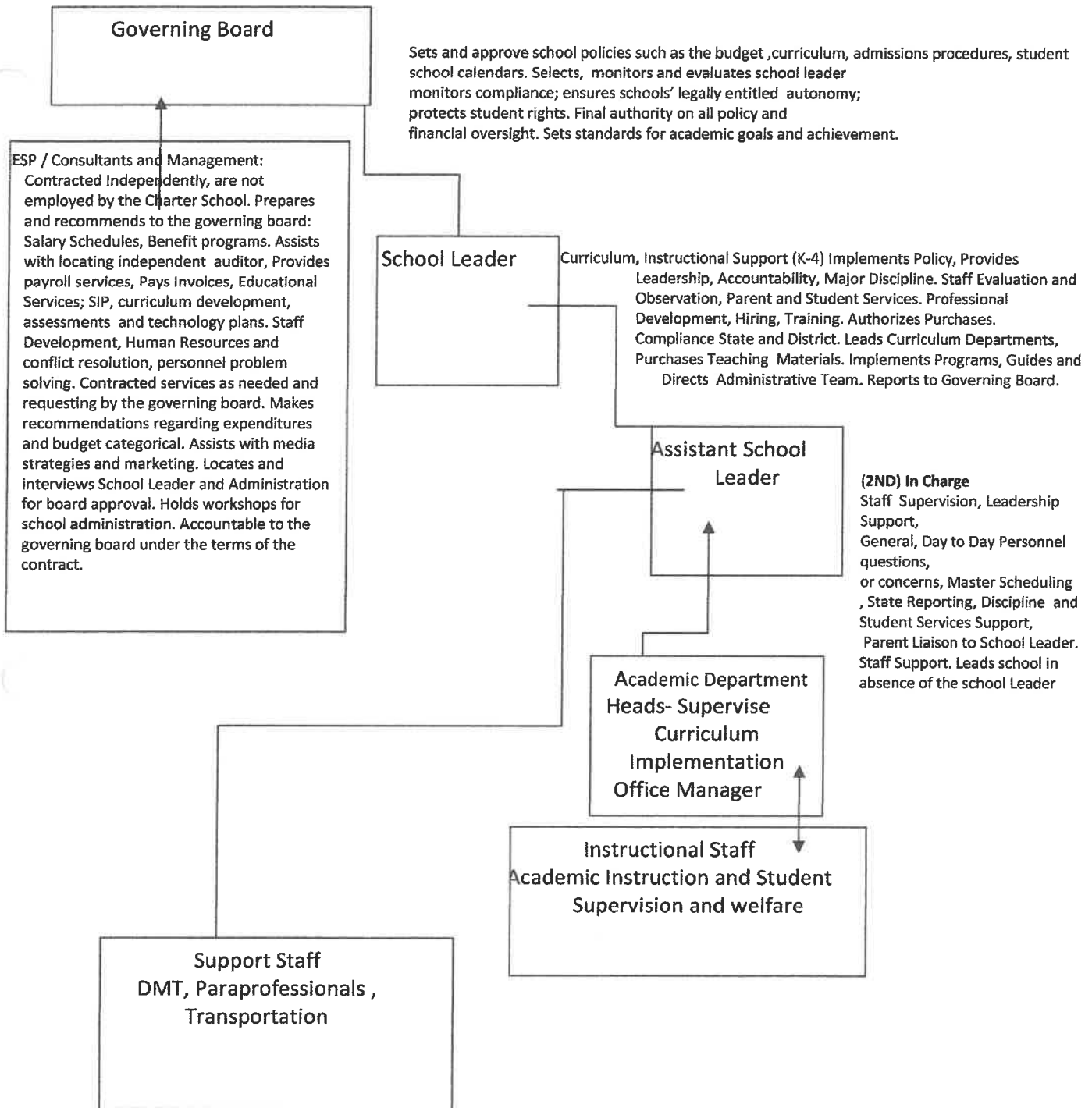
**Charter School
Est 2000**

**Αθηναϊκή Ακαδημία Τσάρτερ
Σχολείο
Academia Atheniense**

Organizational Chart Year One 2017-2018



Organizational Chart Year 2-5



Job description for the school leader

Athenian Academy



**Charter School
Est 2000**

**Αθηναϊκή Ακαδημία Τσάρτερ
Σχολείο
Academia Atheniense**

School Leader Job Description:

1. First in command with all school related and administrative and supervisory duties on a day to day basis. Reports to the Athenian Academy Governing Board.
2. Manage the day-to-day activities of elementary school.
3. Oversee faculty and staff and make decisions that impact the overall educational success of the school.
4. Motivate and monitor the performance of teachers and office staff.
5. Leads the administrative team the hiring process for new teachers and are part of their orientation to the building and classroom.
6. Supervise, observe and evaluate teacher and staff performance.
7. Set goals for the school that align with governing board, federal, state and parent expectations.
8. Set proficiency on standardized tests at all levels.
9. Play the primary role in the student discipline.
10. Educates students and parents, on behavioral conduct codes.
11. Develops a system of consequences for misbehavior that is in line with board and school policies.
12. Plays the role of school spokesperson in the public.
13. Routinely shares information about the school at school board meetings.
14. Help supervise extracurricular activities held at the school. This role involves monitoring of those in attendance and addressing any problems.
15. Serves as a liaison between the school and district.
16. Responsible for ensuring that the school operates within the budget provided by the governing board.
17. Is a visible, greeting student in the morning, appearing at assemblies and taking time to visit with students.
18. Orders textbooks and assists in the development of curriculum.
19. When teachers are ineffective, the School Leader must help them to become more effective by providing professional development opportunities or setting up teacher coaching.
20. Meets regularly with grade-level teachers, and school departments, understand what is going on in the school and keeps everyone on the same page.
21. Meets with parents and community members who have concerns about teachers or children
22. Help get parents involved in their children's educations and encourage them to support the school's vision.
23. Secures general community support for the school.
24. Ensures the school is offering students a quality education.
25. Oversees and approves expenditures made by the school according to the approved annual budget.



JOB DESCRIPTION

PRINCIPAL

Position	Reports To	Position Type
Principal	Board of Directors	Salary / Exempt
Work Schedule	Salary Schedule	Last Updated
12-Month Position	Set Annually Performance Based Schedule	June 1, 2014

MAJOR FUNCTION:

The Principal performs responsible administrative and supervisory work in the area of instruction, personnel, curriculum and all the daily operations of the school. Works to maintain the integrity of the school as a place for high achieving students that incorporates multiple intelligences and a creative education.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Leadership:

- Implementing, evaluating and reporting to the Superintendent and or Board of Directors the school's goals and objectives reflecting organizational and state goals.
- Maintain a positive school/community climate and a safe and healthy environment

Instructional:

- Planning, implementing, and evaluating the school instructional program based on student needs and within state guidelines.
- Review teacher lesson plans and instruction to ensure they match with the Sunshine State Standards.

Administrative:

- Planning, implementing, supervising, and evaluating all other programs, i.e. Athletics, Extra-Curricular, Co-Curricular.
- Determining staffing needs including selection, supervision, staff development and evaluation of all school personnel.
- Recommends to the Superintendent the appointment or dismissal of all employees of the school.
- Ensuring the school is operating within the set budget.
- Overseeing the proper record keeping processes, and inventory control of all school resources.
- Maintain records such as but not limited to student test scores, attendance records, overseeing IEPs, and all other reports as needed for efficient operation of the school and compliance with federal, state and local requirements.
- Recruit students and faculty for the school as needed.
- Assure that all academic components of the school's charter are being met.

- Enforce the Policies and Procedures of the organization as set by the Board of Directors and Superintendent.
- Develops and implements school rules and regulations in keeping with the Policies and Procedures.
- Attends and participates in meetings of the Board and its committees as requested.
- Ensure that the Superintendent is informed of the operations of the school and any problems which arise.
- Is familiar with Charter School Laws and Florida Statutes and attends other duties as assigned by or in the absence of the Superintendent.

Computer Skills:

- To perform this job successfully an individual must have knowledge of accounting software, order processing software, spreadsheet software and work processing software.

MINIMUM QUALIFICATIONS:

Florida certification as either School Principal or Educational Leadership required within the first year of employment. Five (5) years of related professional experience required. Bachelor's Degree (preferably in education) required, but Master's Degree (or currently enrolled in) is preferred.

SALARY AND BENEFITS:

Salary amounts are set annually by the Board of Directors. Consistent with the requirements of Florida statute, this school uses a performance based salary schedule for all new employees whereby pay increases are based on teacher evaluation results from the previous year.

The Principal is allowed twenty Personal Time Off days per year.

The school offers an array of benefits for employees, and will contribute up to approximately \$3,600 per employee towards health insurance benefits per year.

Job description(s) and
qualification requirements for
each administrative or
leadership position other
than the school leader

Athenian Academy



**Charter School
Est 2000**

**Αθηναϊκή Ακαδημία Τσάρτερ
Σχολείο
Academia Atheniense**

Title: Assistant School Leader/ Elementary and Middle School

Second in command with all school relate, administrative and supervisory duties on a day to day basis. Reports to the School Leader. Assumes the role of the School Leader in her absence.

1. Adheres to and enforces board policy, school guidelines, administrative directives, the Charter Contract, and district requirements.
2. Enforces guidelines to maintain proper discipline and conduct.
3. Assists in the development and administration of policies dealing with discipline, conduct, and attendance.
4. Communicates relevant policies and procedures with regard to student discipline, conduct, and attendance to students, staff, and parents.
5. Assists with student discipline
6. Works with and assists faculty in the development of effective classroom discipline and organization.
7. Maintains an effective and safe school environment.
8. Assists with fire, storm and tornado drills on a regular basis and is able to implement emergency evacuations and lock-downs effectively.
9. Assists in curriculum development to meet the needs of all students.
10. Prepares required reports and paperwork such as state reporting, discipline reports, suspension reports, complaints, injury reports, parent communications, and other paperwork as assigned.
11. Works with the School Leader in the preparation of appropriate handbooks.
12. Assists in the selection of staff.
13. Assists with supervision of certified and paraprofessional as assigned.
14. Supervises support services as assigned.
15. Assists in the development of an instructional budget.
16. Works as a team member to meet the school-wide needs.
17. Assists in supervision of special events.
18. Assists in the care and management of the building and grounds, furniture, equipment, apparatus, books, and supplies.
19. Notifies the School Leader when maintenance is needed.
20. Performs other duties as assigned by the School Leader

21. Responsible for setting the school timetable each year to help determine class size.
22. Arrange teachers' schedules, deciding which classes will be assigned.
23. Assists with staff parking policies, as well as parental drop-off or pick-up routines.
24. Arrange parent-teacher interviews on a variety of matters.
25. Keeps order by patrolling halls, the cafeteria and school yard, and classrooms.

Middle School Dean Job Description

1. Supervises all middle school related activities on a day to day basis.
Reports to the School Leader.
2. Manage the day-to-day activities of middle school.
3. Oversee the middle school faculty and staff and make decisions that impact the overall educational success of the school.
4. Motivate and monitor the performance of middle school teachers and office staff.
5. Assists the administrative team with the hiring process for new middle school teachers and are part of their orientation to the building and classroom.
6. Supervise, observe and assist with evaluating middle school teacher and staff performance.
7. Assists with setting goals for the middle school that align with governing board, federal, state and parent expectations.
8. Assists with setting middle school proficiency on standardized tests.
9. Play the primary role in the middle school student discipline.
10. Educates Middle school students and parents, on behavioral conduct codes.
11. Assists with developing a system of consequences for misbehavior that is in line with board and school policies..
12. Routinely shares information about the middle school at school board meetings.
13. Help supervise extracurricular activities held at the school. This role involves monitoring of those in attendance and addressing any problems.
14. Assists with ensuring that the school operates within the budget provided by the governing board.
15. Is a visible, greeting students in the morning, appearing at assemblies and taking time to visit with students.
16. Assists in the development of curriculum.
17. When middle school teachers are ineffective, the Middle School Dean must help them to become more effective by providing professional development opportunities or setting up teacher coaching.
18. Meets regularly with 5-8 grade-level teachers, and school departments, understand what is going on in the middle school and keeps everyone on the same page.
19. Meets with middle school parents and community members who have concerns about teachers or children
20. Help get parents involved in their children's educations and encourage them to support the school's vision.
21. Secures general community support for the school.
22. Assists the school is offering students a quality education.

Athenian Academy Charter School Instructional Staff Job Description

Align instruction with state-adopted standards at the appropriate level of rigor.

Sequence lessons and concepts to ensure coherence and required prior knowledge.

Design instruction for students to achieve mastery.

Select appropriate formative assessments to monitor learning.

Use diagnostic student data to plan lessons.

Develop learning experiences that require students to demonstrate a variety of applicable skills and competencies.

Organize, allocate, and manage the resources of time, space, and attention.

Convey high expectations to all students through the 3R concepts

Monitor student learning, provide feedback and adjust activities to meet the needs of all students.

Demonstrate respect for all students' cultures and backgrounds.

Model clear, acceptable oral and written communication skills.

Manage individual and class behaviors through a well-planned management system.

Deliver relevant, engaging and challenging lessons.

Clearly communicate learning goals and instructional procedures.

Identify gaps in students' knowledge of the content area.

Modify instruction to respond to preconceptions and misconceptions.

Relate and integrate the subject matter with other disciplines and life experiences.

Employ higher-order questioning techniques and resources, including technology, to provide comprehensive instruction.

Analyze and apply data from multiple assessments and measures to diagnose students' learning needs, inform instruction based on those needs, and drive the learning process.

Design and align formative and summative assessments that match learning objectives and lead to mastery.

Use a variety of assessment tools to monitor student progress, achievement and learning gains.

Modify assessments and testing conditions to accommodate learning styles and varying levels of knowledge.

Share student outcome data with students and parents.

Use technology to organize and integrate assessment information.

Engage in professional development activities consistent with his/her goals and those of the school.

Set purposeful professional goals to strengthen the effectiveness of instruction based on students' needs.

Use a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons.

Collaborate with parents, colleagues and the community to support student learning.

Implement knowledge and skills learned in professional development in the teaching and learning process.

The teacher adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession of Florida; adheres to a high moral standard in the community; follows school policies; exhibits a professional appearance and behavior; uses appropriate language; and interacts appropriately with students, parents, staff and community.

Maintains accurate records.

Is punctual with reports, grades, records, and reporting to work.

Performs assigned duties listed above and other duties as assigned by the School Leader and/or Governing Board.

I have received a copy of the instructional staff job description. I will seek clarification from the school administration if I have questions. I am willing and able to perform the duties listed.

Teacher Signature

Date

Please Print Name

OFFICE JOB DESCRIPTION OUTLINE

- I. Positions
 - a. Office Manager - DMT
 - b. IT Support - Administrative Asst
 - c. Food Service Support – Before Care/Office Clerk
 - d. Transportation Support- Office Clerk/Food Service Aide

- II. Office Manager – DMT
 - a. Office Supervision
 - b. All FTE Student reporting
 - c. Master Scheduling
 - d. SRS & Records
 - e. UMRA – parent portal accounts
 - f. Report cards
 - g. All Staff demographic reporting
 - h. All Payroll
 - i. All Accounts Payable
 - j. Petty Cash
 - k. Charter School Accountability Reporting
 - l. Asst. School Leader with miscellaneous tasks
 - m. Yearbook
 - n. Website

- III. IT Support– Administrative Asst
 - a. All Technology – PMRN, EDS, Hardware, Software, Server Administration
 - b. Family community liaison – volunteer reporting
 - c. Accounts Receivables - Deposits & Billing & NSF's
 - d. Supply requisitions
 - e. Monitor after school program including student insurance
 - f. Arrange substitutes
 - g. Sort mail
 - h. Answer phone - door
 - i. Customer service – parent, teachers, students
 - j. Copier
 - k. Asst. Office Manager and School Leader with miscellaneous tasks
 - l. FCAT Explorer
 - m. Pearson
 - n. Portal, and Volunteer system
 - o. Purchase orders
 - p. Nurse

- IV. Food Service Support – before care/office clerk
 - a. Before care & breakfast
 - b. Confirm lunch counts and order lunches
 - c. Record monies received for meals
 - d. Pick up lunches

- e. Serve meals
- f. Monitor lunchroom behavior
- g. Complete breakfast and lunch reports for PHMS
- h. 3 R certificates
- i. Answer phone - door
- j. Customer service – parent, teachers, students
- k. Nursing – sick and lice checks
- l. Tardy slips
- m. copier

- V.** Transportation Support– Office clerk/ Food Service Aide
- a. Configure transportation routes
 - b. Conduct routine inspections daily for bus
 - c. Drive Bus AM and PM routes
 - d. Monitor safe behavior on bus
 - e. Conduct evacuation drills as required
 - f. Complete attendance reporting for district transportation department
 - g. Take bus for maintenance
 - h. Pick up meals
 - i. Serve meals
 - j. Monitor lunchroom behavior
 - k. Answer phone - door
 - l. Customer service – parent, teachers, students
 - m. Copier - copies for teachers
 - n. Filing – responsible for completion

Personnel policies,

Athenian Academy

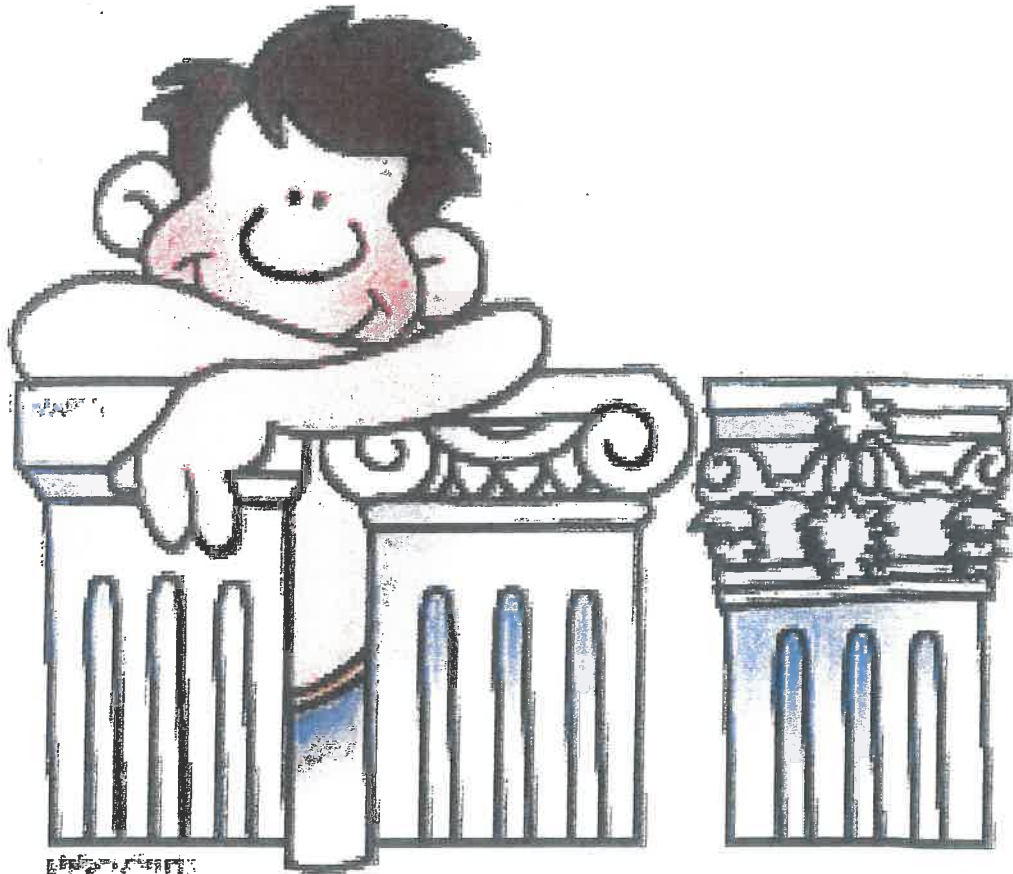


**Charter School
Est 2000**

Αθηναϊκή Ακαδημία Τσάρτερ
Σχολείο

Academia Atheniense

Athenian Academy Charter School Team Member Handbook
2015-2016



2289 N. Hercules
Clearwater, Florida 33763
727-298-2718

Administration Contacts

Kathy Hershelman
School Leader
c.manriquek@pcsb.org
727-484-4317 (cell)

Paige Tavoularis
Assistant School Leader
c.tavoularisp@pcsb.org
727-254-3218 (cell)

Suzanne Mizzi
Middle School Dean
c.mizzis@pcsb.org
727-642-2049 (cell)

Penny Diamantakos
Supervisor, Technology
Volunteer and Testing Coordinator
c.diamantakosd@pcsb.org
727-224-0525 (cell)

Jeanne Troglen
Director of Admissions/DMT
c.troglenn@pcsb.org
727-515-7408 (cell)

Sarah Hoffmeier
Administrative Assistant
c.hoffmeiers@pcsb.org

Alex Veloudos
Business Manager
c.veloudosa@pcsb.org

Pastor Benedict Williams
Governing Board President
bennywilliams@yahoo.com

Team Members

Primary

Tara Cline-K
Georgia Boulteris-K
Michelle Reynolds-K
Stacie Rechnitzer- K
Debby Plaszcz-1st
Andrea Sandalic-1st
Melissa Poole-1st
Danielle Roose-2nd
Jackie Landes-2nd
Dawn McKinney-2nd

Intermediate

Wendy Lee- ELA 3rd
Jeff Darnold- Math 3rd
Karen Hinz- Science 3rd
Donna Damon-ELA 4th

Christy Reiff-Math/Science 4th
Susan Ascutto ELA-5th
Christine Gorecki-Math/Science-5th

Middle

Ana Robledo ELA/Spanish/Drama
Eric Adeson Math
Patsy Sayers Science/Civics
Sheri Masters Health/Student Services
Cynthia Barber ELA
Foreign Language
Sevasti Ziogas-Greek
Zoi Galani-Greek
Lilibeth Narvaez-Spanish
Rayza Gransaul- Spanish

Physical Education/Sports

Christopher Devlin

Specialists

Brenda Horan-Reading
Eileen Hickman-ESE/Gifted
Karla Lynde-Speech

Transportation/Cafeteria

Sarah Wagner
Angelica Bronisz

Plant Operator

Sean Brooks

Administrative Support Team

Mrs. Penny Diamantakos: Penny is our Technology Supervisor, Testing coordinator and Volunteer Coordinator. Penny assists parents with the appropriate paperwork to become a registered parent volunteer, parent portal registration as well as. Penny assists with onsite technology and performs a variety of duties to keep our school technology operations efficient and productive for our staff and students. The technology office is located in the portable building behind the main classroom building.

Mrs. Jeanne Troglen: Jeanne is fondly nick-named "the face of Athenian Academy" Jeanne seems to know every parent and student in the school. Jeanne's official title is now Data Management Technician / Office Manager and performs additional duties and is in charge of new student registration and enrollment. Among a variety of other vital school duties, Jeanne is the supervisor of the morning care program between the hours of 7AM-8AM.

Mrs. Sarah Wagner: Sarah is Athenian academy's bus driver and is in charge of transportation. Questions or concerns about bus routes, needs, etc. should be directed to Sarah. Sarah also supervises the school lunch program and can assist students and parents with food service issues.

Mrs. Sarah Hoffmeier: The newest of our office team, Sarah will be greeting all visitors to the school and performing the necessary identification procedures to keep our school campus safe. Sarah will keep a watchful eye on individuals entering and leaving our main classroom building and is also happy to answer questions, or relay information to the administrative team when they are unable to assist you immediately.





The Athenian Academy Charter School was founded in the year 2000 as the first Greek immersion school in the USA. Over the past 14 years, the school has ranged in student population between 75 and today's current student count of approximately 400.

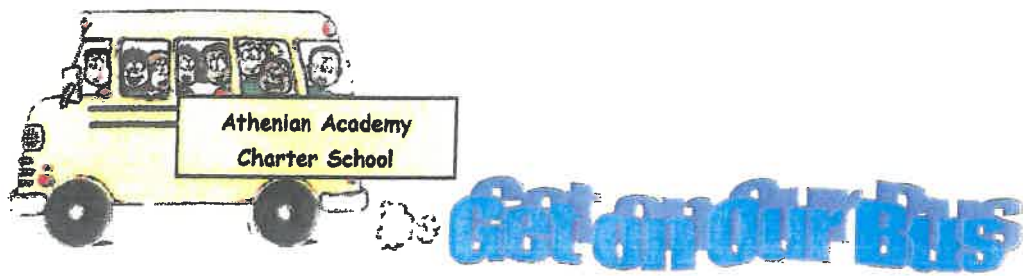
Our founders, George and Lemonia Poumakis had the vision to bring the Greek language and culture to the American student. Our school charter is written on this vision and is the foundation of our school. As an employee of Athenian Academy, you are expected to support and embrace the Greek language and culture. Several times throughout the school year, Greek culture is celebrated through special events both on and off campus. Athenian Academy employees are expected to support on campus cultural events and are strongly encouraged to participate in as many off campus cultural events as possible. Athenian Academy is a proud and unique school. Your support and participation in cultural events is one way of demonstrating your pride in the success of our Greek program. Greek language is a required class for grades kindergarten through grade 5. Middle school students can elect Greek and earn high school credit. Greek is taught for 30 minutes per day, five days a week.

Our Greek team is currently comprised of two Athenian Academy employees, Sevasti Ziogas and Zoi Galani. Zoi joined us two years ago and is employed by the Greek government, commissioned to teach at Athenian Academy for a limited period of time, under a special agreement and Visa through the Greek Embassy of Education.

In 2007, Spanish was added to our school's program. Spanish was added to enhance our student's exposure to foreign languages. Similar to the Greek programs, Spanish programs are held throughout the year, your support and participation in Spanish events is appreciated. Spanish is also a required class for grades kindergarten through grade 5. Middle school students can elect Spanish for high school credit. Spanish is taught 30 minutes per day, 5 days a week. Athenian Academy employs two Spanish teachers, Lilibeth Narvaez, and Rayza Gransaul,

Athenian Academy's emphasis is on cultivating academically excellent students through core academics, taught by highly qualified teachers, socially well rounded students through our fun, creative character education program and culturally aware individuals through our unique foreign language programs.

We believe that education involves the whole child and is a partnership between the school, family and community. We are a unique school and we pride ourselves on instilling lifetime learning qualities and character through a safe environment, fair and loving approach to everything we do. We insist upon a family oriented atmosphere where students, parents and extended family members feel welcome at our school. We approach each child as an individual understanding that all children are different, learn at different paces, come from various backgrounds and often do not fit into the mold of a typical student.



Athenian staff members are expected to model themselves after Ron Clark's approach of a "whatever it takes" to student success. Ron Clark is an accomplished author and extremely dedicated and unique educator. Staff meetings are often centered on Ron's tried and proven successful techniques and approach with students. In a recent Ron Clark seminar, he explained his theory of being "on the bus". Ron compared educators to a Fred Flintstone bus with the bottom cut out. One group of "riders" sits in the back of the bus, allowing others to carry them and do the majority of the work, yet seek credit for success. Another group is called the joggers". The joggers do their job yet, it is rare that they volunteer to "go the extra mile". Another group on the bus is "the walkers". These individuals slowly move the bus but only when necessary and as part of their contractual obligations. The walkers don't seek much recognition but insist upon equal treatment. *The last group is "the runners" These are the dedicated and creative individuals who will stop at nothing to see student success. The runners are always making every effort to move the bus forward with consistent cooperation, they are tireless individuals who think outside the box and always have the very best interests of the students as their number one priority. Runners require little supervision or guidance, they give little consideration to the limitations of contractual obligations and understand that teaching is not a job, rather, teaching is a demanding, often difficult lifestyle that offers rewards that no "job" can offer.*

As the "driver" of The Athenian Academy bus, it is my mission to assist the joggers, riders and walkers toward picking up the pace through guidance, training and support. It is my expectation that with support the "joggers" "walkers" and "riders" will increase their speed and eventually catch up to the "runners" on our bus. Once identified, Walkers and Riders will be placed on an individual improvement plan, outlining an action plan and timeframe to meet the expectations for increasing speed for success. Every effort will be made to help the joggers, riders and the walkers meet the school's expectation for excellence however, although they will be treated "fairly" they will not be treated "equally". Athenian Academy RUNNERS will be supported, encouraged, recognized and rewarded for their dedication to the students of our school. Runners should expect special privileges and considerations and are eligible for incentives that are not available for walkers or riders. Joggers will be recognized for their effort and will be eligible for the "extras" on a case by case basis. Athenian Academy is committed to excellence, putting the student's first in all circumstances. We are dedicated to the "whatever it takes" approach to whole child education. Our "bus" is quickly moving forward, we want our bus filled with runners, at top speed and joggers, doing their very best to keep up with the runners. Unfortunately, the walkers and riders who make no effort to increase their speed will be asked to exit our bus at the next stop.

Welcome Aboard! We are honored to have such dedicated and talented individuals aboard our bus and on our team.

Know Your School

As an Athenian Academy employee, you are expected to learn the rules of your school. The best way to do so is to read the student/parent handbook and the staff handbook. This hand book has been approved by the Athenian Academy governing board. Questions regarding this handbook should be directed to the administrative team.

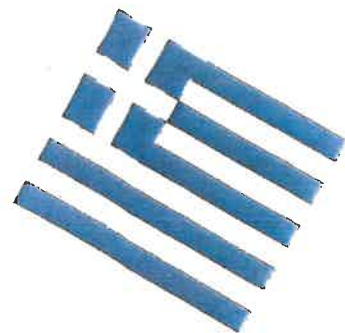
Handbooks provide procedures for handling routine matters, clarify expectations of teachers, and provide a unified approach to our service to students, to the community, and to the Athenian Academy governing board. Staff members are responsible for all information in the handbook and the last page of this handbook requires your signature, indicating you have read and understand the contents of this handbook.

Please become familiar with the roles and functions of the administrative team. The entire administrative team is capable and happy to assist you with any questions you may have however, starting with the right person may save you time and energy. We believe that all staff members serve important purposes, roles and functions in the success of our school.

This handbook as well as the parent/student handbook contains a lot of helpful information however, cannot possibly cover every issue that may arise on any given day. We encourage you to ask as many questions as needed to become confident and comfortable with school policies and procedures.

Thank you for being a vital part of our team. We appreciate you and your efforts to serve and educate our students!

Kathy Hershelman- School Leader



The Athenian Academy Board

Ben Williams, Board President

The Athenian Academy Board members are accountable to the State of Florida; they are volunteers who serve as the policy makers of the school. The board acts in the best interests of the students, families and staff members of the school by setting guidelines and policies of the school's overall operation. The board gives authority to the school leader to communicate and implement adopted school policies. The board is the final authority on the creation and adoption of all school policies. Information regarding board procedures and contact information is contained in this handbook.

School Leader:

Mrs. Kathy Hershelman

Mrs. Hershelman is appointed by and accountable to the governing board of Athenian Academy and given authority by the board to serve as the direct supervisor to all staff members. The school leader is in charge of communicating and implementing the Athenian Academy governing board's approved policies. Directly responsible to seek out, and hire qualified staff members. Directly responsible to guide direct, assist and oversee the day to day and overall successful social academic and educational operation of the school. The school leader is responsible for staff observations and evaluations, in addition, administers employee training and discipline when necessary. The school leader is responsible for safety and well being of the staff and students of Athenian Academy. The school leader is the final onsite authority in regard to student discipline and seeks board guidance if the student has demonstrated an unwillingness to abide by and support the policies of our school. The school leader is in charge of district and state compliance for charter schools. The school leader, with the assistance of the Assistant School Leader and the Middle School Dean is the person responsible for handling parent complaints, conflicts or issues that may arise throughout the school year. The school leader, with the assistance of the Assistant School Leader and the Middle School Dean, is also directly responsible for handling staff issues, conflicts and day to day needs for a smooth operation of the school.

Assistant School Leader:

Mrs. Paige Tavoularis

Paige Tavoularis is accountable to the school leader, her duties include: Assumes the role of the school leader in her absence or upon the school leader's request for specific purposes. Mrs. Tavoularis is second in command at Athenian Academy and will handle the majority of discipline referrals, employee questions regarding routine school operations, assists both the school Leader and Middle School Dean with team member needs and supports the overall operation of the school. Mrs. Tavoularis will be the team member's first point of contact for day to day school operations, unrelated to academics and it is her responsibility to direct issues to the appropriate administrative team member when it falls outside of her duties or direct authority. The Assistant School Leader ensures the smooth operation of the school and reports directly to The School Leader. Mrs. Tavoularis does not deal with academic or curriculum needs and those needs to be directed to The School Leader for kindergarten through grade 4 and The Middle School Dean for grades 5-8.

Middle School Dean

Mrs. Suzanne Mizzi

Mrs. Mizzi is the supervisor of the middle school team, grades 5-8. Mrs. Mizzi will handle the majority of the middle school team member needs to include, academics, curriculum, staff supervision, observation and assists with evaluation. Middle School staff should direct questions and requests to the dean and when necessary, she will direct the needs to the appropriate administrative team member when it falls outside her duties or direct authority.

Business Manager:

Mr. Alex Veloudos

Alex Veloudos is independently contracted by the governing board of Athenian Academy. Alex is responsible for school finances, financial reporting, budget, accounts payable and accounts receivable.

Alex is the person responsible for employee benefits and is the person who can assist with HRA, 401k and PTO. Alex assists with payroll procedures and is the contact person for questions regarding accounting of payroll. Alex is also in charge of facilities, construction and new school projects. Alex is in charge of marketing and promotion of the school. Alex reports to the board and is in communication with the board on the overall financial stability and operations of the school.

ABSENCES (TEACHER)

Teachers should notify Penny Diamantakos (727-224-0525) between 5:45 and 6:15 a.m. Please call first and if there is no answer, send a backup text message. Do not call any substitutes on your own. Penny keeps the substitute list with her at home, it is not necessary to contact the administration if you have made contact with Penny. Lesson plans are to be available for the substitute. Upon return to school, absence forms are to be filled out and turned in to the office **on the day that you return**. The school uses an electronic absence and PTO system. These forms are critical for payroll purposes. **Missing, inaccurate or incomplete forms may result in a payroll error causing you to be unpaid for time off.**

If you know in advance that you are going to be absent, make arrangements as soon as possible. If you need to take extended leave, discuss your preferences for substitutes with the school leader. Current school policy dictates that in certain situations, parents must be notified if a long-term substitute will be in a classroom (and their qualifications). If you need to leave early or come in late, notify your supervisor as soon as possible. Arrangements will be made on individual circumstances. Remember, when you are not in the classroom, your students will not learn as much with a substitute. You are the key ingredient to a productive instructional day.

ACCIDENT REPORT

When an accident occurs, teachers are to aid the victim and notify the office immediately. **Accident reports must be copied and filed with the office.** Accident reports are critical communication and care must be taken for accuracy. Any injury, even if minor that leaves **"any" mark** on a student must be reported and an accident report must be sent home. **ALL injuries**, from the neck up **MUST** be reported to the office immediately and a telephone call will be made to the parents. Please do not use your own discretion involving accidents. We are not doctors and are not qualified to determine the seriousness of an injury. If a staff member is injured while at school or at a school-sanctioned function which they are supervising, the office or business manager must be notified immediately and workman's compensation paperwork completed within 24 hours. Please take a small first aide bag with you when leaving the building. The bag should contain hand sanitizer, band aides, etc. for minor scrapes and boo-boos.

ACCURACY:

The majority of the forms we use require signatures. It is **extremely important** that information is complete and accurate on all forms. As an educational institution, it is embarrassing when forms are incomplete and especially when they contain spelling errors. Please be certain that when completing forms, the entire date is listed as well as first and last names of involved parties.

ADDRESS UPDATE FORMS

Parents are changing addresses, home phone numbers, cell phone numbers, and email addresses at mind-boggling rates. Because of this phenomenon, it is more important than ever to **keep current on parental contact information**. Please keep close tabs on your students and their ever-changing info and inform the office if a parent informs you. Parents are required to change their addresses in portal and furnish new proof of residency for student record. The school utilizes a direct call system and accurate phone numbers in portal is essential for communication. Staff members are also required to update the office if your address or telephone number changes.

AFTER SCHOOL ACTIVITIES

Teachers who plan approved, afterschool activities are responsible for the supervision of the students participating in the activity. **Under no circumstances are students allowed to leave campus between activities, unsupervised.** Teachers must keep the students with them at all times. Teachers must be aware of transportation arrangements and are required to **stay with the students until the last student is picked up.** Teachers must have signed permission slips for afterschool activities that include emergency contact information and transportation arrangements.

AFTER SCHOOL PROGRAM

Students attending the after school program may be escorted directly to the designated area and are **not required to go to the car circle dismissal.**

ANNOUNCEMENTS

Get up and get moving, this is the time to start the day off right!

Morning announcements are made every morning at 8:15AM and will begin with a fun, "get moving song". This is a critical time for daily information and updates. Athenian Academy is proud of our country and demonstrates our pride by asking the students to stand for the pledge of allegiance every day. On Friday, the students sing the American and Greek National Anthem. **Students are required to stand unless we have written notice on file for objection based upon religious preferences.**

ASSESSMENTS

Teachers are REQUIRED to mark the total number CORRECT, rather than the total number wrong on all graded work. (+ 10 NOT -10) or 50% Correct.

There is More than One Way to Assess

By varying your methods of assessment, you can increase comprehension and motivation among your students.

When assessing a student's writing, concentrate on the story line in the first draft (getting the thoughts on paper). Then edit grammar, spelling, paragraphs and capitalization. It is easier for a student to fix those errors than to organize thoughts.

Do frequent assessments. Don't wait for the standardized tests! Alternative Assessments can be informal, short formal or small group. Using the results, Teachers should remediate immediately so that students do not fall so far behind that they can't catch up.

Remember, not all work needs a grade. You can give students your comments orally or in writing. Checklists are another way to give students encouragement to keep moving to the next step.

Use scoring rubrics. Rubrics are a great way to demonstrate to a student exactly what needs to be accomplished. If you use a rubric, be sure to provide an example of an exemplary model.

Use individual contracts. These are written agreements between the teacher and student that state the time the assignment is to be finished, the exact requirements that need to be completed, and the quality of work expected in order to receive a certain grade.

Hold frequent parent-teacher conferences to discuss student progress, areas of strengths and concern, and to demonstrate work and the student's progress. During the conference, you can establish goals and new strategies with the student's parent. Whenever possible you should include the student in the discussion of goals and strategies.

Use portfolios to help define a child's capabilities rather than just using test results. Include in a portfolio sample works, tests, projects, and rubrics. Decide beforehand what goes into the portfolio or what goes home. You may want to copy samples and then send the originals home.

Use a variety of assessments for the same skill. Re-teach and re-evaluate. The light bulb for learning may go on at one time for one individual and at a different time for another. It doesn't mean that the skill cannot be learned, some students it just might take longer.

Teachers should assess prior, during and after lessons in order to learn what each individual student can accomplish and what concepts they understand

ATTENDANCE FOLDERS

Homeroom teachers are given attendance folders. The purpose of this folder is to have a hard copy of daily attendance and it is used for lunch counts. Please pick up your attendance folder, located in your mailbox upon your arrival to school each morning. Attendance folders may also be used to transport forms, permission slips, and monies to the office. Attendance folders must be returned to the office no later than 8:50AM to ensure lunch counts are accurate. **If a student arrives late, the office will make every effort to get a lunch status however, whenever possible; please double check that the student has reported their lunch status to a staff member.**

ATTENDANCE

It is imperative that we make every effort to **report attendance in Focus and in an accurate manner.** Please make sure to take attendance at the beginning of every class period. Daily attendance is required for grades kindergarten through 5th grade and should be completed at the beginning of the day. Period attendance is required for grades 6-8. The State requires that attendance completion reports are run daily and filed in a log for state audit purposes. It is imperative that teachers complete the responsibility of attendance in portal in a timely fashion unless they are absent. Failure to comply will be referred to your supervisor. In the case of a substitute, the teacher must leave a class roster for each class and ask the substitute to take a manual attendance and give it to the office to enter.

ASSEMBLIES

Assemblies may be held throughout the year to provide entertainment and enrichment. Teachers should **escort** their classes to all assemblies and stay to help supervise. If you have ideas for specific assemblies, please notify the office. Students attending assemblies, 3R celebrations or PTA events **must be accompanied and supervised by at least one teacher per grade level**. Assemblies and programs are an important part of our school culture however; it is critical that core instruction time is the priority and should not be frequently interrupted by removing students from core classes for program practices. Whenever possible, **after school practices** should be planned for special programs, drama classes, talent shows, etc. This may not always be possible but should be the first option.

BENEFITS

Upon completion of 90 day probation, **full time staff members** may be eligible for benefits. Please refer to your contract for specific conditions related to your employment. It is your responsibility to seek the details of your benefits after your probation period. Please see **the business manager** for details regarding your eligibility or questions about your benefits. Benefits will begin on the first day of the following month after eligibility has been determined.

BOARD MEETINGS

Athenian Academy Board meetings are held on the 3rd Monday of each month. Board meeting times vary from month to month depending on the availability of the volunteer board members. Monthly meeting times are posted at the school and on the school's website at least 48 hours prior to the meeting. Board meetings are open to the public and staff members are encouraged to attend. An agenda is followed and anyone wishing to speak at a board meeting is limited to 5 minutes and must sign up to speak at the beginning of the meeting. Discussion is encouraged at board meetings; however, board decisions are final once approved by the majority vote.

The administration typically sends an email to the staff following the meeting, highlighting the events of the meeting for those who are unable to attend. Meeting minutes are also available for review on the school's website: athenianacademy.org





What Bully Behavior IS

Bullying is the use of force, threat, or coercion to abuse, intimidate, or aggressively impose domination over others. The behavior is often repeated and habitual. One essential prerequisite is the perception, by the bully or by others, of an imbalance of social or physical power. Behaviors used to assert such domination can include verbal harassment or threat, physical assault or coercion, and such acts may be directed repeatedly towards particular targets. Justifications and rationalizations for such behavior sometimes include differences of class, race, religion, gender, sexuality, appearance, behavior, body language, personality, reputation, lineage, strength, size or ability.

Athenian Academy takes true cases of bullying seriously; the school has a zero tolerance bully policy. Proven cases of bullying can result in permanent dismissal from our school.

Athenian Academy is required by law to report documented cases of bullying to The State Of Florida through an online data base. Reports of bullying immediately become a part of the student's permanent school record. In addition, there are serious legal ramifications for true bully behavior.



What Bully Behavior is NOT

When it comes to bullying, no one would disagree that bullying behavior is unkind. But, did you know that not every unkind behavior is bullying?

In fact, kids, especially young kids, are still learning how emotions work and how people get along with others. They need parents, teachers and other adults to show them how to be kinder, how to resolve conflicts, how to be inclusive and how to grow into responsible adults. Immediately labeling them a bully doesn't help them grow and learn.

Remember there will be times when kids will do or say something that is hurtful. Although being unkind should never be ignored, be careful not to lump all inappropriate behavior into bullying. Instead, try to distinguish between hurtful or unkind behavior and bullying behavior.

Here are some examples of what is not considered bullying:

Expressing Negative Thoughts and Feelings

Children, especially elementary school children, often are very open and honest with their thoughts and feelings. And although it may be uncomfortable for another child to hear what another person thinks, it is not always bullying to share thoughts and feelings.

Being Left Out

Remember, it is natural for kids to be close friends with certain people and want to spend time with them. Although children should be friendly and kind toward everyone, it's unrealistic to expect them to be close friends with every child they know.

It's also normal that a child won't be invited to every function or event. There will be times when they are left off the guest list for birthday parties, outings and play dates. This is not the same thing as ostracizing behavior.

Experiencing Conflict

It's a known fact that kids will bicker and fight. In fact, conflict is a very normal part of growing up. The key is that children learn how to solve their problems peacefully and respectfully.

A fight or a disagreement does not represent bullying – even when unkind things are said. Remember, bullying is about a lack of power. A spat or disagreement is not bullying.

Teasing

Most children have been teased by a friend or a sibling in a playful, friendly or mutual way. They both laugh and no one's feelings get hurt. Teasing is not bullying as long as both kids find it funny. But when teasing becomes cruel, unkind and repetitive, it crosses the line into bullying.

Joking and teasing becomes bullying when there is a conscious decision to hurt another person. For instance, making demeaning comments, name-calling, spreading rumors and making threats all constitute bullying.

Not Playing Fair

All children, at one point or another, will want to play a game according to their "rules." To their friends, they may even appear "bossy." Although playing with someone like this can be unpleasant, it is important to remember that kids are still learning how to play fair.

Instead, they need an adult to help them learn how to take turns and how to cooperate with others. If your children have bossy friends, teach them how to respond to the bossy behavior. For example, your child could say: "Let's play your way, the first time. Then, let's try my way."

Remember, wanting games to be played a certain way is not bullying. Only when a child begins to consistently threaten other kids or physically hurt them when things don't go his way does it start to become bullying.

Learning to be kind is a process. But with guidance children can get rid of inappropriate and unkind behaviors and learn how to interact with others around them without wearing the label of bully.

Students should immediately report unkind behavior to their teacher or administration. Unkind behavior will be investigated and appropriate school consequences will be issued to the offending student.

If a student feels they are being bullied; they should discuss it with their parents to determine if it is a true case of bullying. If after having a discussion with your child parents believe their child is being bullied, it should be immediately reported to the administration.

BUILDING AND ROOM REGULATIONS

Teachers must see that their room is organized; papers picked up off the floor, lights out, chairs stacked and in a general tidy condition before leaving school. Teaching the students to be responsible for picking up after themselves is a valuable life lesson and will make your job much easier. You are expected to help the plant operator maintain the cleanliness of your classroom, we have a brand new building and we want to keep it beautiful! Thermostats are set by the plant operator according to the administration and may not be changed without permission of the administration. Remind students they are to take care of classroom furniture and equipment. Anyone defacing school property should be reported to the office and will be responsible for financial restitution.

Teachers should be in their rooms whenever students are present. You are liable if there are accidents or injuries to students left unattended while you are responsible for their supervision. If there is an emergency, call the office or notify a teacher next to you to watch your class.

BUILDING MAINTENANCE REQUEST

Repairs or maintenance items need to be written in the plant operator's request book located in his mailbox. Heating and air conditioning issues are examples of problems that should be reported immediately. Maintenance is not required to mop your classroom if items are left on the floor that has the potential to cause a safety hazard. If you have an emergency repair, involving the safety of a student or adult, a verbal request may be made and is not required to be written in the request book.

BULLETIN BOARD

Bulletin boards are an important part of your classroom. They should be kept current and used appropriately to keep students interested and up-to-date.

CALENDAR

Teachers should clear all speakers, trips, and meetings with the school leader. A master school wide calendar is provided at the beginning of the school year and updated as needed. Field trip permission forms are mandatory for all off campus events. Permission forms are located with the other teacher forms. It is mandatory that written forms involving class parties, trips etc. be approved by the administration "before going home" and a copy given to the administration team in the front office. Parents typically call the office with questions regarding forms sent home while you are in class or have left for the day. The front office must have the form so that accurate information can be given to the parent when they call. All staff members should be notified by an all staff email when an event is planned.

CERTIFICATION

A current copy of your certification must be kept in your employment file. It is your responsibility to keep your certification current. If certification expires during the school year, you may be subject to termination. Contract renewals will not be offered to employees without current certification.

CHILD ABUSE

Teachers are required to take yearly online training for child abuse provided by the school district. Educators are classified as mandatory reporters. Please inform the school leader of your intent to make a report and follow the proper procedures.

Florida

Professionals Required to Report Ann. Stat. § 39.201

The following persons are mandated reporters:

Physicians, osteopaths, medical examiners, chiropractors, nurses, or hospital personnel

Other health or mental health professionals

Practitioners who rely solely on spiritual means for healing

Teachers or other school officials or personnel

Social workers, daycare center workers, or other professional child care, foster care, residential care workers, law enforcement officers or judges

Reporting by Other Persons Ann. Stat. § 39.201

Any person who knows or has reasonable cause to suspect that a child is abused, abandoned, or neglected by a parent, legal custodian, caregiver, or other person responsible for the child's welfare or that a child is in need of supervision and care and has no parent, legal custodian, or responsible adult relative immediately known and available to provide supervision and care, shall report such knowledge or suspicion to the child abuse hotline: **1-800-962-2873**

Any person who knows or who has reasonable cause to suspect that a child is abused by an adult other than a parent, legal custodian, caregiver, or other person responsible for the child's welfare shall report such knowledge or suspicion to the child abuse hotline: **1-800-962-2873**

Any person who knows or has reasonable cause to suspect that a child is the victim of childhood sexual abuse or the victim of a known or suspected juvenile sexual offender shall report such knowledge or suspicion to the child abuse hotline: **1-800-962-2873**

Institutional Responsibility to Report Ann. Stat. § 39.201

Nothing in this chapter or in the contracting with community-based care providers for foster care and related services as specified in § 409.1671 shall be construed to remove or reduce the duty and responsibility of any person, including any employee of the community-based care provider, to report a suspected or actual case of child abuse, abandonment, or neglect or the sexual abuse of a child to the central abuse hotline.

Standards for Making a Report Ann. Stat. § 39.201

A report is required when:

A person knows or has reasonable cause to suspect that a child is abused, abandoned, or neglected.

A person knows that a child is in need of supervision and care and has no parent, legal custodian, or responsible adult relative immediately known and available to provide supervision and care.

Privileged Communications Ann. Stat. § 39.204

Only attorney-client and clergy-penitent privileges are permitted.

Inclusion of Reporter's Name in Report Ann. Stat. § 39.201

Professionals who are mandated reporters are required to provide their names to hotline staff.

Disclosure of Reporter Identity Ann. Stat. §§ 39.201; 39.202

The names of reporters shall be entered into the record of the report but shall be held confidential. The name of the reporter may not be released to any person other than employees of the Department of Children and Family Services responsible for child protective services, the central abuse hotline, law enforcement, the child protection team, or the appropriate State attorney, without the written consent of the person reporting.

This does not prohibit the serving of a subpoena to a person reporting child abuse, abandonment, or neglect when deemed necessary by the court, the State attorney, or the department of children and families provided the fact that such person made the report is not disclosed.

CLASSROOM MANAGEMENT

Listed below are techniques that teachers can use to establish control over the classroom. These are more effective than knee-jerk reactions such as yelling and continual threats of punishment.

A School Wide Behavior Plan is a part of this handbook and it must be followed explicitly. The tips below are suggestions to assist you with successful strategies in your classroom.

1. **Warn students** through proximity redirection (eye contact, snapping fingers, and hand gestures, and clearing one's throat).
2. **Incorporate movement** transitions during the day so that students have the opportunity to move about before refocusing on the next task.
3. **Give alternatives** to inappropriate behaviors.
4. **Use peers** to set up learning partnerships during small group interactions.
5. **Allow plenty of waiting time** for a student's response. It may seem that some students take forever to respond in class. When you call upon such a student, be prepared to give a visual or oral cue in order to elicit the response in a timely manner.
6. **Remember** that school success and behavior are linked. If a child is doing well and has self-confidence, the number of behavior incidences should decrease. Therefore, it is important to assist students who are having difficulties as quickly as possible to eliminate the misbehaviors.
7. **Move around the classroom.** Your desk should not be a barrier between you and the students.
8. **Observe student work** frequently.

9. **Grade homework and assessments quickly.** Allow students to correct errors and ask questions. Give results to parents.

10. **Enforce consequences consistently and immediately.**

11. **Deliberately ignore some misbehavior** and reinforce proper behavior. In certain cases, the ignored behavior will disappear.

12. **Be proactive.** Give students an errand to do to avoid potential behavior incidences by temporarily removing the child without embarrassing him.

CLASSROOM VISITATION AND SUPERVISION

The administration visits each classroom formally and informally as part of the performance-based teacher evaluation process. The purpose of this is to improve instruction and student learning. There will be both announced and unannounced visits. The office would like to be notified of special projects or performances so that we could attend/observe. Classroom parties are encouraged however; need an approval by the school leader.

Classroom – Field Trip and Chaperones

Recent laws require parent volunteers to complete a volunteer form, authorizing a criminal background check. Volunteer forms are available in the front office. In addition to the criminal background check, parents are required to be fingerprinted. Once both the criminal background check and your fingerprints have cleared, you will be qualified as a LEVEL II Parent volunteer. As a level II volunteer you are legally permitted to supervise children in the absence of a school employee. To obtain specific information regarding this process, and LEVEL I volunteer screening, not requiring fingerprinting, please contact Penny Diamantakos, our volunteer coordinator.

Please note that ONLY cleared, fingerprinted and background checked volunteers are permitted to work with students one on one, drive or supervise students on a field trip, supervise students during special school related assemblies or programs and any other time when there is any possibility that the teacher or school staff member does not have direct vision of the students.

Code of Conduct

Athenian Academy will adhere to the applicable policies of the PCSB student code of conduct. Athenian Academy is governed by the governing board of directors and operates under the authority of its charter and the Florida Statutes 1002.33

COMPLIMENTS

Everyone enjoys a deserved accolade or pat on the back now and then. Compliments for a job well done are appreciated and might just be the highlight of someone's day. Feel free to support each other with well-deserved praise and compliments. Often times, an offer to help are appreciated more than praise. We are a team and the key ingredient to a team is working together toward common goals. Our common goals are student success and a happy and enjoyable workplace.

COMPUTER USE

Teachers are to avoid inappropriate websites, or websites that have no educational relevance or value. Under no circumstances are students to have access to a teacher's computer. Disciplinary action will be taken against the person who is **logged in** to the offending computer, not necessarily the person who is misusing the computer. It is a good idea to log out of your computer if leaving it unattended for an extended period of time. Computers are equipped with blocking software and many websites are unavailable due to objectionable content that is tagged within the site. Please understand that in very rare cases are requests to unblock a site approved. **This policy is for the protection of both the students and the staff.** The computer lab is available when testing is not being held and must be reserved.

CONFERENCES (PARENTS)

Teachers should contact parents any time there is a problem with a student whether it is academic, social, or behavioral. Parents want to know how their child is doing at school. Frequent parent contacts strengthen the relationship between the school and home. Positive calls often make a situation much smoother if a problem arises in the future. Parents do not like surprises.....contact them before progress or report cards come out if there is a problem. Make it your goal to contact 100% of the parents at least four times during the year Document all communication with parents. Teachers are required to keep an accurate communication log, documenting "any" communication with a parent. If the communication is by email, print a copy of the communication and keep it in your log. **The administration must be copied on all parent emails involving student behavior or academic concerns. Please do not use your own digression regarding this policy, it is not a request, rather it is a policy. Copying the school administration on all email communication is your first line of back up should a discrepancy occur.**

The school holds at least two school wide conference days. All parents are expected to be invited to a conference in writing on a sign and return form. **Follow up is necessary if a sign and return is not received within a reasonable amount of time.** This documentation is critical back up if a parent suddenly says that we have not made attempts to communicate with them.

CONFIDENTIALITY

It is imperative that confidentiality is maintained at all times. Students are not to be discussed in general areas and only with appropriate individuals who require the information for educational purposes. Conversations of a personal nature are not to be held in front of students or parents in the front office, hallways or other areas where the conversation could be overheard. Student matters of possible confidentiality or embarrassment must be handled in a way that does not humiliate the student or family. Students are never to be singled out in an effort to make them an example to others. Any form that contains the name or private information regarding a student or family must be shredded in the front office. Intentional embarrassment of a student or family is subject to employee discipline.

Staff members should take great care to set firm boundaries between personal and professional relationships with families in our school. We are a friendly staff and it is very easy to fall into the trap of parents thinking of us as "friends" over educators. This can lead to parents expecting personal treatment and favors from staff members: this can be avoided by limiting the extent of personal relationships with parents outside of school. Discussion outside of school regarding confidential student and family information is forbidden and subject to employee discipline.

COPIER

Because paper and toner are expensive, **please consider all copying needs carefully.** Copiers are located in the business office and teacher planning area. Teachers are assigned a log in and a number of copies monthly and additional copy requests must be approved by the school leader. A large number of copies are improperly done, and thrown away by students who are sent to make copies. **Students are not**

2015-2016 Athenian Academy Behavior Motivation Plan **KINDERGARTEN- GRADE 4**

On Monday morning the words FANTASTIC FRIDAY will be written on the classroom white board. The class will work as a team to follow the classroom rules:

Kindergarten – Grade 4 CLASSROOM Rules

Respect yourself, your classmates and your classroom environment.

Raise your hand before speaking when directed
Stay in your seat when directed
Follow Directions
Clean up your own area
Keep hands and feet to yourself
Make Good Choices

When a student in the **classroom** breaks one of the rules listed above, a letter will be removed from the words FANTASTIC FRIDAY. **The group goal, working as a classroom team**, is to have at least (1) letter of the words remaining on the board on Friday at 2PM. If (1) or more letters remain, the class will be rewarded with a predetermined fun activity the last 30 minutes of the day every Friday. The activity will be drawn by a student on Monday morning and written on the board so the class knows the goal they are working toward that week. If no letters from the words FANTASTIC FRIDAY remain on the board at 2PM on Friday, the class will put their heads down and sit silently or read a book silently for the last 30 minutes of the day on Friday. The schedule has been designed to accommodate FANTASTIC FRIDAY events.

FANTASTIC FRIDAY ACTIVITIES

Popcorn Party	Homework Pass & Free Time
Free Time (inside)	Classroom Dress Down Day (Free) & Free Time
Free Time (outside)	(3) Extra Pride Tokens for each student in the class & Free Time
Computer Time	Student "Choice" activities
Board Games	Art Activities
Music Activities	Teachers, Parents and Students may suggest additions to this list

Kindergarten-Grade 4 INDIVIDUAL Student Rules

On Monday morning, every student will be given (5) Pride Tokens. Teachers of the younger students will keep tokens in the token pocket chart so the little ones don't lose them throughout the week. When one of the individual student rules is broken, the student will give up (1) token per infraction. Students will need at least (1) token to use the slide on the classes designated day or time. If the student has no token, they may not use the slide until they have earned the token to ride. Students may also "save" tokens from week to week for purchases from the School Store or Homework Passes. K-4 Tokens will be color coded and are non-transferable.

Be Responsible for your own actions.

- The planner is signed by an adult every day
- Class work and Homework is completed and turned in on time
- Arrive to class on time
- Wear the proper uniform
- Be Honest in all matters and make good choices
- Use respectful words at all times

This plan will be used by all teachers except PE teachers, serving students in Grades K-4, including Greek and Spanish.

Please Note* this plan will eliminate and replace color charts, number charts, communication logs, and/or any other previously used classroom behavior plans.

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Physical Education Rules for Kindergarten-Grade 4

- Students will participate in all activities to the best of their ability
- Students will follow directions
- Students will not break physical contact policies
- Students will use respectful words and tone of voice with adults and classmates
- Students will demonstrate good sportsmanship
- Students will stay with their group as directed
- Physical Education Coaches will inform the classroom teacher if a PE rule is broken and the student will forfeit (1) Pride token for each infraction.

GOLDEN TOKENS

- Administration ONLY may award a PRIDE Token to any K-4 student at random for:
 - Acts of Kindness
 - Going out of the way to be helpful
 - Volunteering to be of some sort of service to another student or adult
 - Demonstrations of respect above the normal expectations
 - Any "Caught you doing good" act from a student

Office Referrals

If in the event a student has lost all of their tokens and then has an additional rule infraction, teachers are to write a referral and send the student to the Assistant School Leader. The Assistant School Leader will review the cause for the referral and act within her parameters by issuing appropriate discipline or will refer the student to The School Leader for further action.

If a student breaks school policy in regard to:

- Bullying
- Physical Contact (Fighting)
- Illegal Substance

- Weapons
- Profanity
- Cheating

Teachers are to immediately write a referral and send the students to the appropriate administrator. All other cases of infractions are covered within the parameters of classroom and individual student behavior.

This new plan focuses on both individual behaviors and the teamwork concepts in the classroom. In addition, this plan offers more immediate rewards and consequences.

The success of the plan is determined by the following:

Enthusiasm: This plan is an enthusiastic approach to motivate positive behavior results.

Complete Cooperation: Everyone being on the same page, doing the same thing, school wide eliminates confusion regardless of the teacher or assigned classroom.

Consistency: It is really simple, these are the rules, these are the rewards, and these are the consequences. There is little to no room for confusion by the students or the parents.

Reasonable Expectations: Everything is reasonable and predictable

Teachers who "take the attendance" in the morning are the teachers considered the homeroom teachers and FANTASTIC FRIDAY events will be held with the homeroom teachers in the homeroom class.

Grade 3 & 4 are unique because there are groups of students traveling to and from classes however, because the rules and the consequences are the same no matter what classroom the student is in, it should not be an issue. The students learn to work together as *a grade level, not as individual classes when they move from room to room.*

3R's MODIFIED

The former 3R club concept has been eliminated. There will no longer be monthly celebrations however, a 3R special event will be planned after each report card period. Students will be required to save a predetermined number of tokens if they want to attend the 3R event.

PLANNERS and PARENTS K-4 Parents will be informed in the planner on Friday if a student ended the week with ZERO Pride Tokens. In extreme cases where a student forfeits all of their tokens in the same day, parents should be informed and a conference will be planned to avoid future misbehavior.

Middle School (5th-8th) Behavior Plan Variations

On Monday morning the words **FUN FRIDAY** will be written on each teachers white board for the homerooms only. For example: Mrs. Barber will designate a spot to display the three (3) homerooms that

she meets with (two 6th Grade, one 8th Grade class) and 5th grade will display the two (2) homerooms. The class will work as a team to follow the classroom rules:

5th through 8th Grade CLASSROOM Rules

Respect yourself, your classmates and your classroom environment.

- Raise your hand before speaking when directed
- Stay in your seat when directed
- Follow Directions and on task
- Clean up your own area
- Keep hands and feet to yourself
- Make Good Choices

When a student in the **classroom** breaks one of the rules listed above, a letter will be removed from the
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words FUN FRIDAY for that homeroom class. **The group goal, working as a classroom team**, is to have at least (1) letter of the words remaining on the board in each of their core subject classes on Friday at 12 PM. If (1) or more letters remain in each of the groups classes, the class will be rewarded with a predetermined fun activity the last 30 minutes of the day every Friday. The activity will be drawn by a student on Monday morning and written on the board so the class knows the goal they are working toward that week. If in any one of the group's core classes, no letters from the words FUN FRIDAY remain on the board at 12 PM on Friday, that class forfeits the FUN FRIDAY activity and class will continue as normal. The schedule has been designed to accommodate FUN FRIDAY events.

Earned ACTIVITIES

Popcorn Party	Homework Pass & Free Time
Free Time (classroom)	Classroom Dress Down Day (Free) & Free Time
Music/Tech free time	(3) Extra Pride Tokens for each student in the class & Free Computer Time
Student "Choice" activities	
Board Games	Teachers, Parents and Students may suggest activities to be added to this list
Art Activities	Music Activity

5th Grade – 8th Grade INDIVIDUAL Student Rules

On Monday morning, every student will be given (5) Pride Tokens. If one of the individual student rules is broken, the student will give up (1) Pride token per infraction. Students will need at least (1) Pride token to use the slide on the classes designated day or time and (3) Pride tokens for student lounge time. Students will be allowed to eat lunch on designated days in the student lounge. If the student has no Pride token, they may not use the slide until they have earned the token to ride. Students may also "save" Pride tokens from week to week in the OLYMPIAN BANK for purchases from the School Store, Homework Passes or other scheduled events that require Pride tokens (3R's). K-4 and 5-8 Tokens will be color coded and are non-transferable.

Be Responsible for your own actions.

- Class work and Homework is completed and turned in on time
- Arrive to class on time
- Wear the proper uniform
- Be Honest in all matters and make good choices

- Use respectful words at all times
- This plan will be used by all teachers except PE teachers, serving students in Grades 5-8

Physical Education Rules for 5th through 8th Grade

- Students will participate in all activities to the best of their ability
- Students will follow directions
- Students will not break physical contact policies
- Students will use respectful words and tone of voice with adults and classmates
- Students will demonstrate good sportsmanship
- Students will stay with their group as directed
- Physical Education Coaches will inform the students homeroom teacher if a PE rule is broken and the student will forfeit (1) Pride token for each infraction.

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GOLDEN PRIDE TOKENS

- Administration ONLY may award a Golden PRIDE Token to any K-8 student at random for:
- Acts of Kindness
- Going out of the way to be helpful
- Volunteering to be of some sort of service to another student or adult
- Demonstrations of respect above the normal expectations
- Any "Caught you doing good" act from a student

Office Referrals

If in the event a student has lost all of their tokens and then has an additional rule infraction, teachers are to write a referral and send the student to the Assistant School Leader. The Assistant School Leader will review the cause for the referral and act within her parameters by issuing appropriate discipline or will refer the student to The School Leader for further action.

If a student breaks school policy in regard to:

- Bullying
- Physical Contact (Fighting)
- Illegal Substance
- Weapons
- Profanity
- Cheating

Teachers are to immediately write a referral and send the students to the appropriate administrator. All other cases of infractions are covered within the parameters of classroom and individual student behavior.

PARENTS

Parents will be informed in the planner or on Newschoolnotes.com on Friday if a student ended the week with ZERO Pride Tokens. In extreme cases where a student forfeits all of their tokens in the same day, parents should be informed and a conference will be planned to avoid future misbehavior.



"We're concerned about your son. He's the only one at school who treats everyone with respect."

Students are not permitted to use the office phone after school for making social arrangements. The school has very few students who walk or ride a bicycle to or from school. Parents are required to keep written permission on file with the office if their child walks or rides a bicycle. Teachers will have a list of those students and should become familiar with their names and faces. In the event you see a student leaving campus by any means other than bus, afterschool van or parent vehicle, the student should be stopped and sent to the office so that we can verify permission is on file.

At 3:40, if there are no cars in the pickup area, students who are left behind are to be taken to the front office. Teams will determine who will stay behind with students in the auditorium and escort them to the front office for late pick up. A team member will also be assigned to notify the front office when students remain in the auditorium after dismissal is completed.

Many students get picked up in the car circle from outside after school providers; teachers are responsible for knowing which students are being picked up by these programs. Often, the school gets a call that a student's typical pick up method is changing on a particular day. If there is a last minute change, the office will notify you, otherwise, it is never wise to take the word of a child. The best policy is, when in doubt and there is no adult confirmation, proceed with the typical pick up method.

DISMISSAL

Students are assigned a NUMBER according to the following system:

Kindergarten will begin with #1 and will be preceded by a K. When the student is called to proceed to the car line, they will be called by the letter K and the #1, K1, K2, K3 etc.

First grade numbers will begin with the number 100, 101, 102, 103 etc.

Second grade, 200, 201, 202, 203, Third grade, 300, 301, 302, 303, Fourth grade, 400, 401, 402, 403, Fifth grade, 500, 501, 502, 503, Sixth grade 600, 601, 602, 603, Seventh grade, 700, 701, 702, 703, Eighth grade, 800, 801, 802, 803 etc.

You will notice that the students NUMBER begins with their GRADE LEVEL, all 1st grade student numbers will begin with a 1 and 2nd with a 2 and so on. This will be true EXCEPT for siblings. Sibling numbers will begin with a NINE (9). 900, 901, 902.....

Students will be seated in the auditorium in sections according to their NUMBER; this eliminates the need for a teacher knowing the child's name immediately, especially when they are not the classroom teacher. If K15 is called, the teacher knows that it is a kindergarten child, sitting in the kindergarten section of the auditorium.

The last bell will ring for dismissal and the teachers will take the students to the auditorium to be seated and remain SILENT. This is critical and absolutely must be enforced without fail. Remember, we will have about 5-6 staff members on the inside, supervising the majority of our students. There is no way this will work safely if the students are not silent and it is up to the adults to make sure they remain silent from day one, no exceptions.

SIBLINGS will sit together, in their own section and the numbers will begin with a 9. If we see that the students are not silent and it becomes a matter of safety, we will be forced to dissolve the 2 teams and revert back to a system where all teachers have the same hours and will have to have a lunch duty and dismissal duty.

There will be 2 staff members outside directing the cars and calling 4-5 NUMBERS. Those inside will line up the students at the exit door where they will wait for their car to STOP and then will proceed to the car. A staff member outside may have to help our little people open the door or get inside the car.

PARENTS will be notified with a form I will create, what their child's dismissal NUMBER is and told they MUST display the number on the SIDE window of their car, the window facing the auditorium, so the teacher calling the numbers can easily SEE it. We MUST train parents as well as students what is and is not acceptable, again for the safety of the children. No number, no child- the parent will be directed to proceed through the circle, park at the front entrance and wait for the child in the reception area.

We will NOT escort the child to the front office until ALL other students have been safely dismissed. Depending upon how long this takes, for the parent to park and wait, they may learn quickly that they NEED the number displayed properly.

Our new front office set up will not accommodate students being held there when a parent is late. One of the things that your team will need to decide is a "late pick up" rotation, meaning that one team member should be assigned to stay with the students "in the auditorium" until 3:40. If the parent still has not come, then and only then, can the students be brought to the office. Hopefully, this will not happen frequently, but it will be a matter of training and consistency on our part.

AFTERNOON TEAM:

- 1. Team members will be assigned to both the inside and outside of the auditorium for dismissal**
- 2. A team member will be assigned to late pick up duty and what is the rotation**
- 3. Team members will be listening for the numbers and directing the student to the "line up area"**
- 4. A team member will be designated to inform the office of who has not been picked up so we can begin making the calls to the parents.**
- 5. For those who will be volunteering for sports, identify them among your team and avoid giving them an assignment that will make them late for athletic practice or games. (CLUBS AND TUTORING ALSO)**

DISMISSAL (What Parents are Told)



DISMISSAL:

Dismissal begins at 3:15PM for all students. The following rules and guidelines apply to dismissal procedure:

1. Students who walk or ride a bicycle to or from school must have **written parent permission on file**; this information must be updated at the beginning of each school year and as necessary throughout the school year. Students will not be permitted to leave campus without written parent permission
2. Parents must provide **written notification** to the school for students who are picked up by off campus after school vans
3. Changes to the standard form of student transportation must be submitted to the school **in writing**. Telephone calls are not permitted for transportation changes unless it is an emergency
4. Students will only be released to a parent, legal guardian or other individuals listed on emergency contact information cards; **for the safety of our students**, any individual picking up a child may be asked to present proper identification. If proper identification is unavailable or does not match the information on file, the student will be held at school until an authorized individual can be identified.
5. Only students assigned to our bus will be allowed to ride the school bus; **seating is not available** for additional students in the case of students visiting each other after school
6. Students are **not permitted to talk, play with toys, take items out of their back pack or have food during dismissal procedures**
7. Parents are expected to **follow the directions** of staff members during dismissal; entering and exiting only in designated areas, using only the designated perimeter if walking to pick up your child, waiting for your child in the assigned location, ensuring that a staff member sees you taking your child off campus and demonstrating courtesy to staff members, students and other parents
8. Students are **not permitted** to use cell phones during dismissal without a staff member's permission.

DOCUMENTS

The majority of the forms we use are sign and return forms. If parents are sent a form requiring a signature, it is critical that the form be signed, dated and returned to school **the following school day or as requested on the form. Teachers should remind students to return forms on time.**





DRESS

All team members should dress in a manner that represents our profession. If you have questions about what is appropriate, don't hesitate to ask. Additionally, teacher attire should not contradict anything that is prohibited for student attire. The student dress code is published in the student handbook. Athenian Academy is a uniform school. The entire staff is responsible for monitoring adherence to our uniform policies; simply put, if you see a student, regardless of grade level out of uniform, please direct them to the office. Wednesdays

are dollar dress down days for both students and staff members. Fridays are school spirit days and teachers are encouraged to purchase the school spirit shirt otherwise, teachers are required to dress in their regular business casual attire on Fridays. Staff polo shirts are available for purchase and may be worn on any day of the week. Teachers are not permitted to wear flip flops (beach style) shorts or short skirts. Pant length should be below the knee at a minimum. Proper undergarments are mandatory and low cut or revealing clothing is prohibited. Jeans are not permitted unless it is an approved special request, dress down or spirit day.



Uniforms are Mandatory

DRESS (Uniforms)

As in the world of work, clean and appropriate clothing and good personal hygiene are expected. A correlation exists between good grooming/personal attire and student achievement. A similar relationship exists between student dress and acceptable standards of conduct. Recognizing these relationships, the following dress practices **ARE REQUIRED IN SCHOOL:**

Parents choosing to enroll their child in Athenian Academy have done so understanding that the school has a uniform policy. Our uniform policy is mandatory and both students and parents are expected to support the uniform policy by strictly adhering to the policy rules. Uniforms are to be purchased according to the school's authorized policies and worn according to the following:

- Uniforms are to be clean and free from rips or holes.
- Uniforms are to be the proper size for your child; they should not be too big or too small.
- Uniform shorts for both girls and boys are to be fingertip length.
- Uniform skirts or jumpers for girls are to be fingertip length.
- Uniforms are to be worn on Monday through Friday with the following exceptions:

Wednesday is Dollar Dress Down Day*

Students are permitted to pay \$1.00 to their classroom teacher and may wear appropriate casual clothing to school. Dollar Dress Down is completely optional; students not wishing to participate must wear the standard school uniform on Wednesday.

Friday is School Spirit Day*

Students are permitted to purchase from the school, an authorized school spirit shirt and wear them on Friday. Appropriate casual pants, shorts and jeans may be worn with a Spirit Shirt or Uniform shirt on Friday. Spirit Day is completely optional and students not wishing to participate must wear the standard uniform on Friday.



- **DRESS (Prohibited):**
 - Clothing or uniforms of improper size or length
 - Excessively dirty, torn or damaged uniforms
 - Jeans or casual clothing except on school designated days
 - Multi-Color sweaters, jackets or cover ups; outer wear must be (solid color) Royal Blue, Black or White and may not have writing greater than the size of an index card
 - Hats inside the school building
 - Fashionable clothing with large holes
 - Low cut, or revealing clothing including strapless, and spaghetti straps
 - Clothing with offensive writing or designs
 - Open Toe shoes, beach style flip flops or sandals
 - Jeans or casual clothing worn due to cold weather absolutely are not acceptable.
 - Clothing with large or concealed pockets

Athenian Academy reserves the right to decide what school appropriate is. Violation of the school uniform policy is prohibited. Consequences for uniform policy violation include but are not limited to:

DRESS (Consequences for violation)

- For a first offense, a student will be given a verbal warning and the school leader (or designee) will call the student's parent or guardian.
- For a second offense, tokens are forfeited and the student is ineligible to participate in any extracurricular activity for a period of time not to exceed 5 days and the school leader (or designee) will meet with the student's parent or guardian.

- For a third or subsequent offense, a student will receive an in-school suspension for a period not to exceed 3 days, the student is ineligible to participate in any extracurricular activity for a period not to exceed 30 days, and the school leader (or designee) will call the student's parent or guardian and send the parent or guardian a written letter regarding the student's in-school suspension and ineligibility to participate in extracurricular activities.

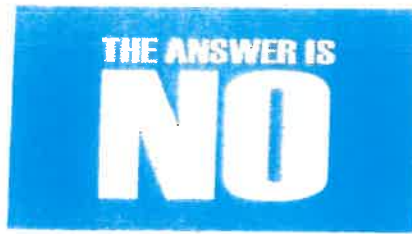
Wearing clothing that exposes underwear or body parts in an indecent or vulgar manner or that disrupts the learning environment not be tolerated.

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Appropriate Uniform

DRESS (Appropriate)

- Authorized/Logo school uniform polo shirts in colors of royal blue and light blue K-4, Red and White 5-8 and Black 8th grade only
- Uniform style shorts and pants in colors of navy blue, black and khaki
- Solid color sweaters and jackets and outer wear in colors of navy blue, white and black
- Solid color leggings or tights in colors of royal blue, white or black
- Closed toe shoes.
- Proper undergarments are to be worn at all times
- Hats may be worn during outside P.E.



An Important Note About Jeans and Winter:

DRESS (Cold Weather)

Authorized school uniforms are available for cold weather. Long sleeve shirts and jackets are available for purchase. Parents are expected to be prepared for occasional cold weather and plan ahead by purchasing long pants and outer wear following the school guidelines listed in this handbook. Jeans and other casual long pants are not permitted for cold weather wear. Every year, parents become very upset when the school calls them to come to school and provide "proper uniform pants" for their child on cold days. Please understand and be informed that our school uniform policy does not change on cold weather days.

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EDUCATIONAL COACHES

The school employs a part time reading specialist, **Mrs. Brenda Horan**. Brenda is an experienced educator with a wealth of valuable information. Brenda is in charge of the reading department, she pulls students out of classes for small group reading instruction. Brenda will provide teachers with a list of students she serves including the days and times she works with them, your cooperation with her limited schedule and availability is expected. Brenda also serves as the school's liaison at the district learning specialist meetings. In addition, Mrs. Horan is in charge of the school's RTI department and works closely with our ESE specialist and gifted teacher, **Mrs. Eileen Hickman**.

EMAIL

Staff members are assigned a specialized PCSB email address for charter schools. Email addresses begin with **c.** this indicates you are employed in a charter school. **This email address is to be used for all communication with parents or students regarding school business.** Teachers **MUST copy the administration** on all behavior and academic concern related emails to parents or students. In addition, if you are planning an activity, please copy "all staff" to ensure communication between grade levels. To copy all staff in an email, type +Athenian in the (To) line and it should default to all staff.

Staff members need to check their email as frequently as possible throughout the school day; email is a major source of internal communication.

ESE/504

It is the teacher's responsibility to know their students. Teachers are required to check the student file for 504 and ESE accommodations as soon as the student is assigned to them.

Charter school facilities must meet state and federal requirements according to the Americans with Disabilities Act (ADA) and Section 504 regarding physical accessibility for individuals with disabilities.

Students with disabilities must be included in state and district-wide assessment programs with appropriate accommodations as written in the IEP.

Alternate assessments must be provided for those children who cannot participate in State and district-wide assessment programs even with accommodations.

The IEP for all students with disabilities will specify how they will participate in State assessments

Special education teachers who provide instruction in the core academic subjects must meet the highly qualified teacher requirements for the core subjects that they teach. This applies to teachers who instruct in resource rooms, regular classrooms or other settings.

1. Teachers need to acquire a working knowledge of the most common disabilities, such as dyslexia, autism, developmental delays, and attention deficit disorder.
2. Teachers need to learn how to make adaptations related to time requirements for completion of tasks, levels of difficulty, and types of assistance that can be given during instructional time.
3. Teachers are required to know how to complete tier 1 and tier 2 worksheets. The worksheets are a vital part of our RTI program and must be kept accurate and current.

Teachers are required to provide the accommodations on 504 plans or IEP. Recent laws have been established that can hold a teacher personally responsible for willfully failing to provide mandated accommodations. The school expects all teachers to comply 100% with documented accommodations.

You can find an abundance of information at: Florida Department of Education,
Bureau of Special Education and Student
Services: www.fldoe.org

EVALUATION/OBSERVATION

Our school is a member of The Florida Consortium for Public Charter Schools: We use their teacher evaluation system. The evaluation is based on a specific, evidence based rubric. The rubric will be given to you during the teacher pre-planning days. Carefully studying this rubric and following the guiding principles is your best path to a successful and highly effective evaluation. New employees are evaluated two times per year; others are evaluated one time per year. Yearly salary increases are a direct result of

the performance evaluation. Teachers scoring effective, through a combination of performance and student achievement receive a 2.5% increase in salary in the new contract year and teachers scoring highly effective receive a 5% increase.

The administration frequently makes classroom observations and walk through visits. Please continue doing what you were doing, it is not necessary to acknowledge the administration or disrupt academic instruction. Teachers will receive written feedback on observation forms which are usually accompanied with helpful information related to the observation topic observed.

FILMS/MOVIES

All films or movies are to be previewed by the teacher. Movies/films should reflect the curriculum unless special permission is granted by the school leader. Only movies with "G" ratings should be shown. If you are showing a film rated PG or PG 13, the office needs to be notified. Parents should be notified that you will be showing the movie, the name of the movie and a permission slip sent home. This notification should be done early enough so that parents have sufficient time to opt out of letting their child view the film. We are dealing with students from a wide variety of backgrounds. What you may not find objectionable, a parent might (based on the content of the film and their knowledge of their child). Remember the "P" in PG stands for PARENT.

FIRE, TORNADO/HURRICANE AND EMERGENCY PROCEDURES (NEW Procedures)

Teachers are responsible for seeing students know what to do during emergency situations. Instructions should be posted in each room.

Lockdown: The school wide phrase for a lockdown will begin with the words "be advised we are in code red" When notified to lock down, all teachers should:

1. Go immediately to the door of the classroom
2. Lock your door(s) and cover your door window
3. Check to make sure it's locked
4. Look up and down the hallway for students, making sure to pull any/all non-threatening students you see into your room
5. Once you have completed #4, pull the door shut
6. Place the students in an area of the room that cannot be seen from the doorway
7. Once you have determined that all the students in your room and the lockdown drill is completed, a member of administration will place a GREEN piece of paper under your door indicating it is safe to unlock the door.
8. Make sure there is NO talking or noises in your room
9. Do not open your door for any reason until the GREEN piece of paper is placed under your door.

An extra key to your classroom should be located in an area where all specials teachers can access it in the event of an emergency. If you need an extra classroom key, please let the office know.

Tornado/Hurricane

When tornado announcement is made, take your students into the hallway. Direct them to line up in the sitting position with their backs against the wall, head ducked between knees and covered with hands or a textbook. Keep students as far away from windows as possible. Ideally, all students should be on the lowest level of the building in a true emergency. Please help your students understand that drills are practice and in a real emergency they may be directed to another area of the building. Frequent reminds regarding the difference will help students know where to go in a real emergency.

Fire

Bring grade book with you as you direct students to the nearest fire exit. Have your class line up outside on the PE court (for a drill) or a safe distance away from the building in a real emergency and take roll. If you know the whereabouts of all of your students, hold up a green piece of construction paper. If you are missing students, hold up a red piece of construction paper. The administration will ask for the number of students in your charge. If your students are in a special, that teacher is responsible for their safety during a drill or real emergency. Teachers need to make the green and red signs promptly and keep them with the grade book.

FIRE MARSHALL

The Fire Department is very picky and will not hesitate to fine the school for violations. **The following are absolutely prohibited:**

Classroom doors MUST be closed at all times when students are present in the classroom. The doors are fireproof and are designed to keep the fire out of the classroom; this is only possible if the door is closed.

There are to be NO extension cords used in the classrooms or offices.

Power strips with multiple plugs are prohibited. The office will supply you with the proper outlets upon request.

Aquariums containing water are prohibited.

Cloth items of any kind must be fire proof. You must provide evidence of fire proof spray upon the request of the fire department official.

Walls in the building and classrooms containing combustible material are not to exceed 20% of the wall space.

FULL STAFF MEETINGS

Beginning in September, Full staff meetings are held in the auditorium on the last Thursday of each month and begin immediately after dismissal. Effort is made to conclude the meetings by 4:15PM however, some may run longer. **Please make note of meeting dates and do not plan personal appointments that will require you to miss a full staff meeting.** BOTH morning and afternoon teams are required to attend monthly full staff meetings.

FUNDRAISING

Please clear your fundraising project with the office. This is to prevent simultaneous fundraisers (which diminishes their effectiveness). In general, the PTA handles most outside fundraisers.

Wednesday dollar dress down money WILL NOT be turned into the office. On a running sheet, document the money collected each week. When you spend any of the money, subtract it from your total and ATTACH THE RECEIPT to your document. Turn in your document with the receipts attached at the end of each month. This program is on an honor basis and designed to give you and your class your own spending money for what you want without having to ask for the money. You may keep the class

money in a locked box in your classroom or if you prefer, you may store your lockbox in the school office.

GIFTED PROGRAM

The School offers gifted classes for all qualified students a half day each week. A list of these students will be distributed to the staff. Students will not be held responsible for any work missed in classes on days they attend gifted class. If you would like a student to be tested for gifted classes, please see the gifted teacher (Eileen Hickman)

GRADES- School Wide

Grading Policy 2015-2016 Grades 1st-8th

All grades must be recorded in Focus.pcsb.org utilizing the **POINT** system. The technology supervisor will set up your teacher grade book on FOCUS, one set up, it may not be changed.

Factors used to determine student grades must include the following items

30%	Tests/Projects	A minimum of 3 grades per marking period
25%	Quizzes	A minimum of 3 grades per marking period
25%	Homework/Classwork	A minimum of 3 grades per marking period
20%	Participation/Effort	A minimum of 1 grades per week

It is imperative that grades are posted in all categories per quarter for accurate student grade calculation purposes.

The comprehensive report cards at the end of each marking period provide information to parents about the student's performance in the core curriculum subjects and related arts courses. Middle school students are evaluated in any credit courses in which they are enrolled. Space is also provided for comments teachers may wish to make.

The scale for grades 1-8 is as follows:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 59% and below

Recording Grades

- a. Teachers will maintain a record of each student's work, progress, and attendance on a daily basis in Focus.
- b. Teachers must assess a variety of student performances such as written assignments, homework, projects, classroom participation/class work, quizzes, tests, and end of quarter/course examinations. Teachers should consider such factors as preparation, daily work habits, quality, and completeness of assignments in evaluating student performance. The Dean will ensure that all teachers apply these procedures in determining grades.

- c. Teachers must record a minimum of two grades per week in Focus; more than two is highly recommended. If a class meets once per week then only one grade per week minimum is required.
- d. Teachers must return graded papers and assignments in order to provide on-going, timely feedback to students and parents. A portfolio assessment of each student's work is required as additional documentation of student performance to be kept in each classroom.
- e. Teachers will grade and give a score for all student assignments.
- f. A student will receive a failing grade for assignments, tests, or quizzes when the following occurs:
 - 1) A student has cheated on a test, quiz, or assigned project.
 - 2) A student fails to produce work within an assigned timeframe.
 - 3) A student who has been lawfully absent fails to produce make-up work in a reasonable timeframe.
 - 4) A student has been unlawfully absent.
 - 5) A student does not demonstrate satisfactory progress at the level of instruction indicated (below 60%).
 - 6) If a student does no work on the task/assessment, the teacher will assign a zero. If a teacher determines that the student did not attempt to meet the basic requirements of the task/assessment, the teacher may assign a zero. This does not preclude teachers from giving daily markdowns to give students every opportunity to complete an assignment before giving a zero for the assignment.

Grades and Progress Reports

1. An interim progress report must be issued to all students at the middle of each quarter. Teachers may issue interim progress reports to indicate a significant change in student attainment of learning outcomes or to encourage students to continue their satisfactory progress. Further, individual teachers may decide to issue interim progress reports with even greater frequency.
2. Teachers must notify parents in writing when their child is in danger of failing at any time during the grading period, even if the Interim Progress Report period established by the school system has passed. Students will receive the grade earned, regardless of notification.

Grades and Parent Conferences

1. By the end of the first grading period, teachers will identify those students whose progress suggests that a parent conference should be conducted in the best interest of the student and his or her achievement and school performance. Teachers will inform parents of the need for a conference.
2. Parent conferences are encouraged at any time during the school year if the conference will enhance a parent's understanding of and support for their child's schoolwork and school performance.

Grades and Student Led Conferences

Following are some of the main reasons that student-led conferences have become a vital part of the learning community:

- Students take more responsibility for their part in the learning process.
 - Student-led conferences give parents a clear insight into the kind of work their child is doing and an opportunity for them to discuss this together.
 - Student-led conferences provide an opportunity for students to reflect on their learning, set goals for continued growth, and demonstrate their communication skills.
- Parents have an important role in supporting their child during student-led conferences. As a parent you can do the following to help make the conference successful for you and your child:
- Be positive.
 - Be interested.
 - Ask questions of your child.

- Listen carefully.
- Celebrate your child's learning with them.
- Keep the focus of the conference on what your child has to share about their learning. (If requested, your child's teacher would be happy to discuss any questions/concerns you have about your child's progress outside of the student-led conference.)
- Be prepared to write a brief reflection/complete a survey about the conference afterwards.

Presidential GOLD:

(ALL) A's or (ALL) E's or (a combination) of A's and E's. in (ALL) classes, in (ALL) 4 grading periods.

Presidential SILVER:

(ALL) A's and B's (ALL) E's and V's (a combination) of E's and V's in(ALL) classes, in (ALL) 4 grading periods.

MIDDLE SCHOOL COURSE REQUIREMENTS:

The basic course requirements are listed below for middle school student progression. Students must pass all twelve (12) of these courses or higher level courses:

- A. Language Arts: Grades 6, 7, 8
- B. Mathematics: Grades 6, 7, 8
- C. Science: Grades 6, 7, 8
- D. Social Studies: Grades 6, 7, 8

MIDDLE SCHOOL GRADES:

The grading system and interpretation of letter grades used in middle and high school shall be as follows:

- A = 4 grade points (90%-100%) (Outstanding progress)
- B = 3 grade points (80%-89%) (Above average progress)
- C = 2 grade points (70%-79%) (Average progress)
- D = 1 grade point (60%-69%) (Lowest acceptable progress)
- F = 0 grade points (0-59%) (Failure)
- I = 0 grade points (Incomplete)

GRADE: (Final Computation):

The four (4) quarter marking period grades shall be used to formulate the final grade for the yearlong course. In the case of semester courses, the two (2) quarter marking period grades will be used to determine the final grade. Final grades are computed by summing the grade point value (A=4, B=3, C=2, D=1, F and I=0) for each grade and dividing by the number of grades. The resulting final grade average is converted to a letter grade based on the scale below:

- A = 3.5 - 4 .0
- B = 2.5 - 3.5
- C = 1.5 - 2.5
- D = 5 - 1.5
- F = 0 - .5

Additional Requirements

Physical education is required in grades 6, 7, and 8 for a minimum of one (1) semester. Any student having written parental consent or who is enrolled in a remedial class may be exempt from the physical education requirement.

A yearlong Civics course is required for grade 7.

MIDDLE SCHOOL PROMOTION:

For promotion to high school, an eighth grade student must successfully complete three (3) courses in Language Arts, three (3) courses in Science, three (3) courses in Social Studies, and three (3) distinct courses in Math.

All courses must be at the middle school level or higher. To be considered for promotion, an eighth grade student must also successfully complete a career planning course (currently embedded in US History and Adv. US History) or career themed course and a personalized academic and career plan.

The promotion of a student from a regular middle school to high school is also based upon successful completion of the Next Generation Sunshine State Standards/Common Core. The standards are embedded in the middle school curriculum.

MIDDLE SCHOOL (8th Grade Graduation):

8th grade students must successfully complete all middle school course requirements to be eligible for graduation and promotion to 9th grade. If an 8th grade student is in danger of failure of a core academic, required for promotion, we will follow the procedure listed below:

1. Mid-way through the 4th grading period, parents will receive a certified letter informing them of the student's possible failure.
2. Upon receipt of the letter, parents should immediately contact the teacher and set up a conference.
3. During the conference, parents will be given information on course recovery options through Florida Virtual School.
4. It is the student and parent's responsibility to contact FLVS and enroll the student in the class that is required for promotion.
5. Please note that FLVS credit recovery classes cannot be completed in time for graduation, making the student ineligible for the following:
 - A) Graduation Field Trip
 - B) Commencement
 - C) Special Commencement Activities
 - D) Return to Athenian Academy to repeat failed courses; students may not repeat grade 8 at Athenian Academy.

GRADES (Plan "B")

It is a good idea to make hard copies of your gradebook at regular intervals. It is not out of the ordinary to have a server or data crash, which results in the loss of data. To prevent this irritating event from becoming a catastrophe, have a written copy of your grade book. Another idea is to save your grades on a USB drive (also called a "flash" drive).

GREEK AND SPANISH

Considering our emphasis on foreign languages, and their direct relationship to our charter, languages are to be taken as seriously and equally as core academics. Classroom teachers are required to share space and supplies with foreign language teachers. Please accommodate language teacher requests

promptly. Please share pertinent student information with language teachers for example, classroom management, units of study, academic weakness , strengths, learning styles and accommodations required for student 504 plans and IEP's.

GREIVANCE PROCEDURE

Inevitably, in a small school, individuals experience "a bad day" when this happens, please keep in mind that we are all human and capable of bad social behavior. In addition, remember that we are a team and we all serve a unique and important purpose. Forgiving and forgetting is always the best course of action when someone is simply experiencing a bad day.

When a staff member is in disagreement or has a concern about an issue, the proper procedure is as follows:

1. Go directly to the individual and speak to them face to face regarding your concerns. Email is not recommended in the case of grievance among team members; email tends to lack emotion and can often be misinterpreted.
2. Request a meeting with your supervisor to discuss the issue, the meeting should include the individual(s) involved in your concern.
3. The administration will mediate and offer suggestions for a reasonable resolution to your concern.
4. Request a meeting with the school leader.
5. If the issue cannot be resolved after following steps 1-4, you may contact a board member. When contacting a board member, be prepared to provide details of your grievance and evidence that you have tried to resolve the issue through the proper procedure.
6. The board member may request a meeting with you and the rest of the board in an effort to help resolve your grievance.
7. The Athenian Academy Board decisions are final.

Please note that Athenian Academy employees are not employed or governed by the Pinellas County School District Board. Contacting the district regarding an internal issue is not only pointless; it is a willful act of failing to follow proper procedure.

HALL PASSES

The teacher is responsible to see students do not leave class without permission. It will be assumed students unaccompanied by an adult or without a hall pass have left your supervision without your knowledge and they will be sent to you for a written explanation. With the exception of older students, a buddy system should be used for safety. Students in grades 3-8th MUST have a hall pass when unaccompanied by an adult. Hall passes are to be teacher designed to include the name of the teacher issuing the pass. The entire staff is expected to assist in enforcing this policy, regardless of the student's teacher.

HOMEWORK

Teachers should decide on a reasonable amount of homework to assign students and only when designed for reinforcement or practice of instruction. Homework is never to be assigned to introduce a new concept. Avoid assigning "busy work". Homework should enhance the lessons in the classroom, and be given for a specific reason. Make-up work will generally be assigned after the student is absent from school. When makeup homework is requested for a student, please be sure to bring assignments for the student before 2PM. It is embarrassing for the office staff when parent requests homework, drives to school, and finds their students' teachers didn't take the time to drop off homework. Students

will have one day for each day of absence to complete the work, unless there are extenuating circumstances. It is the administration's belief homework should not be assigned for completion during school holidays and/or long weekends, as this is family time. There is also a school wide no homework policy in effect during statewide assessments. This includes all grade levels to accommodate siblings of testing students. In the majority of cases, assignments should be completed in class when the teacher is readily available for questions and assistance.

HOURS AND TIMES

Morning Team:	7:45am-3:30pm
Afternoon Team:	8:00am-3:45pm
Students (all):	815:-3:15pm

MORNINGTEAM:

1. Assigned to a lunch duty rotation by the team
2. Team members will be assigned to monitor students in the auditorium until it is time for them to be escorted to the pickup point or the teachers comes to the auditorium to pick them up.

7:50-8:10AM a minimum of (6) of the team members will supervise students in the auditorium until 8:10AM when (ALL) teachers from both teams will come to pick up and escort their homeroom class to the classroom building. *Morning team members will NOT be required supervise the car circle at dismissal and may leave promptly at 3:30.*

AFTERNOON TEAM

1. Team members will be assigned to both the inside and outside of the auditorium for dismissal
2. A team member will be assigned to late pick up duty and what is the rotation
3. Team members will be listening for the numbers and directing the student to the "line up area"
4. A team member will be designated to inform the office of who has not been picked up so we can begin making the calls to the parents.
5. For those who will be volunteering for sports, identify them among your team and avoid giving them an assignment that will make them late for athletic practice or games. (CLUBS AND TUTORING ALSO)

The afternoon team, consisting of 14 staff members, will be responsible to supervise dismissal and create a club or do tutoring. For dismissal, we anticipate that as long as we maintain a "silent rule" from day one, we will need about 5 staff members supervising the seated students in the auditorium and 2-3 more, assisting with loading the cars and the little people requiring assistance into the cars. *Afternoon teams will NOT be required to supervise the lunchroom.*

IDENTIFICATION BADGES

Staff members are required to wear I.D. badges beginning this year. A lanyard will be provided for your badge and your KEYS. The effectiveness of this safety measure will be compromised if adults in the building do not wear their badges on a daily basis. As an additional safety measure, staff will be required to wear their keys on the lanyard at all times to safely and conveniently access the building. New staff members will receive their badge from the company we use to take student photos and will be delayed until the pictures come in.

INVENTORY

Teachers should maintain an up-to-date and accurate inventory of materials and equipment. Texts should be marked with the school name and date of purchase/adoption. Equipment and materials should be permanently marked with the school name. Inventories are completed each December. The administration will assist you with proper inventory procedures.

KEYS

If you have reason to be in the building before or after regular hours, you have a building key and swipe card. However, with that privilege comes the responsibility of assuring when you leave the building it is secure, lights are off, etc. **Do not make duplicates** of any key for any reason. Once again, teachers are required to have their keys in their possession at all times.

LESSON PLANS

Lesson plans are to be written on the standard form and emailed to their supervisor per instructions given. Teachers are required to have a set of substitute lesson plans clearly marked and available for planned absences. EMERGENCY lesson plans must be kept on file in the SHARE DRIVE.

LUNCH

It is extremely important that you escort your students to lunch on time and pick them up on time. We have a limited amount of time to serve lunches in accordance to health department regulations. Teachers on the morning team are assigned to lunch rotation. In the event a team member is absent, it is the expectation of the administration that another team member substitute in the lunch room for the absent team member.

LOST AND FOUND

Coats, jackets, other clothing, and lunch boxes misplaced will be turned into the office. Cell phones, other electronic equipment, purses, and jewelry will be kept in the Assistant School leader's office. Encourage students to write their names on all possessions, and to keep a close eye on them.

MAILBOXES

Staff mailboxes are located in the teacher planning room. **Your mailbox is the primary source of written information for both your classroom and information being sent home.** Please check your mailbox at least twice a day, preferably upon arrival and mid-afternoon.

MONEY

All money received by clubs, classes, or any organization under the direction of the school is classified as school money according to law and must be accounted for within the school bookkeeping system. Money left in the classroom is the responsibility of the classroom teacher. Money obtained through Wednesday dollar dress down will be reported to administration monthly and it is suggested that it is stored in a locked container. **All other money collected for field trips, fundraisers etc. should be turned into the office according to the instructions for the particular event)**

PARENT CONTACT

Teachers are to make contact with parents as often as possible, and record the communication in their communication log. This documentation is needed to avoid misunderstandings in communication.

PARENT CONTACT (PART II)

Please encourage parents to maintain communication with the school through the following avenues:

1. Website: www.athenianacademy.org
2. Email: Copy the administration on all parent emails involving behavior or academic issues
3. Portal: All parents are required to have a portal account
4. Student Planner

* Please note* communication with parents or students through personal email or social media is forbidden during the school year. The ONLY exception to this policy is communication with parents and other school related individuals through the PTA Facebook page. This is a monitored, closed group page and is an acceptable form of social media communication.

PAYROLL and NECESSARY FORMS

All salaried employees should receive their check on the 15th and the last day of each month. If the 15th or last day of the month falls on a holiday or weekend, checks are deposited the last work day before the pay period end the following information must be on file in the office before school starts:

- a. Direct deposit authorization form with a voided check attached
- b. Florida teacher certificate
- c. Application for employment
- d. Verification of fingerprint clearance
- e. Staff demographics form

PERSONAL DAYS

Personal hours will be accrued each pay period. When exceeding PTO, you will be docked the hourly rate of your pay. Please refer to your contract for details regarding the use of PTO. Please inform the office as far ahead as possible for a personal day. Please note that new policies have become effective this year and are detailed on your contract.

Teachers will be allowed leave in accordance with the Family Medical Leave Act (FMLA). This is not paid PTO unless the teacher has a sufficient number of days banked in their emergency fund. Extended or decreased time for leave may be allowed with written doctor's recommendation. With the exception of qualified FMLA, extended leave, even if granted does not guarantee continued employment or return to your current position or salary.

PHONE NUMBERS

A list of staff telephone numbers will be distributed for your exclusive use. Please take care to ensure this document does not fall into the hands of students or parents. We encourage parents to contact you only during school hours by either the school number or email. It is your choice to provide parents or students with your personal telephone number however, we value your personal time and providing personal telephone numbers to non-staff members is discouraged.

PLAYGROUND

Recess is not built into the schedule however, short periods of recess is encouraged in any grade level, whenever possible. The playground can be a place for fun however, is the number one place accidents occur. Teachers are expected to be in close proximity to students during play, always having students in direct vision. Teachers are not permitted to sit for long periods of time, talking to others. Accidents

happen quickly and almost all the time when the teacher is not looking. Please be very diligent, keeping your eyes on the students at all times.

PLANNERS

Students in grade Kindergarten through grade 4 are required to purchase a planner from the school, the cost is \$3.00. Money for planners should be collected in the classroom the first week of school and sent to the office. Please clearly identify the name of the student purchasing a planner and track those students who fail to purchase a planner the first week of school. If you suspect a financial difficulty, please let the office know and the school will provide the student with a planner at no charge. Planners are a major source of parent/teacher communication and require a daily parent signature.

PTA

Athenian Academy has the most active, helpful and thoughtful PTA. Teachers and Parents are expected to be members of the PTA and offer full support and cooperation with the many functions they perform in our school.

QUESTIONS

When in doubt, ASK someone. The administrative team is happy to help you or direct you to the appropriate person to assist you with your questions. Please do not make assumptions based on one person's opinion or way of doing things. Please become familiar with the roles of the administrative team, doing so will be extremely helpful to you in knowing who can best answer your question or point you in the right direction.

RECORDS

We are constantly being asked to be accountable for grades and performance by students in the classroom. You must be able to justify your record-keeping and grading procedures. Additionally, student records are confidential information and should not be shared indiscriminately. For further information on who shall have access to student records and what is considered directory information, see the administration. Cumulative folders are never to be removed from the business office. In the case of IEP planning, the designated teacher should follow the proper procedure for logging out the record and utilize signing the review log area inside the cumulative folder. PIAP records should be maintained by the classroom teacher.

REPORT CARD RESPONSIBILITIES

The teacher is responsible for distributing progress reports and report cards. It is extremely important that this documentation is accurately reported in portal. Teachers will be given the dates and deadlines for reporting grades. Each year, a number of parents try to coerce the administration into "passing" their child because they say they had no idea their student was failing. A "below C" form is located with teacher forms and must be sent home with a student who is falling below grade level in any subject. This is a sign and return form. It is the responsibility of the teacher to follow up with the parent if the form is not returned in a reasonable amount of time.

RULES, REGULATIONS, & POLICY COMPLIANCE

Teachers are expected to do their best work possible, and to comply with all policies. Teachers who are out of compliance will be notified either verbally or in writing as to the improvements necessary to be in compliance. Athenian Academy is an "at will" employer meaning that employment can be terminated at will by the employee or employer. Please refer to your contract for details of at will employment.

SEXUAL HARASSMENT

Teacher-student sexual relationships and student-student sexual harassment are prohibited. The Office of Civil Rights is becoming more involved in these cases, and this area is constantly being defined by the courts. To prevent legal liability, please be aware of the legal ramifications of these issues.

SIGN IN/OUT

For payroll purposes and in case of emergency, teachers are expected to sign in and out of the school.

SMALL GROUPS

All teachers are required to hold small group remediation, check with your supervisor for the assigned time/days.

Please note that teacher led, small group instruction is required and is in "addition to" reading and math remediation performed by the coaches or the ESE specialist.

Small groups are to begin in the month of September. A list of students, intervention time and general topic(s) is due to your supervisor the 3rd week of September.

SOCIAL NETWORKING SITES

Teachers are strongly encouraged to use extreme caution when having a personal page on "Myspace", "Facebook", or other social networking site. Teachers in other schools have experienced problems with inappropriate content being posted on their page by themselves or their "friends". In some cases, teachers have been dismissed due to inappropriate content on their personal webpages. Teachers are forbidden to communicate with students through social networking and are subject to immediate termination of employment for violation of this policy. Teachers are also advised not to use class time to engage in communications with others of a personal nature.

STUDENT FINANCIAL ASSISTANCE

The school has methods in place for students who experience financial difficulty purchasing required school supplies and items throughout the year. Students should never be penalized for a financial inability to purchase requested school items. If you suspect a financial difficulty, contact the school leader immediately. The school leader will communicate with the parent to assist in resolving the issue or the school will provide necessary supplies at no charge. Please direct these situations to the school leader; teachers should not be involved in this process other than communicating the need to the school leader.

SUPERVISION

Supervision of students is your job any time you are on the premises. When correction is needed, do not hesitate. Be polite and treat the student as you wish to be treated. If they fail to respond, act with authority and use the firmness it takes to do the job. Teachers should be aware of the volume, tone, and attitude of their voice.

Teachers and students are not equal. You command respect of students by being a competent, friendly, fair, consistent, firm professional. Enjoy your students, but keep it on a professional basis. Teachers are to maintain control both in and out of the classroom. This includes the halls, cafeteria, other classrooms, and grounds. Always remember you are liable for the students, whether they be in the classrooms, the halls, or in the restrooms. This responsibility extends to all students you encounter regardless of they are "your" student. Athenian Academy is a family, they are 'ALL' your students.

Visibility is the key to supervision. Teachers should be at their door, in a position to monitor students both in the classroom and in the hall during transition times. Teachers are required to escort students to and from specials as assigned.

SUPPLIES AND PURCHASE ORDERS

Items to be purchased must be specifically itemized and fully described on a purchase request. The quantity, description, catalog number, unit price, and total must be listed before it will be signed by the school leader. If you make unapproved purchases, you will be held financially responsible. When order items are delivered, please check and make sure all items are received. "O.K." the packing slips, and turn it in to the administration. If you are purchasing approved items from a local store, be sure to have a copy of the school's tax exempt and turn in the receipt to the school leader immediately.

TARDIES

The procedure for counting tardies is as follows:

1. Students arriving in the classroom 5 or more minutes after class time are tardy and must have a tardy pass issued by the office.
2. All staff members are to direct all students in the hallway to the office, where they are written a "tardy slip".
3. Teachers are asked not to accept any late student into their classroom without a tardy slip.
4. Teachers are responsible for keeping track of tardies
5. Tardies for all classes are used as part of the school wide behavior plan and accurate records are critical.



UNEXCUSED TARDY

1. Oversleeping
2. Missing the school bus
3. Shopping trips
4. Pleasure trips
5. Car problems
6. Heavy traffic
7. Returned for forgotten items

TEACHERS' PROFESSIONAL MEETINGS

Request to attend off campus professional development are to be discussed with the school leader well in advance, and requests must be submitted to the school leader in writing. Teachers attending PD activities should plan to share what they learned with their peers. Teachers are required by contract to participate in the school's online, designated professional development. Please see the school leader for a user name and password. Please refer to your contract for further details.

TELEPHONES, CELL PHONES, IPODS, MP3 PLAYERS, & VIDEO GAMES

You have a phone in your room and this is the only authorized telephone use during school hours outside of your lunch break. During school hours, please keep cell phones on silent or vibrate so it doesn't ring during instructional time. Remember not to make long distance calls at the school's expense unless it school-related. Allow students to use the phone in your room – under your supervision for authorized calls only. **Be sure you are in the room whenever a student uses your phone** and do not allow students to use their cell phone during school hours unless the teacher has designed a specific purpose for use.

TEXT BOOKS

Text books are expensive. Textbooks are to be numbered and assigned to specific students. Damages to textbooks are charged to parents on a percentage of cost from 100% to 25% of the cost of the textbook, depending upon when the damage occurs. Hard cover textbooks should be covered for protection against damage. The teacher is responsible for textbook inventory assigned to their students.

TOBACCO:

Use of tobacco and nicotine products **on school grounds** is a violation of school policy

TUTORING

Beginning in September, tutoring groups will be formed for afternoon team members.

USE OF THE FACILITIES

No one is to use the building/equipment after regular hours without prior approval from the school administration. People wishing to use the facilities must submit a written request (forms available in the office) and provide proof of liability insurance for those participating. Employees are not to remove school or property from the premises without authorization.

VISITORS

All visitors must sign-in at the office and obtain a visitor's pass. This includes nonstudents, parents, sales representatives, friends, guest speakers, etc. Non-students and guest speakers who wish to visit the school must be pre-approved by the office. Please direct anyone without a visitor's badge to the office; this is a critical safety measure.

Parents are permitted to escort their students to the classroom the first day of school. Beginning the second day of school, politely request that parents use the school drop off procedure and discourage walking their students to the classroom. If the parent is persistent, please refer them to the parent handbook and remind them that you are only following procedure. If polite reminders fail, refer them to the school administration.

VOLUNTEERS

Volunteers are a wonderful resource for our school. Submit your volunteer's name, address, etc. for further checks by the school district. Volunteers who will work with students outside of your classroom must submit a volunteer form for a criminal background check and be fingerprinted by the district. Absolutely NO volunteer without level two clearances is permitted to supervise a student or group of students. Teachers are required to submit a list of adults who will chaperone trips or activities to the office and their level two status must be verified prior to the planned activity.

WATER:

Parents are encouraged to send bottled water to school for their children. **Water is allowed to be consumed at will** unless there is a specific reason it is not permitted at a particular time for example; while in the computer lab

WEBSITE

The Athenian Academy website address is: www.athenianacademy.org the website is a great source of information, please visit it frequently.

ZERO TOLERANCE:

In complying with law, Athenian Academy defines zero tolerance to mean that certain kinds of misconduct will always lead to a disciplinary consequence. For certain misconduct, the school leader has discretion as to discipline. All of these policies have been enacted to ensure that your child is safe and has every opportunity to benefit from instruction.

BUT WHAT ABOUT.....?

This is a living document. Any other issues, omissions, or inaccuracies you feel should be addressed in this handbook should be emailed to the school leader at your earliest convenience so that they can appear (or be corrected) in next year's handbook.

What is THAT??

Astro Skate: The PTA sends permission slips home with students to attend ASTRO SKATE once a month. The students return the permission slip along with the money to the office. The students who are going meet in the social hall at dismissal. The PTA representative checks them off and the students go on the Astro Skate Bus to and from the event.

Fall Festival: All classes participate in creating a game or event. Previous things have been cookie decorating, balloon games, fall photos. Etc. In addition, each class chooses a theme for an auction basket. Past themes have been movie basket, family night out, sports, coffee etc. A note goes home from each class, explaining them and asking parents to donate items for your class basket. Tickets are sold at the festival and winners are drawn at the end of the event. Pre-sale tickets are sold at a discounted rate. This year teachers will plan a "CLASSROOM" activity. We finally have our own facility and can make this the BEST Fall Festival yet! We will utilize the entire building (s). The classroom building will be for the games and classroom activities. We will use the cafeteria for food and beverages and the auditorium for the auction baskets. We can also use the outdoor areas for additional fun activities.

Athenian Academy's Salary Schedule

Annual Performance Adjustments

Initial Teacher Salary	\$ 37,000.00
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Annual Performance Adjustments

Percent	Code	Title
5.000%	4	Highly Effective Staff Members
2.500%	3	Effective Staff Members
0.000%	2	Needs Improvement / Developing
0.000%	1	Unsatisfactory

0.000%	Cost of Living Adjustment
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Annual Salary Supplements

Dollars	Code	Title
\$ -	A	Advanced degree In area of certification
\$ 2,180.00	B	Masters degree in area of certification
\$ 3,350.00	C	Doctorate degree in area of certification
\$ -	D	Title 1 School Supplement
\$ -	E	Teaching at a "F" or "DDD" school
\$ -	F	Teacher Shortage Area
\$ -	G	Additional Responsibilities

Movie Night: Middle school hosts several movie nights throughout the year. It is on the school wide calendar and the proceeds go toward the end of the year events for middle school. The movie is held in the social hall and students must have parent permission.

OXI Day- A Greek celebration. Students are working on projects in Greek class to display in the social hall.

Hispanic Heritage: An evening event that the Spanish teachers plan with their students. Last year it was a program that had a lot of dancing and activity. There are several practices for this program, your cooperation is appreciated. The Spanish team typically has practice after school hours.

Costume Parade: Students wear Halloween Costumes to school and the PTA helps with a "Trunk or Treat" as the students parade around the property in costume.

Christmas Program: We have 3 programs one for K-1, 2-4th and 5th-Middle School The programs will begin at 7PM. This is the time for the program. Many staff ask for an earlier time however, Parents need the later time so that they can get off work and be on time for the program. Each class sings a song, recites a poem, basically, presents a Christmas theme class presentation. This always sneaks up on us, so now is a great time to begin thinking of what your class will perform. K-1 (12/16) 2nd-4th (12/17) and 5th-Middle School (12/18)

Pajama Day: YEP we all wear PJ's to school, it is my FAVORITE day of the year. I read "Twas the night before Christmas" to the students while they enjoy hot chocolate ☺

Greek Independence Day: A MAJOR event at Athenian Academy. The Greek team presents a program with the Greek classes. There are a lot of practices involved with this event and your cooperation is appreciated.

Parade: This is the Greek Independence Day Parade in downtown Tarpon Springs. We encourage all students, parents and staff members to attend the parade and help us demonstrate pride of our school and our Greek program. This is one event we would really love to have everyone attend.

Awards Ceremony: This is THE EVENT of the year. We highlight, by invitation only our highest academic achievers. Tracking grades from day one in ALL classes is the key to the success of this event. Students who have ALL A's or ALL A's and B's will receive Presidential awards. In addition, every grade level will get highest GPA awards for all other academics, including languages and Physical Education.

The school participates in MANY events, please be sure to check the calendar and ask questions if you are unsure about what is expected.

Teachers typically plan special classroom parties on:

Halloween, Valentine's Day, Saint Patrick's Day, Christmas. We are initiating a "healthy treat policy" The form is attached to your handbook.



Celebration: _____

Teacher: _____

Date: _____

Time: _____

Number of Students: _____

Dear Parents,

We are planning a classroom celebration. Please follow the directions below if you are able to donate items for our celebration.

Locate the letter your child's last name begins with and if you are able, please donate the item(s) listed For Example: A-C (Adams, Brooks, Campbell) Send back the bottom portion of the form to acknowledge your donation. Thank you in advance for helping us with our celebration!

- A - C Paper Plates
- D-F Napkins and Cups
- G-I Fresh Fruit
- J-L Juice Boxes or Bottled Water
- M-O Cookies
- P-R Fresh Veggies (Cut into small pieces)
- S-U Pretzels or Prepared Popcorn
- V-W Cupcakes
- X-Z Bag of individually Wrapped Candy (1-2 pieces per child)

____ YES my child's LAST name begins with _____ and we will donate _____

Parent Signature _____

THANK YOU!



Team Member Handbook Forms

Teaching and Learning Booklet

- A) Elementary Assessment Updates
- B) Elementary Assessment Calendars
- C) Report Card Schedule
- D) Assessment and Task Calendar
- E) Elementary PMP Criteria and Dates
- F) ELA Minutes K-5
- G) ELA Intervention
- H) K-5 ELA Scope
- I) K-5 Running Records Information
- J) Math Intervention
- K) K-5 Math Assessment
- L) Science Assessment 1-5
- M) *ESE Guide
- N) ELL Guide
- O) PMP Parent Notification Letter K-5
- P) Potential Retainee Parent Letter
- Q) Assessment Folder Information
- R) Administrative Conference Form (Sample)
- S) **Mandatory Teacher Conference Form

Employee Information Form

Bully Investigation Report and Checklist

ELA Intervention Materials List

****Please Note***** All Instructional Staff are expected to know and understand the contents of this handbook, including the forms included in the handbook. It is your responsibility to use the information appropriately. Thank You, Mrs. Hershelman

**Teaching and
Learning Information
2015-2016**

Athenian Academy Charter School



Assessment Update 2015-2016

1. Printed Assessments:

	ELA	Math	Science
Grade 1	Module B, Module D	Cycle 1, 2, 3	Cycle 1, 2
Grade 2	Module B, Module D	Cycle 1, 2, 3	Cycle 1, 2
Grade 3	Sept. Running Record Module B Module C Module D <u>For students with less than 4 checks:</u> March Running Record Module F1 Module F2	None (administered online only)	None (administered online only)

2. Online Assessments: the following assessments will be administered online in Performance Matters.

	ELA	Math	Science
Grade 3	none	Cycle 1, 2, 3	Cycle 1, 2
Grade 4	Module B, Module D	Cycle 1, 2, 3	Cycle 1, 2
Grade 5	Module B, Module D	Cycle 1, 2, 3	Diagnostic Assessment for Grade 5, Cycle 1, 2

General Information

- All sheets **MUST** be scanned by the deadline.
- Teachers are responsible for checking that students close out of the online assessments properly so that the data may be seen.
- It is critical that one person at the school monitors and is accountable to see that all deadlines are met. If the deadlines are not met, the school's data will be incomplete for state and district reports.
- Results from the Common Assessments are to be used to guide instruction and are not to be used as a grade or as part of a grade.
- A code of S (satisfactory) or U (needs remediation) for **Social Studies** will need to be entered in EDS this year. Kindergarten Social Studies will be pulled from Focus. Social Studies has been added because it has been added to the new state statute language.

Elementary OPTIONAL Assessments

These assessments can be used to inform instruction. Other optional assessments will be available through Performance Matters.

ELA

- Grade 1, 2, 4, 5, Module A -
- Grade 1, 2, 4, 5, Module C
- Each ELA Module will include several short, informal formative assessment ideas. Each grade level will be provided with options for formative assessments that are built in to the daily plans and are embedded into routine instructional practices.

Mathematics

- Please refer to the Math Assessment Menu located in this booklet.

Science

- Grades 1, 2 – Cycle 3 –
- Grades 3, 4 – Cycle 3 – administered through Performance Matters

Kindergarten

- Module Assessments –

How much additional time should an ELL receive on an assessment?

An ELL may be provided additional time up to the end of the school day for a test session. Each test session must be completed within one school day.

May test items be read aloud to ELLs?

No. During portions of tests that may be read aloud to students with disabilities, the ESOL or heritage language teacher may provide limited assistance to an ELL using the student's heritage language. This should not be interpreted as permission to read aloud or provide oral presentation of test content in English or in the student's heritage language. Assistance in the student's heritage language is limited to answering specific questions about words or phrases that are confusing the student because of limited English proficiency. Questions must not be answered in a way that would assist the student or lead the student to infer correct/incorrect responses. The following table details allowable assistance in heritage language for FSA and for FCAT, FCAT 2.0, and NGSSS EOC assessments.

	FSA	FCAT/FCAT 2.0/NGSSS EOC
	Allowable Assistance in Heritage Language?	
Directions	Yes	Yes
Writing Passages	No	n/a
Writing Prompt	Yes	n/a
Reading Passages	No	No
Reading Items	Yes	No
Reading Answer Choices	Yes	No
Mathematics Items	Yes	Yes
Mathematics Answer Choices	Yes	Yes
Science Items	n/a	Yes
Science Answer Choices	n/a	Yes
EOC Items	Yes	Yes
EOC Answer Choices	Yes	Yes

Is there a list of approved translation dictionaries?

No. School/district personnel are responsible for ensuring that ELLs have access to English-to-heritage language and/or heritage language-to-English translation dictionaries, such as those made available to ELLs in an instructional setting. Approved dictionaries must provide word-to-word translation only and must not provide definitions in the heritage language or in English. If your ELL is literate in their native language and needs a dictionary, please contact the ESOL office at 588-6068.

Can electronic translation dictionaries be used?

Yes. Electronic translation dictionaries that may be used during testing must meet the same requirements for approved translation dictionaries (i.e., must provide word-to-word translation only and must not provide definitions or other information) without accessing the Internet.

PMP Criteria for Language Arts, Grades K-5, 2015-2016

Teachers are responsible for consistently and accurately entering intervention documentation into EDS for students required to have a PMP.

State statute requires that **reading/language arts interventions be administered daily** to students who are deficient in reading/language arts.

Students who are deficient **MUST** have the interventions documented in EDS for:

- 1.) differentiated instruction **INSIDE** the 90 minute Language Arts Block, **AND**
- 2.) interventions administered **OUTSIDE** the 90 minute Language Arts Block.

They must have both of these documented in EDS, consistently throughout the year.

When determining good cause promotion for third graders who score a Level 1 in FSA Reading, it is often necessary to go back to the kindergarten, first, and second grade PMPs to document “intensive remediation in reading/language arts for more than two years.”

Administrators are responsible for ensuring that this process is consistently occurring. Administrator should have a school-wide plan for checking each teacher’s PMPs for each cycle. The person checking the PMPs should enter their name and date into EDS to document that a review has occurred.

- Students who are **repeating the current grade** must have a PMP written at the very beginning of the school year and retain the PMP all year.
- Students who scored in **the bottom quintile on last year’s FSA Assessment** must have a PMP written at the very beginning of the school year and retain the PMP all year.
- Refer to the **Criteria Charts** for more specific information regarding who needs a PMP.
- Students designated as having a Reading Deficiency (D*) and students designated as having a Substantial Reading Deficiency (SD**) are required to have a Progress Monitoring Plan (PMP). These students must receive **daily intensive remediation outside the 90 minute reading block**. This may be administered by the classroom teacher or by another staff member. The remediation must be documented on the PMP (**electronically documented in EDS**) and **must be updated** as strategies and interventions are changed. This document is a working improvement plan and should indicate **what, how often, and for how long specific interventions are provided**. The PMP should be up to date, accurate, and complete. When an intervention is changed, it should be noted on the PMP. **Complete strategy/intervention documentation and changes must be entered into EDS.**
- Based on ongoing progress monitoring, instruction will be modified for students not responding to a specific intervention that has been delivered with fidelity. When a specific intervention is implemented, it will be noted on the individual student’s Progress Monitoring Plan (PMP) that remains in the student’s folder.
- Once a student is designated as needing a PMP, the PMP remains in place all year, even if the student scores above the criteria on a future assessment period.
- Teachers may choose to write additional PMPs based on classroom performance.
- All students struggling in Language Arts need a PMP, even ESE/ESOL/504 students

PMP Parent Notification Letter
Progress Monitoring Plan (PMP) 2015-2016 (K-5)

Dear Parent or Guardian,

This letter is to inform you that your child has been identified as having a deficiency in Language Arts (Reading/Writing), Math, Science, Social Studies, or a substantial deficiency in Language Arts. (Students identified as having a substantial deficiency in Language Arts may be considered potential retainees.)

_____ **Language Arts Deficiency**
_____ **Language Arts Substantial Deficiency**
_____ **Math Deficiency**
_____ **Science Deficiency**
_____ **Social Studies Deficiency**
_____ **Potential Retainee**

It will be necessary to write a **Progress Monitoring Plan (PMP)** for your child. A PMP is a specific, detailed written plan that identifies what support and services will be provided to your child to help him or her catch up and work at grade level. It is important that we meet in order to develop your child's plan together.

I would like to schedule a conference with you so that we may work together to determine ways we can assist your child in meeting the district/state expectations. You have valuable information to share that will help your child succeed.

If you have any questions regarding this information, please do not hesitate to contact me.

Sincerely,

School Phone # _____

PMP Conference Request
Please sign and return.

Please let me know if you are available to meet for a Progress Monitoring Plan (PMP) conference on _____ at / _____ a.m. / _____ p.m.

If you are not available at this time, please let me know several other options when we may meet together to help plan for your child's success.

Student Name _____

_____ Yes, I will be able to attend the PMP conference at the requested time.

_____ No, I will not be able to attend the PMP conference at the requested time.

Here are some dates and times when I would be available to meet with you.

Parent Signature _____ Date _____

Potential Retainee Notification Letter – 2015-2016

Student Name _____

Date _____

Teacher _____

Dear Parent or Guardian,

Athenian Academy has identified highest student achievement as a major goal.

At this time your child is not meeting Athenian Academy Student Expectations for his or her grade level in the following area(s):

_____ Language Arts _____ Math _____ Science _____ Social Studies

and has a Progress Monitoring Plan (PMP). ESE students will also have an Individual Education Plan (IEP). The purpose of the PMP is to explain alternative instructional strategies that are being implemented.

Based on the information received from assessments, classroom performance, and/or teacher observations, your child has been identified as a **potential** retainee.

Your child will be given other assessments to help determine whether he or she will be promoted or retained at the same grade level for the following school year.

Alternative instructional strategies will be implemented in the classroom. Other school staff members may also be implementing additional intervention strategies with your child.

Please check with your child's teacher regarding possible extended learning opportunities (limited tutoring services) that may be available to assist students who are severely struggling in reading. This is an optional service available at some schools and parents are responsible for transportation.

If you have any questions regarding this information, please do not hesitate to contact me.

Sincerely,

Teacher Signature

Student Name _____

I understand that my child is a **potential** retainee based on assessment information as well as student performance.

Parent Signature _____

Date of Conference _____

Assessment Folder Information

Teachers of kindergarten students and students new Athenian Academy should begin an **Assessment Folder**. This folder will contain items such as the PMP Intervention Strategies Sheets for identified students, ongoing Running Record assessments, and other items to document the student's academic performance. It is kept in the classroom teacher's room during the year. If a student transfers, it is sent to the receiving school **with** the cumulative folder, but **not** in the cum folder.

In the beginning of this year (2015-2016) teachers should review the available data for their students. This data may be found in Performance Matters, Baseball Card, EDS, Focus, etc. Please look carefully at any PMPs included in this folder. **ALL PMPs remain in this folder for the students' elementary years.**

Kindergarten: Keep the following in the Assessment Folder.

- Kindergarten Running Record Form
- Kindergarten Progress Monitoring Plan Intervention Strategies Sheet (K-PMP)

First and Second Grade: Keep ongoing Running Record forms and PMPs in this folder.

Third Grade: Each third grader should have a **Third Grade Maroon Folder** in addition to the above mentioned folder. These folders are ordered by the school secretary, from Office Depot. The maroon folder is kept in the classroom teacher's room during the year. At the end of the year, it is given to the Principal for use in the Promotion/Retention Process. All promotion/retention documentation documents must be kept in this folder. At the completion of the process the maroon folder is put in the student's cum folder and kept there for documentation purposes.

Third Grade: The Math and Science Common Assessments are given online. Keep ongoing Running Record forms and PMPs in this folder.

Fourth and Fifth Grade: These Common Assessments are given online. Keep ongoing Running Record forms and PMPs in this folder.

Exceptional Student Education (ESE)

Specially designed instruction is a set of services – it is not a place; therefore, it is not defined by where it occurs. The only specification in IDEA is that specially designed instruction must be provided in the least restrictive environment.

With the development of instructional technology and implementation of universal design principles that include multiple options for access and expression during learning, the least restrictive environment for most students is the general education environment.

An additional benefit of this is the opportunity to prepare students with disabilities for transition to productive postsecondary life that reflects more accurately their schooling experiences.

Specially designed instruction is described on the student's IEP to include the evidence of need (i.e., present levels of academic achievement and functional performance); frequency, location and duration of interventions; accommodations; and modifications.

Interventions for students with disabilities differ from that of struggling students in that students with disabilities need sustained intensive interventions due to the nature of their disability, whereas struggling students require intensive interventions for a short period of time to close the gap that is often caused by lack of access to effective instruction. However, the pedagogy of specially designed instruction and intensive interventions are the same because both are based on an individual student's needs.

Curriculum Maps for students with disabilities describe researched-based interventions available through the ESE department.

Core Instruction and Alternate Achievement Standards

Core instruction can be based on general education standards or the alternate achievement standards (Access Courses). Students who receive core instruction in the alternate achievement standards primarily receive their core instruction from an ESE teacher. However, with the assistance of an ESE support facilitator, general education teachers can also deliver core instruction on alternate achievement standards (Access courses).

Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction. For students who participate in a modified curriculum, the IEP team should determine that it is most appropriate to use grading procedures that reflect the student's expected level of performance in relation to progress toward pre-established learning criteria, which would be the Alternative Florida State Standards. In this case, it is essential that all members of the IEP team, including the student and parent(s), have a clear understanding of how the student will be graded.

Accommodations for Instruction

Accommodations are authorized for any student who has been determined eligible as a student with a disability and has a current IEP or has a plan developed under Section 504 of the Rehabilitation Act. The accommodations must be identified on the student's IEP or Section 504 plan. Decisions about accommodations are made on an individual basis by the IEP team for each student with input from educators, parents, and the student. Accommodations should be implemented as needed during instruction to increase learning.

The IEP team must consider the student's need for **assistive technology** annually. An assistive technology device is a piece of equipment or product that can increase, maintain, or improve the functional capabilities of a student with a disability. Assistive technology services are provided to assist in the selection, acquisition, or use of an assistive technology device.

The important consideration is whether the accommodation helps the student master the standard. Students who experience mastery of standards, given scaffolded supports – including accommodations during learning activities – are more likely to demonstrate growth on statewide assessments that are aligned with the standards.

Accommodations for Testing

Accommodations are changes or adjustments to standard testing procedures or materials that enable a student with a disability to participate in state or district assessments.

Accommodations that negate the validity of a statewide standardized assessment are not allowable.

The use of allowable statewide assessment accommodations are based on current instructional accommodations and the accessible instructional materials that are used regularly by the student in the classroom.

<http://www.fldoe.org/esc/tap-home.asp>

Assessments

Any student with a disability who is designated as eligible to take the Florida State Assessment should be given ON GRADE LEVEL Common Assessments for each of the assessment cycles. Students who qualify for the Florida Alternate Assessment and are instructed on Alternate Achievement Standards may take OFF GRADE LEVEL assessments for each of the assessment cycles. Only the on grade level scores will be entered into EDS. An IEP team addresses annually if a student is instructed on Access Courses (modified curriculum) and assessed on the Florida Alternate Assessment. A student must meet certain criteria in order for this to be a consideration of the IEP team.

Grading for Students with Disabilities

Decisions about grading practices for a student with disabilities should mirror the IEP team's decision about whether the student's needs can be accommodated within the general curriculum (Florida Standards) or whether the student requires a modified curriculum (Access Standards).

Accommodations are adjustments made to the way skills and concepts are taught and assessed but do not affect the expected outcomes in relation to the Florida State Standards. If the student with a disability participates in the general curriculum with accommodations to instruction and assessment, the teacher implements the accommodations and then grades the student according to the established learning criteria. It is critical for the teacher to have a clear understanding of what he or she expects the students to learn.

For example, the students in the class are expected to calculate long division problems accurately. The teacher designs a test to include 20 problems to be completed in a 50 minute class period. As an accommodation for a student who has a disability that interferes with his or her ability to respond to many problems in a limited time, the teacher may allow the student to break the test up over several sessions. Alternatively, the teacher may determine the student can demonstrate learning by completing fewer long division problems as long as they are of the same level of difficulty as those completed by other students. By adjusting instruction and assessment using accommodations needed by the student, the grade can be calculated with assurance that it reflects what the student has had an opportunity to learn.

Modifications are changes in the way skills and concepts are taught and assessed, and modifications are changes in expected outcomes and curricular standards. When students with disabilities are unable to meet the expectations of the general curriculum, the expectations are modified. Modifications to the curriculum are generally used in coordination with an assessment that is compatible with the modified expectations. Grading systems that should be used for students using curriculum modifications should reflect the student's expected level of performance based on Alternate Florida State Standards and the functional level that the student is working on in Access coursework.

Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction. For students who participate in a modified curriculum, the IEP team should determine that it is most appropriate to use grading procedures that reflect the student's expected level of performance in relation to progress toward pre-established learning criteria, which would be the Alternative Florida State Standards. In this case, it is essential that all members of the IEP team, including the student and parent(s), have a clear understanding of how the student will be graded.

Information above has been taken from the FLDOE Technical Assistance Papers and www.cpalms.org

Exceptional Student Education Supports Universal Design for Learning (UDL)

- Provide Multiple Means of Representation
- Provide Multiple Means of Action and Expression
- Provide Multiple Means of Engagement

More information regarding the Three Principles of Universal Design can be found at www.cast.org, or www.udlcenter.org

Our Vision of Excellence in Exceptional Student Education (ESE)

All students are general education students first. We strive to support students in building the skills they need to meet the demands of college, career, and life and to engage as productive citizens of the world. *In addition to fulfilling Our Vision of Excellent Instruction for all core content areas:*

Students work towards mastery of meaningful Individualized Education Plan (IEP) goals in their Least Restrictive Environment (LRE). As special educators, it is our responsibility to engage students in differentiated work designed to support mastery of their academic, social/emotional, and functional IEP goals. We design strong IEPs representative of students' present levels of performance. We also implement strategies and assess their IEP goals. We collaborate with students' educational teams to help students master grade-level standards and provide them with access to equal academic and social experiences of their same-age peers.

Students learn the foundational skills they need to engage in rigorous, grade-level content. Students work to develop a foundational set of skills that allow them to access the rigorous, grade-level curriculum and set them up for success in the general education classroom. These include literacy and math skills as well as strategies to improve their metacognition, executive functioning, social and life skills.

Students receive the supports they need to do the thinking. We understand how students' exceptionalities affect their learning and behavior and create opportunities for all students to demonstrate their thinking. We don't use students' disabilities as a crutch and don't let them use it as one either. In order to help them access content, effectively transition within and outside of the special education classroom, and engage in meaningful and positive relationships with peers and adults, we may need to provide students with additional supports in order to ensure an equitable learning environment for students with disabilities. We provide students *only* with the supports they need and work diligently to promote their independence by gradually reducing said supports so that students either no longer rely on them, or become self-sufficient in replicating them. In rare circumstances, for students with significant cognitive disabilities, and only when dictated by the IEP, we provide students with a modified curriculum. Students with significant cognitive disabilities may engage in modified instruction that is aligned to grade-level Florida Access Standards.

Students have an advocate for their academic, social, and emotional needs. At the heart of special education is a civil rights issue; all students deserve an equal education, and historically many of our students with exceptionalities have been denied this basic right given their differences. As special educators, we work to ensure our students are provided a free, appropriate public education (FAPE) as required by the Individuals with Disabilities Education Act (IDEA) just like their peers without disabilities. We act as advocates ourselves and empower students and their families to advocate for their basic rights.

All teacher actions are based upon data.

Subsequent student actions are a result of the teacher actions.

We embrace the paradigm of The Least Dangerous Assumption about educating Students with Disabilities is central to promoting students' learning, inclusion, achievement, and quality of instruction.

Exceptional Student Education (ESE)

Student Actions

- Engage in differentiated, individualized or small-group instruction that is aligned to grade-level standards and Individualized Education Plan (IEPs)
- Be prepared to be a learner
- Learn foundational literacy and math skills to comprehend worthwhile text and solve problems in the general education setting
- Demonstrate metacognition by using strategies across settings and reflecting on their approach to solving academic problems
- Practice and demonstrate important social and life skills within and outside of the classroom
- Engage meaningfully with the IEP team and related service providers across settings to access accommodations and modifications and meet academic, functional, social/emotional, and behavioral goals
- Persist through discussions and problem-solving tasks using functional mode of communication, which may include the use of augmentative or alternative communication systems
- Engage in rigorous texts/materials and challenging content in multiple ways, with or without the use of assistive technology and other supports
- Demonstrate independence by responding to increasingly complex directions and by implementing organizational and planning systems
- Respond to appropriately complex tasks and activities independently
- Use visual supports and respond to teacher prompt (as needed) to execute transitions with little interruption to instructional time
- Track progress toward IEP goals with or without teacher support
- Demonstrate an understanding of rules and expectations by monitoring own behavior and/or by responding to positive behavior supports and interventions
- Use self-regulatory skills to manage behavior and emotions
- Embrace the needs of peers by providing them with the support and encouragement they need to meet their goals
- Demonstrate awareness of own academic, functional, social/emotional, and behavioral needs by discussing their strengths and areas of growth
- Advocate for their needs by requesting accommodations and supports, aligned with their IEP, that will allow them access to the same content as their same-aged peers

Teacher Actions

- Ongoing collaboration with all stakeholders including general education teachers, administrators, parents and school-based staff that support the student
- Collaborate with students' IEP teams and related service providers to deliver differentiated instruction that is aligned to grade-level standards and/or IEP goals
- Use evidence-based practices for students with disabilities to teach foundational literacy and math skills as a pathway to grade level work
- Embed metacognitive strategies into content-based instruction to teach students critical memory and engagement processes they can use to access, retain, and generalize in important content
- Promote student independence by teaching, modeling and practicing social and life skills
- Utilize students' IEP teams and related service providers across settings to ensure students receive the data-driven accommodations and modifications
- Collect data and monitor progress towards IEP goals and objectives and make adjustments to accommodations and interventions accordingly
- Provide multiple opportunities for students to engage in and respond to instruction using their primary mode of communication, which may include the use of augmentative or alternative communication systems
- Gradually fade supports to promote student independence
- Make rigorous texts, materials, content, and activities accessible to students through supplementary aids including annotated texts and assistive technology
- Break down complex instructions and skills for students into smaller tasks
- Use visual supports and other prompts to support efficient transitions
- Implement Positive Behavior Intervention Plans (PBIPs) that consider the function of students' behavior
- Use positive behavior supports including individual, class-wide and school-wide behavior plans
- Use de-escalation strategies to intervene safely and appropriately when students are in a crisis situation
- Create an inclusive learning environment that celebrates students' unique needs
- Provide regular opportunities for students to understand their disability, discuss their strengths, areas of growth, needs, and progress towards short and long-term goals
- Teach, model, and practice assertive communication skills to support students' ability to advocate for their needs
- Teach executive functioning and self-determination skills to enhance organization and self-advocacy

English Language Learners (ELLs)

There are two important goals we need to accomplish together in educating ELLs:

- **Access to Florida Standards.** ELLs across all levels of language proficiency **MUST** have access and fully engage with the rigorous grade-level standards.
- **English Language Development.** We must ensure that ELLs are developing their English and closing the academic language gap. The English language development must be integrated and delivered in a manner so that all ELLs can meet the demands of the Florida Standards.

Instruction must fully engage ELLs, accelerating language acquisition and learning across the day. There are two critical elements in helping ELLs succeed:

- **Focused Language Study (FLS):** This element calls for dedicated time for focused instruction in how English works, providing ELLs with an understanding of the basic structures of language — in all four domains — for a variety of registers, especially the academic register needed to engage in academic discourse across all content areas. This dedicated English language development time with an ESOL teacher may be provided to ELLs in a variety of configurations, for example, as part of the ELA class or as a stand-alone ESOL class.
- **Discipline-specific and Academic Language Expansion (DALE):** This element calls for the development and expansion of discipline-specific and academic English across the day by all teachers and integrated into all subjects. The language learning that occurs during a student's experience with the different content areas (i.e., social studies/ history, science, math, English language arts) is especially valuable for ELLs because it extends and stretches their language development in new and various directions. It also deepens a student's understanding of how language can be used for diverse purposes and in different ways. This is the only way that ELLs learn to use language in the different academic registers.

Grading: Academic performance of ELLs must be monitored and evaluated against grade level standards. Each student classified as an ELL shall be graded based on his/her academic progress at his/her level of English proficiency. The teacher must document that accommodations and strategies of instruction and assessment were employed which allowed the student to demonstrate progress in the achievement of the benchmarks and grade level expectations. A grade of "Unsatisfactory", "D," or "F" may only be assigned to an ELL if he/she received appropriate accommodations and strategies in instruction and assessment and the student demonstrated no progress toward achieving the standards and grade level expectations at his/her level of English proficiency. ELLs are required to participate in and demonstrate mastery of the general curriculum, and the teachers are required to implement and document the individualized accommodations in providing the comprehensible instruction, equal in amount, scope, sequence, and quality to that provided to native speakers of English and aligned with the Florida Standards benchmarks and grade level expectations, course descriptions, and district curriculum frameworks. No alternative grading system shall be established for ELLs.

School accountability and ELLs:

According to the SB 1642, ELLs will be included in accountability/ school grades as follows:

- Percentage of students passing statewide standardized assessments in ELA, Math, Science and Social Studies – only ELLs who have been enrolled in U.S. Schools for **more than 2 yrs.** starting with **DEUSS – Date of Entry into U.S. Schools**; This data element can be found on the ELL tab in FOCUS for each LY (ESOL) student.
- Percentage of students who make learning gains in ELA and Math - all ELLs are included
- Percentage of students in the lowest 25% in in ELA and Math – all ELLs are included

II ELLs are required to participate in all assessments – no exceptions. According to SB 1642, ELLs do not count towards the school grade within their first two years of receiving ESOL services. They do count in the percentage of students who make learning gains in ELA and Math, as well as in percentage of students in the lowest 25% in ELA and Math.

Retention

ELLs shall not be retained solely on the basis of their limited English language proficiency. This exemption may only occur on an individual basis and as a result of a decision made by the school's ELL Committee. **The ELL Committee must meet to make the appropriate decisions regarding the retention of an ELL.** ELLs shall not be retained if instructional strategies, materials and assessment have not been modified and modifications documented to meet their needs. ELLs must be provided with comprehensible instruction appropriate for his/her level of English proficiency and equal, in amount, sequence and scope as that provided to non-ELLs

Exemption from Mandatory Retention in Grade 3 - Good Cause Exemption: ESOL

- As stated in the Florida state statutes, if a student's reading deficiency is not remediated by the end of grade 3, the student must be retained unless he or she is exempt from mandatory retention for good cause.
- The **good cause exemption for ESOL students** is defined as: ELL students who have had less than 2 years of ESOL services. **Less than 2 years of ESOL services starts from the "Date Entered U.S. School" (DEUSS).** This state-reported data element can be found in FOCUS on the ELL tab. **Do not use the Date of Entry into ESOL as a definition of 2 years of ESOL instruction.**
- At the end of the year, the **ELL Committee must convene** to document the promotion/retention recommendations concerning "two star students."

NOTE: The ELL Committee must meet any time an ELL is being considered for retention.

State Board Rule: SBR 6A-1.09421(6) Assessment of Limited English Proficient (LEP) Students

“No promotion or retention decision may be made for any individual student classified as LEP based solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a particular district’s formal assessment process. **A formal retention recommendation regarding a LEP student may be made through action of a LEP committee.**”

Assessment Accommodations for ELLs

ELLs who are eligible for testing accommodations (students coded LY in FOCUS) should receive accommodations appropriate to their level of English language proficiency, according to their most recent English language proficiency assessment, and level of literacy in the native language. In other words, testing accommodations for ELLs (English Language Learners) are based on individual needs: not all ELLs need the same combination of allowable accommodations. In our district **all ELLs are required to participate in all assessments** – no exceptions. According to SB 1642, ELLs do not count towards the school grade within their first two years of receiving ESOL services. They do count in the percentage of students who make learning gains in ELA and Math, as well as in percentage of students in the lowest 25% in ELA and Math.

Are ELLs eligible to receive accommodations?

Yes. Students who are identified as ELLs (coded LY in FOCUS, ELL/ESOL Tab) should receive the following accommodations on FSA and FCAT/ FCAT 2.0/NGSSS EOC assessments:

- **Flexible Setting** – ELLs may be tested in a separate room with the English for Speakers of Other Languages (ESOL) or heritage language teacher acting as test administrator. Parents/guardians must be informed of this option for students not of legal age and shall be given the opportunity to select the preferred method of test administration.
- **Flexible Scheduling/Additional Time** – ELLs may take a test session during several brief periods within one school day and may be provided additional time. Each test session must be completed within one school day.
- **Assistance in Heritage Language** – For specified portions of tests, ELLs may be provided limited assistance by an ESOL or heritage language teacher using the student’s heritage language.
- **Approved Dictionary** – ELLs may use an approved English-to-heritage language and/or heritage language-to-English translation dictionary. The dictionary must provide word-to-word translations only and may not contain definitions or other information. Electronic translation dictionaries that provide word-to-word translations only without access to the Internet may be used.

Are ELLs eligible for paper-based accommodations?

No. In order to receive paper-based accommodations, an ELL must also have an IEP or Section 504 plan that identifies the need for paper-based accommodations or reside at a Department of Corrections facility.

Can an ELL be exempt from the FSA ELA assessment?

In our district **all ELLs are required to participate in all assessments** – no exceptions. According to SB 1642, ELLs do not count towards the school grade within their first two years of receiving ESOL services. They do count in the percentage of students who make learning gains in ELA and Math, as well as in percentage of students in the lowest 25% in ELA and Math.

ELA Minutes: Kindergarten -

Word Work/ Foundational Skills	Close-In Study of Grade Level, Complex Text	Explicit Reading Instruction followed by Guided Practice, Independent Practice, and Reflection	Explicit Writing Instruction followed by Guided Practice, Independent Practice, and Reflection
<p>Whole group grade level word work instruction should occur daily.</p> <p>Teachers might use a shared reading text as a model for specific word work concepts.</p> <p>Shared Reading: Familiar text is used to examine application of word word/foundational skills.</p>	<p>This could be:</p> <p>Read Aloud: the teacher does the heavy lifting of the reading. Students are engaged in complex thinking, writing about reading, and talking to others about what's being read.</p> <p>Shared Reading: all eyes are on the complex text together. Students are reading and engaged in complex thinking, writing about reading, and talking to others about what's being read.</p> <p>Multi-media: analysis/interpretation: text can be art, music, video, sculpture, audio clips, photographs and such. Students analyze the text, write about the text, and talk to others about their ideas.</p> <p>Close Reading: during read aloud, shared reading, and analysis of multi-media, students often return to parts of the text to re-read closely for a specific purpose.</p>	<p>Explicit Instruction in reading should be followed by:</p> <p>Independent Practice:</p> <ul style="list-style-type: none"> • practice reading instructional level text • opportunities to practice reading grade level complex texts independently <p>Guided Practice with complex text: small group differentiation using complex text from shared reading/close reading/read aloud</p> <p>Guided Practice with instructional level text: guided reading groups</p> <p>Guided Practice in one-to-one conferences</p> <p>Reflection:</p> <ul style="list-style-type: none"> • independently using a rubric • reflect in a notebook • engage in peer reflection • whole class reflection/share session 	<p>Explicit Instruction in writing should be followed by:</p> <p>Independent Practice: Students write:</p> <ul style="list-style-type: none"> • independently • with partners • in small groups <p>Guided Practice:</p> <ul style="list-style-type: none"> • guided practice in small groups • guided practice in one-to-one conferences <p>Reflection:</p> <ul style="list-style-type: none"> • independently using a rubric • reflect in a notebook • engage in peer reflection • whole class reflection/share session
<p>Vocabulary instruction should occur throughout the daily components of instruction.</p>			

Science 5 E Instructional Model

5 E Phase	Key Elements	Examples of Implementation (not listed in order of significance)
Engage	<ul style="list-style-type: none"> ● 10% Routine – Learning Target Sparks student interest Introduces learning target Elicits prior knowledge ● Success Criteria – 20% Routine 	Quick demonstration/Read aloud Formative Probe* OWL Chart*/ Brainstorming Video clip (no sound as to not frontload vocabulary) Picture Walk (discuss pictures in book) Schoolyard Walk with purpose
Explore	<ul style="list-style-type: none"> ● 10% Routine – Learning Target Concrete learning experiences/research so students can begin construction meaning of concepts ● Success Criteria – 20% Routine 	Investigation (formal or informal) Experiment (hands on or digital) Construct Models It can be a combination of an investigation or an experiment that includes constructing a model
Explain	<ul style="list-style-type: none"> ● 10% Routine – Learning Target Students construct their ideas through written and verbal explanations Teacher begins to <i>formally</i> attach vocabulary and labels. Teacher identifies student misconceptions and depth of understanding through conferring and accountable talk, Students work collaboratively in partners and small groups ● Success Criteria – 20% Routine 	Purposeful texts aligned to learning target Video clips with sound and focus questions Multiple choice with reasoning Short Response Think-Pair-Share Word Sorts Concept Maps-graphic organizer Literature PowerPoint with focus questions Thinking Skills-compare, contrast, analysis
Elaborate	<ul style="list-style-type: none"> ● 10% Routine – Learning Target Students reaffirm, extend or apply knowledge of concepts in new situations Teacher provides additional purposeful interactions with aligned vocabulary. ● Success Criteria – 20% Routine 	Vocabulary games/strategies Non-fiction writing 2 nd Investigation Video with sound Web-based simulations Thinking skills – compare contrast
Evaluate	<ul style="list-style-type: none"> ● Students understanding of concepts are evaluated. ● Recorded evidence of conceptual understanding is analyzed. 	Science Learning Activity Guides (SLAG-5 question progress monitoring) Formative Probe – (given 2 nd time) Final Reflection in science notebook Non-fiction writing with purpose Multiple choice with reasoning Produce a product

Science Assessment Menu Options

Assessment of student learning is ongoing. Implementation of formal and informal assessment strategies identify conceptual understanding. Pre- instruction formative instruction assessments are diagnostic for teachers to find out students' existing preconceptions and misconceptions. Formative assessments can monitor student learning which assist teachers in making informed decisions on teaching practices. Summative assessments are used to measure the level of understanding to which students have achieved the learning targets/goals. Effective use of assessment data will impact lesson planning, materials selection and instructional strategies.

PURPOSE

ASSESSMENT RESOURCES

Assessing Prior Knowledge	<ul style="list-style-type: none"> *Component of each SLAG *OWL – What have I already Observed? What questions do I Wonder about? What have I Learned? *Assessment Probes (Uncovering Student Ideas in Science – Page Keeley – purchased for each school and should be housed in a Teacher Resource Area) *Formative Assessment Classroom Techniques: FACT– Page Keeley) (purchased for each school and should be housed in a Teacher Resource Area) *Success Criteria Matrix includes prior knowledge “I Can” statement (learning target) Grades 1-5 - (Student Learning Goal Tracking Matrix)
Formal Assessment	<ul style="list-style-type: none"> * Science 5E’s Module Evaluations (grades 1-5) (Built into SLAG grades 3-5) *Teacher-developed assessments *Pinellas County District Assessments, 1st – 4th: 2 cycles & 5th– 1 Diagnostic 2 Cycles
Informal (Daily) Assessmen t	<ul style="list-style-type: none"> Success Criteria Matrix (Student Learning Goal Tracking Matrix) Guiding Essential Questions in 5E Science Modules (Science 1-5) 5 E Science Module Evaluations (grades 1-5) (3-5 built into each SLAG) Science Notebooks-Journals using rubric to monitor quality reflections (grades K-5)
Test Preparation	<ul style="list-style-type: none"> Success Criteria Matrix (Student Learning Goal Tracking Matrix) Science FCAT Practice test (provided by state) Computer games (Jeopardy, Fusion: Think Central) Science Questions of the Week on Moodle Science Notebooks and SLAGS (Grades 3-5) BOAST (5th Grade)
Ongoing (daily) Assessmen t	<ul style="list-style-type: none"> Teacher observation and questioning Science Notebooks-Journals (grades K-5) Science Module 5E’s Evaluations (grades 1-5) (Built into SLAG grades 3-5) Success Criteria Matrix(Student Learning Goal Tracking Matrix)
Product Assessment	<ul style="list-style-type: none"> Science Notebooks-Journals (grades K-5) SLAG – Grades 3-5 Success Criteria Matrix(Student Learning Goal Tracking Matrix)) Science Research Projects (SEAMS, mini and show boards) Models

Intervention	Grade	Materials	Location of Materials	Who is Trained	Who Needs Training
Phonemic Awareness		Earobics Great Leaps SRA Phonemic Awareness:Early Inter FCRR Activities			
Phonics		Making Sense of Phonics(Beck) Earobics Great Leaps Destination Reading Build Up FCRR Activities Reading Mastery			
Fluency		Quick Reads Great Leaps New Heights Harcourt Intervention Kits FCRR Activities Reader's Theater			
Vocabulary/ Comprehension		Quick Reads Sundance Comprehension Kits FCRR Activities Making Meaning 1 st -4 th Reading Express Elements of Reading: Vocabulary and Comp.			
Oral Language		Let's Talk About It			

ELA Minutes: Grades 3, 4, and 5 -

<p style="text-align: center;">Close-In Study of Grade Level, Complex Text</p>	<p style="text-align: center;">Explicit Reading Instruction followed by Guided Practice, Independent Practice, and Reflection</p>	<p style="text-align: center;">Explicit Writing Instruction followed by Guided Practice, Independent Practice, and Reflection</p>
<p>This could be:</p> <p>Read Aloud: the teacher does the heavy lifting of the reading. Students are engaged in complex thinking, writing about reading, and talking to others about what's being read.</p> <p>Shared Reading: all eyes are on the complex text together. Students are reading and engaged in complex thinking, writing about reading, and talking to others about what's being read.</p> <p>Multi-media: analysis/interpretation: text can be art, music, video, sculpture, audio clips, photographs and such. Students analyze the text, write about the text, and talk to others about their ideas.</p> <p>Close Reading: during read aloud, shared reading, and analyzing multi-media, students often return to parts of the text to re-read closely for a specific purpose.</p>	<p>Explicit Instruction in reading should be followed by:</p> <p>Independent Practice:</p> <ul style="list-style-type: none"> • independent practice reading grade level complex texts • independent practice reading "just right" books <p>Guided Practice:</p> <ul style="list-style-type: none"> • guided reading groups using text on students' instructional level, • guided practice using complex text from shared reading/close reading/read aloud • guided practice with extended texts (whole class, book clubs, partnerships, independent books). • guided practice in one-to-one conferences <p>Reflection:</p> <ul style="list-style-type: none"> • use of rubric or scale • reflect in a notebook • engage in peer reflection • whole class reflection/share session 	<p>Explicit Instruction in writing should be followed by:</p> <p>Independent Practice: Students write:</p> <ul style="list-style-type: none"> • independently • with partners • in small groups <p>Guided Practice:</p> <ul style="list-style-type: none"> • guided practice in small groups • guided practice in one-to-one conferences <p>Reflection:</p> <ul style="list-style-type: none"> • use of rubric or scale • reflect in a notebook • engage in peer reflection • whole class • reflection/share session
<p style="text-align: center;">Vocabulary and word work instruction should occur throughout the daily components of instruction.</p>		

Elementary Reading and Language Arts Intervention Block

A program never replaces active teacher involvement with small group or one-to-one instruction tailored to the needs of the individual child. The formative assessments in the modules and the module common assessment standards data are excellent resources to inform instruction.

- **Jan Richardson Guided Reading Routine**
- **LLI (Leveled Literacy Intervention)**

Jan Richardson Guided Reading Routine

Guided Reading is a research-based, small group teaching approach designed to help individual readers build an effective system for processing a variety of increasingly challenging texts over time. The small group model allows teachers to provide students with highly targeted, scaffolded reading instruction that propels students toward confident, independent reading. Resources for Jan's routine can be found on the Elementary Reading Moodle site as well as in Jan's book, "*The Next Step in Guided Reading*".

LLI (Leveled Literacy Intervention)

Each school has been provided with one orange, blue, and green LLI kit. Based on the research of Fountas and Pinnell as well as Marie Clay, this program provides students with a complete lesson every day that encompasses oral language, word work, fluency, vocabulary, and comprehension. It is designed to accelerate student progress by delivering specific instruction to meet the text demands at the child's reading level. Each day, students are asked to think about the text, within the text and beyond the text as they read, write and talk about their understandings. They are asked to solve word meanings in context, summarize, predict, use prior knowledge to analyze and critique. Students are administered an initial assessment, a 40 lesson assessment, and a final assessment to determine progress. In addition, students receive ongoing progress monitoring through running records administered approximately every 6 days by the LLI teacher. These assessments align to the running records that are also being administered in the classroom. Also, student written responses from the lessons are analyzed to inform instruction. Two LLI coaches provide professional development courses designed to develop teachers' ability to analyze student data and use these results to accelerate student progress. These coaches provide differentiated coaching support to LLI teachers through model lessons, co-teaching, and observing and providing feedback.

ELA Year-At-A-Glance 2015-2016

Module	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A Avg. 24- Sept. 25	We Are All Readers And Writers Reading Focus: High interest literature and informational text Writing Focus: Putting ideas on paper through narrative and informational writing	We Are All Readers And Writers Reading Focus: (Literature) Readers build good habits Writing Focus: (Narrative) Writing personal narrative	We Are All Readers And Writers... Reading Focus: (Literature) Reading fiction/author studies Writing Focus: (Narrative) Writing personal narrative by studying authors we love	Getting to Know You... Reading Focus: (Literature) Reading realistic fiction Writing Focus: (Narrative) Crafting stories	From Elves to Giants... Reading Focus: (Literature) Reading myths and folktales Writing Focus: (Narrative) Personal Narrative (Optional Part B: Writing fractured myths and folktales)	Innovative Thinking... Reading Focus: (Literature) Reading realistic fiction Writing Focus: (Narrative) Writing narratives
B Sept. 28 - Nov. 6	Shining Stars Reading Focus: Retelling literature through Star Books Writing Focus: Writing narratives that others can read	It's Alive! Reading Focus: (Informational) Noticing features in informational text about Life Science Writing Focus: (Informative/Explanatory) Writing all about topics	I Pledge Allegiance... Reading Focus: (Informational) Reading about America Writing Focus: (Informative/Explanatory) Writing all about books	It's all About... Reading Focus: (Informational) Reading Life Science Writing Focus: (Informative/Explanatory) Writing all about books	Living Life to the Fullest... Reading Focus: (Informational) Reading about Life Science Writing Focus: (Informative/Explanatory) Writing field guides/brochures/informational articles	Fact Finding... Reading Focus: (Informational) Reading about Life Science Writing Focus: (Informative/Explanatory) Writing research reports
C Nov. 9 - Dec. 18 (Kdgs. Nov. 2- Dec. 18)	How Did You Do That? Reading Focus: Studying the features and key details of informational text Writing Focus: Writing informational "How To" books	Double Trouble Reading Focus: (Literature) Readers tackle tricky words & retell stories Writing Focus: (Opinion) Writing letters sharing opinion	Who Are You...? Reading Focus: (Literature) Reading literary text with strong characters Writing Focus: (Opinion) Writing letters about characters in literature	Lessons Learned... Reading Focus: (Literature) Reading fairy tales, folktales, fables Writing Focus: (Opinion) Writing literary essays	Book Buzz... Reading Focus: (Literature) Reading in partnerships or book clubs/partnerships Writing Focus: (Opinion) Writing literary magazine articles about books	Reality vs. Fantasy... Reading Focus: (Literature) Reading in book clubs/partnerships Writing Focus: (Opinion) Writing opinion essays
D Jan. 5 - Feb. 12	That's What I Think! Reading Focus: Literary texts with strong characters Writing Focus: Writing opinions	Red, White and Blue Reading Focus: (Informational) Learning all about America's symbols Writing Focus: (Opinion) Writing opinions essays	Long, Long Ago... Reading Focus: (Literature) Reading fables/folktales/fairy tales Writing Focus: (Opinion) Writing literary essays	I Have a Dream... Reading Focus: (Informational) Reading about civics Writing: (Informative/Explanatory) Writing opinion essays/letters/speeches	Poetry, Drama, and Prose, Oh, My... Reading Focus: (Literature) Reading to interpret poetry, drama, prose Writing Focus: (Opinion) Writing literary essays	Jumping Hurdles... Reading Focus: (Informational) Reading informational text or DBQ Writing Focus: (Opinion) Writing opinion essays
E Feb. 16 - April 1	Two or More! Reading Focus: Reading literature across authors, series, topics, and illustrations Writing Focus: Writing stories with character, action, and setting	Friends in Books Reading Focus: (Literature) Readers study characters Writing Focus: (Informative/Explanatory) Studying informational structures to write description around characters	Earth (Rocks!)... Reading Focus: (Informational) Reading informational text on 1-2 Earth Science topics Writing Focus: (Informative/Explanatory) Writing science lab reports/science books	The Facts and Beyond... Reading Focus: (Informational) Reading Earth Science or DBQ Writing Focus: (Informative/Explanatory) Writing essays	Welcome to the Land of Flowers... Reading Focus: (Informational) Reading about Florida or DBQ Writing Focus: (Informative/Explanatory) Writing essays/articles/web pages about Florida	Making The Right Choices... Reading Focus: (Informational) Reading about Civics Writing Focus: (Informative/Explanatory) Writing informational articles
F April 4 - May 15	Did You Know? Reading Focus: Informational reading about life science Writing Focus: Writing informational all about books	Dig Deeper Reading Focus: (Literature) Readers think deeper about their reading Writing Focus: (Narrative) Writing realistic fiction like authors (4 weeks) *Writer's choice (2 weeks)	SOS-Second Graders: Operation Series... Reading Focus: (Literature) Book clubs/partnerships around series books Writing Focus: (Narrative) Writing realistic fiction	Between the Lines... Reading Focus: (Literature) Reading in book clubs/partnerships Writing Focus: (Narrative) Writing Mysteries	X-Tra, X-Tra Read All About It... Reading Focus: (Literature & Informational) Reading to research topics Writing Focus: (Narrative & Informative) Writing in mixed genres in order to report	As the Page Turns... Reading Focus: (Literature & Informational) Reading in book clubs/partnerships Writing Focus: (Narrative) Writing memoir

Running Records: Text Level Ladder of Progress

Fountas & Pinnell

TEXT LEVEL LADDER OF PROGRESS

GRADE LEVEL GOALS

FOUNTAS & PINNELL LEVELS*

High School / Adult
Grades Seven, Eight+
Grade Six

Z+
Z
Y

X
W
V

Grade Five

U
T
S

Grade Four

R
O
P

Grade Three

O
N
M

Grade Two

L
K
J

Grade One

I
H
G

F
E
D

Kindergarten

C
B
A

This chart is intended to provide general guidelines for grade level goals which should be adjusted based on school/district requirements and professional teacher judgment.

*On the EGP Text Level Gradient™

Heinemann

Disseminating Best Practices

Mathematics Intervention Block

A program never replaces active teacher involvement with small group instruction tailored to the needs of the individual child. CPalms and the Mathematics Formative Assessment System (MFAS) are excellent resources to help create small groups and provide additional support.

Tier I

Two days (K-1) or three days (2-5) of ST Math, *monitored with active teacher involvement*, two days of Go Math interventions, the use of the Mathematics Formative Assessment Tasks with instructional implications, and CPALMS within small group instruction.

1. ST Math

Created by MIND Research Institute; ST Math is game-based instructional software for K-5 intervention and is designed to boost math comprehension and proficiency through visual learning. Integrating with classroom instruction, ST Math incorporates the latest research in learning and the brain and promotes mastery-based learning and mathematical understanding. The ST Math software games use interactive, graphically-rich animations that visually represent mathematical concepts to improve conceptual understanding and problem-solving skills. All students receive this intervention, to reteach, extend or enrich.

60 Minutes per week – Grades K-1

90 Minutes per week – Grades 2-5

2. Small Group Instruction

Reteach - GO MATH – Reteach Book

Enrich – Go MATH - Differentiated Instructional Activities within every lesson

Extend – Go MATH- Grab and Go Differentiated Centers Kit

Tier 2

The Elementary Mathematics Department recommends two interventions for students during their Tier 2 instruction.

1. *Strategic Intervention Guide* - The first is the *Strategic Intervention Guide* within Go Math through print and included activities, focused and specifically selected hands-on activities with the Grab and Go Differentiated Centers Kits, including technology.
2. *ST Math* – During this phase of intervention, teachers would use Test Drive and Teacher-mode based on individual student need, created specifically to address the Standards and interventions needed.

Created by MIND Research Institute; ST Math is game-based instructional software for K-5 intervention and is designed to boost math comprehension and proficiency through visual learning. Integrating with classroom instruction, ST Math incorporates the latest research in learning and the brain and promotes mastery-based learning and mathematical understanding. The ST Math software games use interactive, graphically-rich animations that visually represent mathematical concepts to improve conceptual understanding and problem-solving skills.

Tier 3

Students needing more individualized instruction receive Tier 3 support. This happens outside of the core instructional block. More intensive, this level of instruction focuses specifically on student needs. Intensive intervention is provided through *Soar to Success* and the *Intensive Intervention teacher's guide* within the Go Math textbook adoption materials. *Soar to Success* is the technology based diagnostic and prescriptive interactive intervention. *Soar to Success* provides detailed progress monitoring tools.

Teachers are encouraged to use the Institute of Education Sciences (IES) published practice guide *Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools* (http://ies.ed.gov/ncee/wwc/publications_reviews.aspx). It is provided through the Elementary Mathematics Moodle site. This guide provides eight specific recommendations intended to help teachers, principals, and school administrators use Response to Intervention (MTSSS/RtI) to identify students who need assistance in mathematics and to address the needs of these students through focused interventions. The guide provides suggestions on how to carry out each recommendation.

MATH ASSESSMENT MENU OPTIONS

Frequent, ongoing assessment of student learning is critical to assist teachers in making informed decisions about daily teaching practices. Effective use of assessment data will impact lesson planning, instructional strategies, and grouping structures.

The following assessments for Elementary Mathematics are to supplement the data attained from Mathematics Common Assessments. They can assist teachers in creating a more complete and accurate picture of students' understanding and progress. Samples of student work from several assessment sources may be kept in portfolios, used during PLC discussions, and shared at parent conferences.

PURPOSE	ASSESSMENT RESOURCES
Assessing Prior Knowledge	<ul style="list-style-type: none"> • Show What You Know – Student Edition Go Math • Prerequisite Skills Inventory – Assessment Guide Go Math • Beginning of the Year Test – Assessment Guide Go Math • Diagnostic Inventory Assessment – Assessment Guide Go Math • Focus Achieve web site • CPALMS - checking the prior knowledge benchmarks
Formal Assessment	<ul style="list-style-type: none"> • Lesson Quick Check – Teacher Edition Go Math • Mid-Chapter Checkpoint - Student Edition Go Math • Portfolio – Assessment Guide Go Math • Middle of Year Test – Assessment Guide • Chapter Review Test – Student Edition Go Math • Chapter Test – Assessment Guide Go Math • Performance Assessments – Assessment Guide Go Math • End of Year Tests – Assessment Guide Go Math • Getting Ready Tests – Assessment Guide Go Math • Common Assessments
Informal (Daily) Assessment	<ul style="list-style-type: none"> • Exit Slips • Anecdotal notes • Classroom discussions • Diagnostic Interviews – Go Math indicated in the Curriculum Guide • Student Work • Journal Responses • Rubrics used by both Teacher and Student
Test Preparation	<ul style="list-style-type: none"> • Test Item Specifications and Released Items • Elementary Mathematics Moodle Site • Standards Practice Book – Go Math
Additional Assessment	<ul style="list-style-type: none"> • Soar to Success • CPALMS MFAS Formative Assessment K-3 (Math Formative Assessment System linked in the curriculum guide) • Illustrative Mathematics Project – Performance Tasks in Grades 4/5 linked in the curriculum guide.

DATA CHAT/DATA REVIEW MEETINGS -- Questions to consider:

- ▶ How are you providing intensive reading instruction for your retained students?
- ▶ What different or additional supports are you recommending for students who still need remediation/intervention?
- ▶ How are you monitoring what your students are learning so that you know before the end of the year if they will meet grade level standards?
- ▶ What supports are you recommending for students who need enrichment/enhancement?
- ▶ How are you monitoring what your students are learning so that you know what students need enrichment or enhancement?
- ▶ How are you validating your Running Record scoring for new and veteran teachers?
- ▶ How are teachers using Soar to Success in Progress Monitoring for math instruction?
- ▶ How are your teachers using cPALMS for math instruction and the formative assessment tasks (MFAS) progress monitoring?
- ▶ How are your teachers using Florida Achieves to monitor benchmarks in all subject areas?
- ▶ How are your teachers using Performance Matters for item analysis of Common Assessments?
- ▶ How are your teachers using science notebooks, rubrics, and Success Criteria for progress monitoring in Science

<p><u>Teachers write/update PMPs based on Cycle 2</u> data, update as needed</p>	<p>Grades K-5: by Feb. 16</p>	<p>•Refer to the Subject Area Criteria for Cycle 2 (Grade 3 Science updated by March 31.)</p>
<p><u>Administrative team checks PMPs</u></p>	<p>Feb., Mar.</p>	<p>Be sure that there is information <u>both inside the 90 minute block and outside the 90 minute block</u>. Students struggling in ELA must have <u>BOTH</u>. (differentiated instruction and intervention)</p>
<p><u>Portal Coding</u> of Students Needing PMPs based on Cycle 2 criteria (<u>update students not previously coded</u>)</p>		<p>Learning Specialist gives student list to DMT by Mar. 28 DMT enters codes into Portal by Mar. 31 (Kdg. = Code 13, Grades 1-5 = Code 17)</p>

August-December Tasks

Teachers and Administrators should check after each assessment window that the data for each subject is visible in Performance Matters. Any scanning errors or online assessment errors must be corrected.

Task	Dates	Notes
Principals and Assistant Principals Review Third Grade Retainees Order Tests when needed: <u>SAT-10</u>	August	This is an extremely important task. Look closely at <u>ALL Retained 3rd graders</u> to see if they might qualify for a Good Cause Exemption and be able to be promoted to fourth grade. Be sure to take extra care with students new to your school to ensure that all testing opportunities have been given. If a student did not take the SAT 10.
Teachers, Coaches, and Administrators Review and Analyze all Available Student Data	Aug./Sept.	Begin planning for which students will need PMPs right away and for grouping decisions.
Teachers write PMPs based on August criteria (data from last year).	Complete by Sept. 30	Refer to Criteria Chart
Focus Coding of Students Needing PMPs based on August criteria (data from last year).	Oct. 5-9	Learning Specialist gives student list to DMT by Oct. 5 DMT enters codes into Focus by Oct. 9 (Kdg. = Code 13, Grades 1-5 = Code 17)
Teacher Data Entry into Performance Matters	Oct. 9	Running Record Levels (grades 1-5) (Grade 4 and 5 – selected students)
Learning Specialist checks in Performance Matters to make sure the RR scores are entered	Oct. 12-16	
Teachers, Coaches, & Administrators Review and Analyze Student Data AND <u>Hold Data Review/Data Chat Meetings</u>	Regularly Scheduled Dates Sept. Oct. Nov. Dec.	Team suggested members: CDM, Learning Specialist, Principal, Assistant Principal, Coaches, Teachers Expectation: Meet in regularly scheduled meetings for Data Reviews/Data Chats to: Analyze Data Monitor Student Progress Review Student Work Make Instructional Decisions Based on Data Refer to Questions Below These Data Chats often happen in PLCs.

December-March Tasks

Teachers and Administrators should check after each assessment window that the data for each subject is visible in Performance Matters. Any scanning errors or online assessment errors must be corrected.

Task	Dates	Notes
Principals and Assistant Principals Review Third Grade Retainees And Mid Year Promotion Criteria	Dec.	This is an extremely important task. Look closely at <u>ALL Retained 3rd graders</u> to see if they might qualify for a Good Cause Exemption and be able to be promoted to fourth grade. Be sure to take extra care with students new to your school to ensure that all testing opportunities have been given. If students are being promoted mid year, they <u>must begin in the new grade level at the latest by the first day of the second semester.</u>
Teacher Data Entry into Performance Matters	Feb. 5	Running Record Levels (grades 1, 2, 4, 5) (Grade 4 and 5 – selected students)
Learning Specialist checks in Performance Matters to make sure the RR scores are entered	Feb. 8-12	
<u>Notify Parent of Potential Retention</u>	Feb. 19	This should happen in a parent conference. Give parent letter.
Teachers, Coaches, & Administrators Review and Analyze Student Data AND <u>Hold Data Review/Data Chat Meetings</u>	Regularly Scheduled Dates Jan. Feb. March.	Team suggested members: CDM, Learning Specialist, Principal, Assistant Principal, Coaches, Teachers Expectation: Meet in regularly scheduled meetings for Data Reviews/Data Chats to: Analyze Data Monitor Student Progress Review Student Work Make Instructional Decisions Based on Data Refer to Questions Below

April-June Tasks

Teachers and Administrators should check after each assessment window that the data for each subject is visible in Performance Matters. Any scanning errors or online assessment errors must be corrected.

Grade 3 Teachers enter RR scores into Performance Matters	April 18-22	
Learning Specialist checks in Performance Matters to make sure the RR scores are entered	April 11-15	Grade 3 Running Record scores only
Teachers, Coaches, & Administrators Review and Analyze Student Data AND <u>Hold Data Review/Data Chat Meetings</u>	Regularly Scheduled Dates April May	Team suggested members: CDM, Learning Specialist, Principal, Assistant Principal, Coaches, Teachers Expectation: Meet in regularly scheduled meetings for Data Reviews/Data Chats to: Analyze Data Monitor Student Progress Review Student Work Make Instructional Decisions Based on Data Refer to Questions Below
<p>DATA CHAT/DATA REVIEW MEETINGS -- Questions to consider:</p> <ul style="list-style-type: none"> ▶ How are you monitoring what your students are learning to ensure that students have met grade level standards by the end of the year? ▶ How are you monitoring what your students are learning so that you know what students need <u>enrichment or enhancement</u>? ▶ What supports are you recommending <u>during the summer</u> for students who need <u>remediation/intervention</u>? ▶ What supports are you recommending <u>during the summer</u> for students who need <u>enrichment/enhancement</u>? 		
<u>Administrative team checks PMPs</u>	May	Be sure that there is information both inside the 90 minute block and outside the 90 minute block. Students struggling in ELA must have BOTH . (differentiated instruction and intervention)
<u>Portal Coding</u> of Students Needing PMPs based on Cycle 3 criteria (update students not previously coded)	May 20-27	Learning Specialist gives student list to DMT by May 20 DMT enters codes into Portal by May 27 (Kdg. = Code 13, Grades 1-5 = Code 17)
Teacher Data Entry into Performance Matters	May 27	Running Record Levels (grades 1, 2, 4, 5) (Grade 4 and 5 – selected students)
Learning Specialist checks in Performance Matters to make sure the RR scores are entered	June 1-2	
Principals and Assistant Principals Complete Third Grade Promotion/Retention Process	May-June	Look carefully at which students are: (P) Regular Promotions (A) Good Cause Promotions (qualify for one of the six Good Causes) (R) Retained (don't qualify for a Good Cause Promotion)

DATA CHAT/DATA REVIEW MEETINGS -- Questions to consider:

- ▶ How are you providing intensive reading instruction for your retained students?
- ▶ What supports are you recommending for students who need remediation/intervention?
- ▶ How are you monitoring what your students are learning so that you know before the end of the year if they will meet grade level standards?
- ▶ What supports are you recommending for students who need enrichment/enhancement?
- ▶ How are you monitoring what your students are learning so that you know what students need enrichment or enhancement?
- ▶ How are you validating your Running Record scoring for new and veteran teachers?
- ▶ How are teachers using Soar to Success in Progress Monitoring for math instruction?
- ▶ How are your teachers using cPALMS for math instruction and the formative assessment tasks (MFAS) progress monitoring?
- ▶ How are your teachers using Florida Achieves to monitor benchmarks in all subject areas?
- ▶ How are your teachers using Performance Matters for item analysis of Common Assessments?
- ▶ How are your teachers using science notebooks, rubrics, and Success Criteria for progress monitoring in Science
- ▶ How are your teachers using Istation for gathering detailed information regarding student progress?

<p>Teachers write PMPs based on Cycle 1 data, update as needed</p>	<p>Complete by Nov. 30</p>	<p>•Refer to the Subject Area Criteria for Cycle 1</p>
<p>Administrative team checks PMPs based on August and Cycle 1 Criteria</p>	<p>Dec. and Jan.</p>	<p>Be sure that there is information both inside the 90 minute block and outside the 90 minute block. Students struggling in ELA must have BOTH (differentiated instruction and intervention)</p>
<p>Focus Coding of Students Needing PMPs based on Cycle 1 criteria (update students not previously coded)</p>		<p>Learning Specialist gives student list to DMT by Dec. 11 DMT enters codes into Portal by Dec. 18 (K.dg. = Code 13, Grades 1-5 = Code 17)</p>

Connecting the Standards for Mathematical Practice to the Standards for Mathematical Content

The **Standards for Mathematical Content** are a balanced combination of procedure and understanding.

Kindergarten: More learning time should be devoted to number than to other topics. Instructional time should focus on two critical areas:

- ▶ representing, relating, and operating on whole numbers, initially with sets of objects
- ▶ describing shapes and space

First Grade: Instructional time should focus on four critical areas:

- ▶ developing understanding of addition, subtraction, and strategies for addition and subtraction within 20
- ▶ developing understanding of whole number relationships and place value, including grouping in tens and ones
- ▶ developing understanding of linear measurement and measuring lengths as iterating length units
- ▶ reasoning about attributes of, and composing and decomposing geometric shapes

Second Grade: Instructional time should focus on four critical areas:

- ▶ extending understanding of base-ten notation
- ▶ building fluency with addition and subtraction
- ▶ using standard units of measure
- ▶ describing and analyzing shapes

Third Grade: Instructional time should focus on four critical areas:

- ▶ developing understanding of multiplication and division and strategies for multiplication and division within 100
- ▶ developing understanding of fractions, especially unit fractions (fractions with numerator 1)
- ▶ developing understanding of the structure of rectangular arrays and of area
- ▶ describing and analyzing two-dimensional shapes

Fourth Grade: Instructional time should focus on three critical areas:

- ▶ developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends
- ▶ developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers
- ▶ understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry

Fifth Grade: Instructional time should focus on three critical areas:

- ▶ developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions)
- ▶ extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations
- ▶ developing understanding of volume

Kindergarten Criteria 2015-2016

- All students struggling in Language Arts, Math, Science or Social Studies need a PMP, even ESE/ESOL/504 students.

Kindergarten Language Arts Criteria 2015-2016				
	Proficient (P)	Approaching Proficiency (AP)	Deficient (D*) •PMP NEEDED	Substantially Deficient (SD**) •PMP NEEDED
August				Retained in Kindergarten
PMP Cycle 1 (Based on Progress Report Cycle 1) by November 30	Score of 1 or above on alphabet (20-35 letters) AND Score of 1 or above on print concepts (1 or more concepts)	Score of 1 or above on alphabet (20-35 letters) AND Score of 0 on print concepts	Score of 0 on alphabet (less than 20) AND Score of 1 or above on print concepts (1 or more concepts)	Score of 0 on alphabet (less than 20) AND Score of 0 on print concepts
PMP Cycle 2 (Based on Progress Report Cycle 2 by February 16	Running Record Independent or Instructional Level A or above	Score of 1 or above on letter sounds (10-15 sounds) AND Score of 1 or above on sight words (8-16 sight words)	Score of 0 on letter sounds (10-15 sounds) OR Score of 0 on sight words (8-16 sight words)	Score of 0 on letter sounds (9 or less sounds) AND Score of 0 on sight words (7 or less sight words)
Progress Report Cycle 3	There is no formal PMP criteria for Progress Report Cycle 3. PMPs may be written based on teacher judgment.			
PMP Cycle 3 (Based on Progress Report Cycle 4) by June 1	Running Record Level D or Above	Running Record Level C	Running Record Level A or B	Running Record PreA
Running Record Level may be Independent or Instructional.				

Kindergarten Math Criteria 2015-2016			
	Proficient (P)	Approaching Proficiency (AP)	Deficient (D*) •PMP NEEDED
PMP Cycle 1 (Based on Progress Report Cycle 1)	4-16 Total Points on Kindergarten Math Assessments	3 Total Points on Kindergarten Math Assessments	0-2 Total Points on Kindergarten Math Assessments
PMP Cycle 2 (Based on Progress Report Cycle 2)	10-24 Total Points on Kindergarten Math Assessments	5-9 Total Points on Kindergarten Math Assessments	0-4 Total Points on Kindergarten Math Assessments
Progress Report Cycle 3	There is no formal PMP criteria for Progress Report Cycle 3. PMPs may be written based on teacher judgment.		
PMP Cycle 3 (Based on Progress Report Cycle 4)	24-32 Total Points on Kindergarten Math Assessments	13-23 Total Points on Kindergarten Math Assessments	0-12 Total Points on Kindergarten Math Assessments

Kindergarten Science and Social Studies Criteria 2015-2016		
	Proficient (P)	Deficient (D*) •PMP NEEDED
All Cycles		
Science	Meets Progress Report Benchmark (Refer to the Kindergarten Benchmarks and Standards for Reporting Student Progress)	Does NOT meet Progress Report Benchmark (Refer to the Kindergarten Benchmarks and Standards for Reporting Student Progress)
Social Studies	Meets Progress Report Benchmark (Refer to the Kindergarten Benchmarks and Standards for Reporting Student Progress)	Does NOT meet Progress Report Benchmark (Refer to the Kindergarten Benchmarks and Standards for Reporting Student Progress)

Grade 1 Criteria 2015-2016

- All students struggling in Language Arts, Math, Science, or Social Studies need a PMP, even ESE/ESOL/504 students.

Grade 1 ELA				
Cycle	Proficient	Approaching Proficiency	Deficient (D*) PMP Needed	Substantially Deficient (D**) PMP Needed
AUG.	NA	NA	Running Record Independent or Instructional Level A or B from end of year Kindergarten	Running Record Independent or Instructional Working in PreA routine from end of year Kindergarten OR Ⓢ Retained in Grade 1
1	RR Level D or above	RR Level C	RR Level B	RR Level A or below A
2	RR Level G or above	RR Level E or F	RR Level D	RR Level C or below
3	RR Level J or above	RR Level H or I	RR Level F or G	RR Level E or below

Grade 1 Math			
Cycle	Proficient	Approaching Proficiency	Deficient (D*) PMP Needed
AUG.	NA	NA	NA
1	70-100% (11-15)	50-69% (8-10)	0-49% (0-7)
2	70-100% (11-15)	50-69% (8-10)	0-49% (0-7)
3	70-100% (11-15)	50-69% (8-10)	0-49% (0-7)

Grade 1 Science			
Cycle	Proficient	Approaching Proficiency	Deficient (D*) PMP Needed
AUG.	NA	NA	NA
1	70-100% (14-20)	50-69% (10-13)	0-49% (0-9)
2	70-100% (18-25)	50-69% (13-17)	0-49% (0-12)
3	NA	NA	NA

Grade 1 Social Studies		
Cycle	Proficient	Deficient (D*) PMP Needed
1, 2, 3	Teacher Observation Code "S" entered in EDS	Teacher Observation Code "U" entered in EDS

Grade 2 Criteria 2015-2016

- All students struggling in Language Arts, Math, Science, or Social Studies need a PMP, even ESE/ESOL/504 students.

Grade 2 ELA				
Cycle	Proficient	Approaching Proficiency	Deficient (D*) PMP Needed	Substantially Deficient (D**) PMP Needed
AUG.	NA	NA	SAT 10 Stanine = 2 or 3 (Total Reading) (If no Total Reading score, then, Stanine 2 or 3 in Reading Comprehension)	SAT 10 Stanine = 1 (Total Reading) (If no Total Reading score, then, Stanine 1 in Reading Comprehension OR • Retained in Grade 2
1	RR Level J or above	RR Level H or I	RR Level F or G	RR Level E or below
2	RR Level L or above	RR Level J or K	RR Level H or I	RR Level G or below
3	RR Level M or above	RR Level L	RR Level K	RR Level J or below

Grade 2 Math			
Cycle	Proficient	Approaching Proficiency	Deficient (D*) PMP Needed
AUG.	NA	NA	SAT 10 Stanine = 1, 2, or 3 (Total Math)
1	70-100% (11-15)	50-69% (8-10)	0-49% (0-7)
2	70-100% (11-15)	50-69% (8-10)	0-49% (0-7)
3	70-100% (11-15)	50-69% (8-10)	0-49% (0-7)

Grade 2 Science			
Cycle	Proficient	Approaching Proficiency	Deficient (D*) PMP Needed
AUG.	NA	NA	NA
1	70-100% (14-20)	50-69% (10-13)	0-49% (0-9)
2	70-100% (18-25)	50-69% (13-17)	0-49% (0-12)
3	NA	NA	NA

Grade 2 Social Studies		
Cycle	Proficient	Deficient (D*) PMP Needed
1, 2, 3	Teacher Observation Code "S" entered in EDS	Teacher Observation Code "U" entered in EDS

Grades 3 Criteria 2015-2016

- All students struggling in Language Arts, Math, Science, or Social Studies need a PMP, even ESE/ESOL/504 students.

Grade 3 ELA				
	Proficient	Approaching Proficiency	Deficient (D*) PMP Needed	Substantially Deficient (D**) PMP Needed
AUG.	NA	NA	SAT 10 Stanine = 2 or 3 (Total Reading) (If no Total Reading score, then, Stanine 2 or 3 in Reading Comprehension)	SAT 10 Stanine = 1 (Total Reading) (If no Total Reading score, then, Stanine 1 in Reading Comprehension) OR ● Retained in Grade 3
1	54-100% (12.5-23) Mod. B	30-53% (7-12) Mod. B	0-29% (0-6.5) Mod. B	0-5 on September Running Record Passage for Third Grade
2	54-100% (12.5-23) Mod. D	30-53% (7-12) Mod. D	0-29% (0-6.5) Mod. D	0-1 Portfolio Checks
3	4 Portfolio Checks	3 Portfolio Checks	2 Portfolio Checks	0-1 Portfolio Checks

Grade 3 Math			
Cycle	Proficient	Approaching Proficiency	Deficient (D*) PMP Needed
AUG.	NA	NA	SAT 10 Stanine = 1, 2, or 3 (Total Math)
1	70-100% (11-15)	50-69% (8-10)	0-49% (0-7)
2	70-100% (11-15)	50-69% (8-10)	0-49% (0-7)
3	70-100% (11-15)	50-69% (8-10)	0-49% (0-7)

Grade 3 Science			
Cycle	Proficient	Approaching Proficiency	Deficient (D*) PMP Needed
AUG.	NA	NA	NA
1	70-100% (14-20)	50-69% (10-13)	0-49% (0-9)
2	70-100% (18-25)	50-69% (13-17)	0-49% (0-12)
3	NA	NA	NA

Grade 3 Social Studies		
Cycle	Proficient	Deficient (D*) PMP Needed
1, 2, 3	Teacher Observation Code "S" entered in EDS	Teacher Observation Code "U" entered in EDS

Grades 4 Criteria 2015-2016

- All students struggling in Language Arts, Math, Science, or Social Studies need a PMP, even ESE/ESOL/504 students.

Grade 4 ELA				
Cycle	Proficient	Approaching Proficiency	Deficient (D*) PMP Needed	Substantially Deficient (D**) PMP Needed
AUG.	NA	NA	PLS 16-29%	Student scored in BOTTOM QUINTILE on FSA OR PLS 0-15% OR ● Retained in Grade 4
1	65-100% (15-23)	30-64% (7-12) Mod. B	15-29% (3.5-6.5) Mod. B	0-14% (0-3.45) Mod. B
2	65-100% (15-23)	30-64% (7-12) Mod. D	15-29% (3.45-6.5) Mod. D	0-14% (0-3.45) Mod. D
3	NA	NA	NA	NA

Grade 4 Math			
Cycle	Proficient	Approaching Proficiency	Deficient (D*) PMP Needed
AUG.	NA	NA	NA
1	70-100% (11-15)	50-69% (8-10)	0-49% (0-7)
2	70-100% (11-15)	50-69% (8-10)	0-49% (0-7)
3	70-100% (11-15)	50-69% (8-10)	0-49% (0-7)

Grade 4 Science			
Cycle	Proficient	Approaching Proficiency	Deficient (D*) PMP Needed
AUG.	NA	NA	NA
1	70-100% (14-20)	50-69% (10-13)	0-49% (0-9)
2	70-100% (18-25)	50-69% (13-17)	0-49% (0-12)
3	NA	NA	NA

Grade 4 Social Studies		
Cycle	Proficient	Deficient (D*) PMP Needed
1, 2, 3	Teacher Observation Code "S" entered in EDS	Teacher Observation Code "U" entered in EDS

Grades 5 Criteria 2015-2016

- All students struggling in Language Arts, Math, Science, or Social Studies need a PMP, even ESE/ESOL/504 students.

Grade 5 ELA				
Cycle	Proficient	Approaching Proficiency	Deficient (D*) PMP Needed	Substantially Deficient (D**) PMP Needed
AUG.	NA	NA	PLS 16-29%	PLS 0-15% OR • Retained in Grade 5
1	65-100% (15-23)	30-64% (7-12) Mod. B	15-29% (3.5-6.5) Mod. B	0-14% (0-3.45) Mod. B
2	65-100% (15-23)	30-64% (7-12) Mod. D	15-29% (3.45-6.5) Mod. D	0-14% (0-3.45) Mod. D
3	NA	NA	NA	NA

Grade 5 Math			
Cycle	Proficient	Approaching Proficiency	Deficient (D*) PMP Needed
AUG.	NA	NA	NA
1	70-100% (11-15)	50-69% (8-10)	0-49% (0-7)
2	70-100% (11-15)	50-69% (8-10)	0-49% (0-7)
3	70-100% (11-15)	50-69% (8-10)	0-49% (0-7)

Grade 5 Science			
Cycle	Proficient	Approaching Proficiency	Deficient (D*) PMP Needed
AUG.	NA	NA	NA
1	70-100% (14-20)	50-69% (10-13)	0-49% (0-9)
2	70-100% (18-25)	50-69% (13-17)	0-49% (0-12)
3	NA	NA	NA

Grade 5 Social Studies		
Cycle	Proficient	Deficient (D*) PMP Needed
1, 2, 3	Teacher Observation Code "S" entered in EDS	Teacher Observation Code "U" entered in EDS

Investigating Reports of Bullying and Harassment

DEFINITIONS

Bullying is defined as systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees and may involve but is not limited to:

1. Teasing;
2. Social Exclusion;
3. Threat;
4. Intimidation;
5. Stalking, including cyberstalking
6. Physical violence;
7. Theft;
8. Sexual, religious, or racial harassment;
9. Public humiliation;
10. Destruction of property.

Harassment is any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student or employee that:

1. Places a student or employee in reasonable fear of harm to his or her person or damage to his or her property.
2. Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits.
3. Has the effect of substantially disrupting the orderly operation of a school.

INVESTIGATION GUIDELINES

According to the Policy against Bullying and Harassment (1.08), the principal/designee or district administrator will initiate an investigation of all complaints of bullying or harassment. The investigation must be completed and documented within 10 working days. The investigator shall follow the steps in the checklist to gather information including:

- Description of incident including nature of the behavior; context in which the alleged incident occurred, etc.
- How often the conduct occurred
- Whether there were past incidents or past continuing patterns of behavior
- The relationship between the parties involved
- The characteristics of parties involved (i.e., grade, age, etc.)
- The identity of the perpetrator, including whether the perpetrator was in a position of power over the student allegedly subjected to bullying or harassment
- The number of alleged bullies/harassers
- The age(s) of the alleged bullies/harassers
- Where the bullying and/or harassment occurred
- Whether the conduct adversely affected the student's education or educational environment

INVESTIGATION CHECKLIST

Step in the Investigation	Date	Initials
1. Receive and review complaint of bullying and/or harassment.		
2. Review files/records of alleged victim and perpetrator.		
3. Notify parents of both the alleged victim and perpetrator if students are involved.		
4. Notify Office of Professional Standards or Equal Opportunity Office if appropriate.		
5. Interview complainant.		
6. Interview alleged perpetrator.		
7. Interview any witnesses or others involved.		
8. Evaluate information to determine existence of bullying and/or harassment.		
9. Document the findings of the investigation		
10. Develop and document a plan of action to address situation (support services, discipline measures, interventions, etc.)		
11. Notify involved parties of the outcome of the investigation. Notify parents if students are involved.		
12. Document report and outcome.		
13. Enter founded incidents as SESIR incidents on SASI.		
14. Complete <i>Final Disposition Report</i> and send to Safe and Drug Free Schools/Administration Building		
15. Monitor situation and implementation of interventions.		

EMPLOYEE INFORMATION FORM

PLEASE TYPE OR PRINT IN BLACK INK

Social Security Number: _____

Name: (As it appears on your Social Security card) _____

Last App (Jr, III, Etc.) First Middle

Residence Address: _____

Street Address Unit/Lot/Apt City State Zip

Mailing Address: _____

Street Address Unit/Lot/Apt City State Zip

Sex: Male Female

Date Of Birth: _____

Month Day Year

Marital Status: (M) Married (D) Divorced (W) Widowed (S) Single (L) Separated

If married, give full name of spouse: _____

Phone Number: () _____

Listed Unlisted

Check one ethnicity code and one or more race codes.

Ethnicity: Hispanic/Latino: Yes No

Race: (I) American Indian/Alaska Native

(A) Asian

(P) Native Hawaiian/Other Pacific Islander

(B) Black

(W) White

Re: Florida Statute

Handicap Status:

(Check all applicable)

(P) Physically Impaired

(V) Visually Impaired

(S) Speech Impaired

(H) Hearing Impaired

(O) Other Health Impaired

(Z) Not applicable

Veteran Status:

(Check one)

(1) Veteran

(2) Disabled Veteran

(3) Vietnam Veteran

(4) Disabled Vietnam

(5) Not Applicable

Instructional / Administrative Personnel Only

List each year of Full-time Professional Experience in as many of the categories as applicable:

In Years:

(C) Service to Pinellas in current job code assignment:

(D) Teaching in Current District

(A) All Administrative Experience in Education

(M) Military Service

(F) Teaching in Florida public schools

(S) Teaching in Florida nonpublic schools

(P) Teaching in out-of-state public schools

(N) Teaching in out-of-state nonpublic schools

Country of Citizenship: _____

For Instructional/Administrative Personnel Only:

List all degrees:

Code

Code

Code

Degree: _____

Degree: _____

Degree: _____

Major: _____

Major: _____

Major: _____

School: _____

School: _____

School: _____

City/St: _____

City/St: _____

City/St: _____

Grade Date: / /

Grade Date: / /

Grade Date: / /

The information on this form is required by the State of Florida for reporting school employees. By signing below you certify that the above information is, to the best of your knowledge, true.

Signature

Date

**Athenian Academy Charter School
Administrative Conference Form
727-298-2718**



Name:

Date:

Individual Completing This Form:

Title: School Leader

Present at Conference: Student(s) Parent Teacher Administrator(s) Other

Topic or Concern: Academic Behavior Social/Character Referral Other

Statement:

Investigation:

Additional Comments:

Parent Signature

Date

Administrator Signature:

Athenian Academy Charter School Teacher Conference Form



Name _____ Date _____

Teacher Completing Form: _____ Student Grade Level _____

Present at Conference: Student(s) ___ Parent ___ Teacher ___ Administrator(s) ___ Other _____

___ Academic: Student's Current Percentage

___ ELA _____ %	___ Greek _____ %
___ Math _____ %	___ Spanish _____ %
___ Science _____ %	___ Other _____ %
___ Social Studies _____ %	

Academic Interventions: The following interventions have been unsuccessful (Check all that apply)

___ Conference with Student ___ Additional Time for Assignments ___ Additional help from Teacher
 ___ Tutoring ___ Peer Assistance
___ Student is performing at or above grade level in all academics.

___ Behavior: Student frequently demonstrates the following (Check all that apply)

___ Out of Seat	___ Inappropriate Class Interruption	___ Disregard for Classroom Rules
___ Argumentative	___ Disrespectful	___ Lack of Effort
___ Late Assignments	___ Missing Homework	___ Lack of Focus

___ Student consistently follows all school and classroom policies _____ % of the time.

___ Social/Character : Student frequently demonstrates the following (Check all that apply)

___ Physical Contact	___ Inappropriate Language	___ Relationship Struggle with Peers
___ Kindness	___ Respect	___ Bullying

___ Student consistently demonstrates kindness and respect toward others _____ % of the time

Behavior/Social Interventions: The following interventions have been applied (Check all that apply)

___ Conference with Student	___ Loss of PRIDE Tokens	___ Loss of Free Time
___ Student Services Referral	___ Administrative Referral	___ Change in Seating
___ Accolades from School Staff	___ Golden PRIDE Token(s)	___ Classroom Privileges

Recommendations:

___ Student Services Referral	___ Review and Sign Student Planner
___ Increase Study Habits	___ Email Teacher Frequently
___ Increase Attention/Focus	
___ Increase Communication with Teacher/School	

Comments:

Teacher Signature: _____	Date: _____
Parent Signature: _____	Parent Signature: _____
Other Adults Attending Conference Signature: _____	Relationship to Student: _____
_____	_____
_____	_____

Important Dates

Elementary Report Card Dates for 2015-2016 - Grades K-5

ELEMENTARY (Grades K-5) STUDENTS				
Mid-Period Report (for those students needing a mid-term report- see note below)	End of Report Period	# of Days	Final Grades and Comment Codes Due in Portal	Report Cards Distributed
Friday September 18, 2015	Friday October 16, 2015	38	Friday - 4:00 p.m. October 23, 2015	Wednesday October 28, 2015
Notify Parents of Potential Retention by Friday, February 19, 2016				
Monday November 16, 2015	Tuesday January 5, 2016	48	Friday - 4:00 p.m. January 8, 2016	Wednesday January 13, 2016
Monday February 8, 2016	Friday March 11, 2016	46	Friday - 4:00 p.m. March 18, 2016	Wednesday March 30, 2016
Wednesday Apr. 27, 2016	Tuesday June 7, 2016	55	Wednesday - 4:00 p.m. June 1, 2016	Tuesday June 7, 2016

Note: Mid-Term Progress Reports in elementary schools are distributed to students who have a current grade of N, U, D, or F at mid-term, and to students who had an N, U, D, or F on the previous report card. Some schools choose to send Mid-Term Progress Reports to all students. Midterm grades are not entered into Focus.

Notify Parents of Potential Retentions by Friday, February 19th, 2016.

Note: Mid-Term Progress Reports in elementary schools are distributed to students who have a current grade of N, U, D, or F at mid-term, and to students who had an N, U, D, or F on the previous report card. In Kdg., any student who is not making consistent progress toward standard mastery should receive a Mid-term Progress Report. Some schools choose to send Mid-Term Progress Reports to all students. Midterm grades are not entered into Focus.

Special Observance/No Test Days:

September 2015

- September 14-15, Rosh Hashanah (Monday, Tuesday)
- September 23, Yom Kippur (Wednesday)
- September 24, Eid-al-Adha (Thursday)
- September 28-29, Sukkot (Monday, Tuesday)
-

October 2015:

- October 5-6: Shemini Atzeret Shemini Atzeret

March 2016

- March 25, Good Friday (Friday)

April 2016

- April 29, Eastern Orthodox Holy Friday, Seventh Day of Passover (Friday)

Thank You!

Please return this form to the school leader upon your agreement and understanding of its contents.

I have read and understand the Athenian Academy staff handbook. I agree to abide by the contents and will not hesitate to ask the administration if I am unclear about anything contained in this handbook. I understand upon my signature, this form becomes a part of my employment file.

Teacher Name: _____

Teacher Signature: _____

Date: _____

Thank You! We hope that you enjoy your employment with Athenian Academy.

Teacher's Name: _____ Subject(s): _____ Date: _____

School/Campus: _____ Grade Level(s): _____ Evaluation Period: _____

Florida Consortium of Public Charter Schools Charter School Classroom Teacher Evaluation

Instructions:

The FCPCS Charter School Classroom Teacher Evaluation is a performance evaluation system for classroom teachers that is aligned to the six *Florida Educator Accomplished Practices (FEAPs)*, State Board of Education Rule 6A-5.065. When administering the evaluation, the school administrator should enter the appropriate rating to the right, based on evidence collected over the designated period of time. Each domain will have a total rating. At the completion of the evaluation, a total rating based on all indicators will be calculated.

RATING SCALE: Highly Effective = 4 Effective = 3 Needs Improvement/Developing = 2 Unsatisfactory = 1

Definitions of the Rating Scale:

- **Highly Effective:** There is consistent evidence that the teacher is demonstrating the identified teacher competencies.
- **Effective:** The teacher is demonstrating the identified teacher competencies most of the time.
- **Needs Improvement or Developing** ("Developing" rating is for teachers in their first three years only.) The teacher is inconsistent in demonstrating the identified teacher competencies.
- **Unsatisfactory:** There is little or no evidence that a teacher is demonstrating the identified teacher competencies.

FCPCS Charter School Classroom Teacher Evaluation

A.	Instructional Design and Lesson Planning (FEAPs)	Rating 1-4
A.1	Aligns instruction with state-adopted standards at the appropriate level of rigor.	
A.2	Sequences lessons and concepts to ensure coherence and required prior knowledge.	
A.3	Designs instruction for students to achieve mastery.	
A.4	Selects appropriate formative assessments to monitor learning.	
A.5	Uses diagnostic student data to plan lessons.	
A.6	Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	
Total	<i>Assign each indicator a rating of 1-4. To calculate the rating for this domain, add the total points in the rating column. Insert the total to the right. (Maximum score for this domain is 24.)</i>	

B.	The Learning Environment (FEAPs)	Rating 1-4
B.1	Organizes, allocates, and manages the resources of time, space, and attention.	
B.2	Conveys high expectations to all students.	
B.3	Monitors student learning, provides feedback and adjusts activities to meet the needs of all students.	
B.4	Demonstrates respect for all students' cultures and backgrounds.	
B.5	Models clear, acceptable oral and written communication skills.	
B.6	Manages individual and class behaviors through a well-planned management system.	
Total	<i>Assign each indicator a rating of 1-4. To calculate the rating for this domain, add the total points in the rating column. Multiply the total score by 2. Insert the total to the right. (Maximum score for this domain is 48.)</i>	

Teacher's Name: _____

Date: _____

Subject Area: _____

Grade Level(s): _____

Evaluation Period: _____

FCPCS CHARTER SCHOOL TEACHER EVALUATION

C.	Instructional Delivery and Facilitation (FEAPs)	Rating
C.1	Delivers relevant, engaging and challenging lessons.	
C.2	Clearly communicates learning goals and instructional procedures.	
C.3	Identifies gaps in students' knowledge of the content area.	
C.4	Modifies instruction to respond to preconceptions and misconceptions.	
C.5	Relates and integrates the subject matter with other disciplines and life experiences.	
C.6	Employs higher-order questioning techniques and resources, including technology, to provide comprehensive instruction.	
Total	<i>To calculate the rating for this competency, add the total points in the rating column and divide by 6. Insert the total to the right.</i>	

D.	Assessment (FEAPs)	Rating
D.1	Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process.	
D.2	Designs and aligns formative and summative assessments that match learning objectives and lead to mastery.	
D.3	Uses a variety of assessment tools to monitor student progress, achievement and learning gains.	
D.4	Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge.	
D.5	Shares student outcome data with students and parents.	
D.6	Uses technology to organize and integrate assessment information.	
Total	<i>To calculate the rating for this competency, add the total points in the rating column and divide by 6. Insert the total to the right.</i>	

E.	Continuous Professional Improvement (FEAPs)	Rating
E.1	Engages in professional development activities consistent with his/her goals and those of the school.	
E.2	Sets purposeful professional goals to strengthen the effectiveness of instruction based on students' needs.	
E.3	Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons.	
E.4	Collaborates with parents, colleagues and the community to support student learning.	
E.5	Implements knowledge and skills learned in professional development in the teaching and learning process.	
Total	<i>To calculate the rating for this competency, add the total points in the rating column and divide by 5. Insert the total to the right.</i>	

Teacher's Name: _____ Date: _____
 Subject Area: _____ Grade Level(s): _____ Evaluation Period: _____

FCPCS CHARTER SCHOOL TEACHER EVALUATION

F.	Professional Responsibility and Ethical Conduct (FEAPs)	Rating
F.1	Adheres to established laws, policies, rules and regulations.	
F.2	Professional demeanor (The teacher adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession of Florida; adheres to a high moral standard in the community; follows school policies; exhibits a professional appearance and behavior; uses appropriate language; and interacts appropriately with students, parents, staff and community.)	
F.3	Maintains accurate records.	
F.4	Is punctual with reports, grades, records, and reporting to work.	
F.5	Performs assigned duties.	
F.6	Builds professional relationships	
Total	<i>To calculate the rating for this competency, add the total points in the rating column and divide by 6. Insert the total to the right.</i>	

To calculate the employee's TOTAL RATING, add the "Totals" for each standard and divide by 6.

EMPLOYEE'S TOTAL SCORE ON TEACHER EVALUATION = _____

EMPLOYEE'S TOTAL RATING ON TEACHER EVALUATION (Check Appropriate Rating)

Highly Effective _____ Effective _____ Needs Improvement/Development _____ Unsatisfactory _____

<p>3.6 - 4.0 = Highly Effective; 3.0 - 3.5 = Effective; 2.0 - 2.9 = Needs Improvement/Developing 1.0 - 1.9 = Unsatisfactory</p>
--

Comments:

Identified areas for improvement and recommendations:

The signatures below indicate that the employee has had an opportunity to confer with the school-based administrator (evaluator) regarding the results of the evaluation. The employee may include a written statement as an addendum.

Employee's Signature

Date

Evaluator's Signature

Date

Addendum Attached: Yes _____ No _____

Athenian Academy's Salary Schedule

Annual Performance Adjustments

Initial Teacher Salary	\$	37,000.00
------------------------	----	-----------

Annual Performance Adjustments

Percent	Code	Title
5.000%	4	Highly Effective Staff Members
2.500%	3	Effective Staff Members
0.000%	2	Needs Improvement / Developing
0.000%	1	Unsatisfactory

0.000%	Cost of Living Adjustment
--------	---------------------------

Annual Salary Supplements

Dollars	Code	Title
\$ -	A	Advanced degree in area of certification
\$ 2,180.00	B	Masters degree in area of certification
\$ 3,350.00	C	Doctorate degree in area of certification
\$ -	D	Title 1 School Supplement
\$ -	E	Teaching at a "F" or "DDD" school
\$ -	F	Teacher Shortage Area
\$ -	G	Additional Responsibilities

Student enrollment application

Athenian Academy



**Charter School
Est 2000**

**Αθηναϊκή Ακαδημία Τσάρτερ
Σχολείο
Academia Atheniense**

ATHENIAN ACADEMY REGISTRATION

Αθηναϊκή Ακαδημία Academia Athenian



Student Information

Last Name	First Name	Middle Name	Nick Name	Student SSN (optional)
-----------	------------	-------------	-----------	------------------------

Residence Address	Apt #	City	Zip	Primary Phone Number
-------------------	-------	------	-----	----------------------

Mailing Address	City	Zip	Parent/Guardian E-mail
-----------------	------	-----	------------------------

Birth Date MM/DD/YYYY	Birthplace (City/State/Country)	School Year	Entering Grade
-----------------------	------------------------------------	-------------	----------------

Gender	Federal Ethnic Category	Federal Race Categories (Check all that apply)	Student Lives With
<input type="checkbox"/> Male <input type="checkbox"/> Female	<input type="checkbox"/> Non-Hispanic/ Non-Latino <input type="checkbox"/> Hispanic/Latino	<input type="checkbox"/> White <input type="checkbox"/> Black or African American <input type="checkbox"/> Asian <input type="checkbox"/> American Indian Alaska Native <input type="checkbox"/> Native Hawaiian or other Pacific Islanders	<input type="checkbox"/> Both Parents <input type="checkbox"/> Mother only <input type="checkbox"/> Father only <input type="checkbox"/> Legal Guardian <input type="checkbox"/> Other

Has your child ever attended a Pinellas County School? Yes No

If Yes, Name of School _____

Has your child ever been expelled/dismissed from a previous school? Yes No

If Yes, Name of School _____

Has Student ever been retained? Yes No

Grade _____

there any Court Order restricting access to the student d/or Student Records? Yes N

If Yes, Please provide certified copy _____

Parent/Guardian Information (Please list in order of contact priority)

Last Name	First Name	Home Phone	Cell Phone	Work Phone
-----------	------------	------------	------------	------------

Residence Address	Apt #	City	Zip	Relationship
-------------------	-------	------	-----	--------------

Mailing Address	City	Zip	Parent/Guardian E-mail
-----------------	------	-----	------------------------

Last Name	First Name	Home Phone	Cell Phone	Work Phone
-----------	------------	------------	------------	------------

Residence Address	Apt #	City	Zip	Relationship
-------------------	-------	------	-----	--------------

Mailing Address	City	Zip	Parent/Guardian E-mail
-----------------	------	-----	------------------------

Other Contact Information

Last Name	First Name	Primary Phone	Alternate Phone	Relationship
-----------	------------	---------------	-----------------	--------------

Last Name	First Name	Primary Phone	Alternate Phone	Relationship
-----------	------------	---------------	-----------------	--------------

*Section 229.559, Florida Statutes, requires the school district to request Social Security numbers from students registering in public schools. Social Security numbers are not required as a condition of enrollment or graduation. If you do not wish to provide the school with the student's social security number, you must inform the school in writing so that an alternate identification number can be assigned, as per state statute.



ATHENIAN ACADEMY REGISTRATION

Αθηναϊκή Ακαδημία Academia Athenian



Is parent/guardian on active full-time duty as a member of the **UNIFORMED SERVICES**? Yes _____ No _____ If yes, there are additional forms we will ask you to complete at a later date for the Federal Aid Impact Survey

Is parent/guardian a **FAMILY IN TRANSITION** (sharing home with others, living in a shelter or motel) due to economic and or natural disaster circumstances? Yes _____ No _____ If yes, there is a form we will ask you to complete for the McKinney Vento Act. In addition, families in transition are entitled to other benefits.

Do you require **BUS TRANSPORTATION**? Yes _____ No _____ If yes, we will ask you to complete a bus questionnaire and the bus driver will contact you with the closest stops to your location. Please note that you must live outside 2 miles from the school and seating is very limited. If transportation is not available for your location or a seat is not available, you must provide your own transportation to attend the Athenian Academy.

Do you give permission for your child's image, likeness or name to be used for publicity purposes? (yearbook, website, school functions) Yes _____ No _____ A **MEDIA RELEASE** form will be coming home in the first day of school packet.

Do you give permission for your child to use the **INTERNET** under teacher supervision? Yes _____ No _____ An internet policy will be coming home in the first day of school packet. Is a computer available at the home for online assignments? Yes _____ No _____ Would you like to be contacted by email? Yes _____ No _____

Email address _____

Has your child ever had an IEP (Special or Exceptional Education) Yes _____ No _____ Name of Program _____ Has your child ever had an EP (Gifted) Yes _____ No _____ Has your child ever had a **504**? Yes _____ No _____ Reason _____

Are there any **academic or behavioral concerns** that you feel the teacher should be aware of? Yes _____ No _____ If yes, please explain _____ If yes, please schedule a conference with your child's teacher before school begins to discuss it. Has your child ever been suspended? Yes _____ No _____

Does your child have any **allergies or health concerns** that we should be aware of? Yes _____ No _____ If yes, please explain _____. A yellow clinic card will be coming home in the first day of school packet, it is very important that this form be completed and returned the next day for emergencies.

Is medication needed at school? Yes _____ No _____ If yes, you will need to complete a medication card to have on file at the school.

Please use this area to share any other comments you have _____

Student Name _____ Parent Signature _____ Date _____

Please note in the first day of school packet, you will receive additional forms to read and complete. The packet will include Free and Reduced Lunch Application, Student Insurance, Clinic Emergency Contacts Card, Residency Questionnaire, Pinellas County School Code of Conduct, the Athenian Academy Student and Parent Handbook and other policy acknowledgement forms. Please read these documents with your child; sign and return the acknowledgement the first week of school. Please keep the handbook for your reference throughout the school year.

CHARTER SCHOOL

PINELLAS COUNTY SCHOOLS
HOME LANGUAGE SURVEY

ADMINISTER TO EACH NEW STUDENT ENROLLING IN A FLORIDA PUBLIC SCHOOL FOR THE FIRST TIME

Student's Last Name _____ Student's First Name _____
 Address _____ City _____ Zip Code _____ Phone Number _____
 Country of Birth _____ Date of Birth _____ Current Grade _____
 Date Entered U.S. Schools _____ Assigned School _____

The information provided on this form is used solely to offer appropriate educational services, not for determining legal status or for immigration purposes.

PLEASE ANSWER THE FOLLOWING QUESTIONS:

- a. Is a language **other than English** spoken at home? **Yes** ___ **No** ___ What language? _____
- b. Does the student have a first language **other than English**? **Yes** ___ **No** ___ What language? _____
- c. Does the student most frequently speak a language **other than English**? **Yes** ___ **No** ___ What language? _____

ANY "YES" ANSWERS WILL RESULT IN TESTING TO DETERMINE ELIGIBILITY FOR ESOL SERVICES. BECAUSE OF THE LARGE NUMBER OF STUDENTS TO BE TESTED, THERE MAY BE A DELAY IN TESTING OF UP TO 8 WEEKS. CLASSROOM TEACHERS WILL ADJUST THEIR INSTRUCTION TO MEET THE ELL STUDENT'S NEEDS. EVEN IF YOUR CHILD IS IDENTIFIED AS AN ELL, YOU MAY DECLINE THE PLACEMENT INTO ESOL CLASSES.

Parent/Guardian Signature

Date

SCHOOL USE ONLY

If answers to above questions are all NO: file Home Language Survey in cum folder
Any YES responses, K-12: Give HLS to ESOL Teacher or send to ESOL Office for testing

ESOL USE ONLY

English Language Learner (ELL): Yes No **ELL Status:** LY LF TZ
Basis of Entry: A R L T **Basis of Exit** H I J L

Classification Date _____ Entry Date _____ Exit Date _____

Native Language _____ Tester _____

Comments _____

TEST NAME	TEST DATE	Title	Level (local) (Lvl) A-B-C-D	Rating (local) (RTG) BEG=1 LIN=2 HIN=3 PRF=4	Scale Score (SS)
Online CELLA (Form 3)		Listening/Speaking			
Other:		Reading			
		Writing			
		Comprehensive/ (Total)			

Check if applies:

Pre-K student with "YES" responses: code **LY basis of entry T**

PINELLAS COUNTY SCHOOLS
REGISTRATION CHECKLIST
KINDERGARTEN - GRADE 5
2016-2017

Student Name _____ School _____

KINDERGARTEN

- _____ CERTIFIED BIRTH CERTIFICATE OR OTHER PROOF OF DATE OF BIRTH (must be five (5) on or before September 1, 2016). Birthdate must be on or before September 1, 2011. See reverse side for additional information.
- * _____ FLORIDA CERTIFICATE OF IMMUNIZATION (including specific dates - month, date and year given)
- _____ PHYSICAL EXAMINATION SIGNED BY A LICENSED EXAMINER (within 12 months prior to enrollment in kindergarten)
- _____ PROOF OF RESIDENCY (2 forms of documentation required)
- _____ SOCIAL SECURITY NUMBER (required to request, but not mandatory)
- _____ HOME LANGUAGE SURVEY
- _____ PRESCHOOL SURVEY (Please enter the information in the Preschool/NPK Survey Questions tab in Focus)

GRADE 1

- _____ PROOF OF DATE OF BIRTH (must be six (6) on or before September 1, 2016). Birthdate must be on or before September 1, 2010. AND
- _____ PROOF OF SATISFACTORY COMPLETION OF KINDERGARTEN. Name of School _____
- * _____ FLORIDA CERTIFICATION OF IMMUNIZATION (including specific dates - month, day and year given)
- _____ PHYSICAL EXAMINATION SIGNED BY A LICENSED EXAMINER (within 12 months prior to enrollment/ registration) if not previously enrolled in a Florida public school. Verification may be made by toll call at parent's expense.
- _____ PROOF OF RESIDENCY (2 forms of documentation required)
- _____ SOCIAL SECURITY NUMBER (required to request, but not mandatory)
- _____ HOME LANGUAGE SURVEY

TRANSFERS - KINDERGARTEN - GRADE 5

- _____ PROOF OF DATE OF BIRTH (Certified Birth Certificate) see reverse side for further information
- _____ PROOF OF ENROLLMENT ELSEWHERE, including official record of attendance and grade placement (K and grade 1, verify legal entrance age if transfer is from out of state).
- _____ PROOF OF PROMOTION (Out of state/district)
- * _____ FLORIDA CERTIFICATE OF IMMUNIZATION (including specific dates - month, day and year given) verification may be made by toll call at parent's expense.
- _____ PHYSICAL EXAMINATION SIGNED BY A LICENSED EXAMINER (within 12 months prior to enrollment/ registration) if not previously enrolled in a Florida public school. Verification may be made by toll call at parent's expense.
- _____ PROOF OF RESIDENCY (2 forms of documentation required)
- _____ HOME LANGUAGE SURVEY (out of state students)
- _____ PRESCHOOL INFORMATION (Kindergarten-Prior Program Participation, Kindergarten only)

* Immunization dates must be on the Florida Certificate of immunization (DH 680).
Certification must show the dates of all vaccines.

IMMUNIZATION REQUIREMENTS FOR GRADES K-5

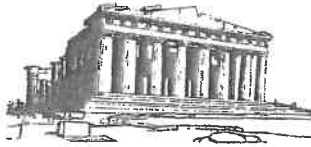
- DTP:** 4-5 doses
- Polio:** 3-5 doses
- MMR:** 2 doses (first dose must be on or after the first birthday)
- Hepatitis B:** 3 doses
- Varicella:** K-5: 2 doses of vaccine or history of disease (chicken pox)

Signature of Principal or Designee

ATHENIAN ACADEMY



Αθηναϊκή Ακαδημία



Academia Athenian

PINELLAS COUNTY SCHOOLS REQUEST FOR STUDENT RECORDS

School: _____

Address: _____

Phone: _____ Fax: _____

A student from your school has enrolled at **Athenian Academy Charter School**
Please send the school records of:

Student	ID# or DOB	Grade

Please include:

- **PIAP folder**
- **Cumulative folder**
- **Staffing folder – if applicable**
- **ESE/IEP – if applicable**
- **RTI folder - if applicable**
- **504 plan folder - if applicable**
- **ESOL folder - if applicable**
- **PMP - if applicable**
- **Attendance/Conference/Discipline Records**

Please send the records to:

**Athenian Academy Charter School
2289 N. Hercules Avenue
Clearwater, FL 33763
P: 727-298-2718 F: 727-298-2719
Pony Route #1**

Jeannie Troglen

DMT/Director of Admissions

c.troglen@pcsb.org

THE ATHENIAN ACADEMY VOLUNTEER REGISTRATION FORM (LEVEL I)

YOU MUST COMPLETE AND SIGN THE REGISTRATION FORM BEFORE WE CAN PROCESS IT

VALID FLORIDA DRIVER'S LICENSE MUST BE PRESENTED AND COPY ATTACHED

LAST NAME	FIRST NAME	MIDDLE NAME	MAIDEN NAME
-----------	------------	-------------	-------------

DATE OF BIRTH	<input type="checkbox"/> Male <input type="checkbox"/> Female	SOCIAL SECURITY NUMBER
---------------	---	------------------------

-White	-Black/African American -Asian	-American Indian/Alaska Native -Native Hawaiian/Other Pacific Islander	-Hispanic/Latino
PLEASE CIRCLE ALL THAT APPLY			

HOME ADDRESS (STREET, CITY, STATE, ZIP CODE)
--

HOME PHONE	CELL PHONE	WORK PHONE
------------	------------	------------

EMERGENCY CONTACT	EMERGENCY CONTACT PHONE NUMBER
-------------------	--------------------------------

EMAIL ADDRESS	STUDENT NAME	STUDENT NAME
---------------	--------------	--------------

Have you ever had any altercation with any Law Enforcement Agency, pled nolo contendere or no contest to a charge, had an adjudication withheld, entered a Pre-Trial Intervention or Diversion program, had any offenses dropped or dismissed, been arrested or served time in jail, been convicted of a felony or misdemeanor, received a criminal traffic citation (including a DUI, driving with a suspended license and careless or reckless driving), or any criminal charge against you in the past (no matter how long ago) or have any charges now pending other than minor traffic violations. Also include any sealed or expunged convictions and any convictions or confirmations of child abuse or neglect. **PLEASE CIRCLE: YES NO**

If NO, and after a background check, we find offenses, you will not be eligible to volunteer.

If YES, please list all offense(s) and the disposition of the case(s) [example: ruled guilty, paid fine, pled no contest, accepted adjudication, etc.], date(s) of offense(s), and the location (state and county) where offense(s) occurred.

List of all Offenses	Disposition	Date of Offense(s)	Location - State/County

The Athenian Academy has a responsibility to its students, staff and visitors. In this regard, all individuals desiring volunteer assignments on our campuses (our facilities) are required to complete a Volunteer Registration Form. Pinellas County Schools reserves the right to refuse volunteer assignments to any individual whether or not he or she has been convicted of any offense. In completing this public document, please understand The Athenian Academy's sincere concern for the safety of its students, staff and visitors.

By signing below, I agree to the rules and regulations of the volunteer program and that any product produced while a volunteer shall be the property of The Athenian Academy, (a work for hire). I understand that all involvement with students shall be under staff supervision and is restricted to the school day, on the school grounds, or a school-sponsored activity. I also understand volunteers are not employees or personnel of the school. My signature below certifies that I have reviewed the criminal offense statement and responded truthfully. **FALSIFICATION OR OMISSION OF THIS OFFICIAL PUBLIC DOCUMENT IS A CRIMINAL OFFENSE, CAN BE PROSECUTED, AND WILL CONSTITUTE GROUNDS FOR VOLUNTEER DISQUALIFICATION.** I further agree to maintain the **CONFIDENTIALITY** of student's information.

VOLUNTEER SIGNATURE _____

DATE _____

The Athenian Academy is a public agency and subject to the Florida Public Records Act. All records, with certain limited exceptions, are subject to public viewing.

VOLUNTEER ELIGIBILITY POLICY

The Athenian Academy will review all offenses to determine the outcome of your Volunteer Status and reserve the right to determine your eligibility status.

- **YOU MAY NOT VOLUNTEER IF CONVICTED OF any felony sexual related crimes, (including lewd and lascivious crimes) and felony child abuse.**
- **YOU MAY NOT VOLUNTEER IF CONVICTION WAS WITHIN THE LAST 25 YEARS for felony crimes of violence, felony sale, (including trafficking or delivery) of controlled substances.**
- **YOU MAY NOT VOLUNTEER IF CONVICTION WAS WITHIN THE LAST 10 YEARS for other felony crimes and any misdemeanor crimes of a sexual nature, (including indecent exposure) and misdemeanor crimes related to children.**
- **YOU MAY NOT VOLUNTEER IF CONVICTION WAS WITHIN THE LAST 5 YEARS for felony theft/economic crimes, misdemeanor crimes of violence (including violation of injunction for protection against domestic violence), misdemeanor drug crimes, misdemeanor crimes involving weapons. Worthless Checks - will be considered on a case by case basis.**
- **YOU WILL BE A LIMITED VOLUNTEER AND May volunteer, but MAY NOT DRIVE students for DUI conviction within the past five years. MAY NOT DRIVE students for two DUI convictions within the last ten years. MAY NEVER DRIVE students if volunteer has three or more DUI convictions.**
- **CASE BY CASE REVIEW: Other misdemeanors - Multiple convictions - Pending charges - Other Restrictions**

NOTE OF THE COLLECTION AND USE OF SOCIAL SECURITY NUMBER (PREPARED PURSUANT TO SECTION 119 071(5)(a) , FS. (2007))

Notice is hereby given that The Athenian Academy Inc. collects social security numbers from individuals for the following purposes, which are either specifically authorized by law or are imperative for the performance of the school's duties and responsibilities as prescribed by law: Employment Eligibility, Criminal Background Screening, Certification/Contributions, Tracking of Students as required by State Board Rule, Tracking and Reporting of Corporate Tax Credit Scholarship Students as required by State Board Rule, Student Identification Numbers, State directory of new hires, Annual report of wages and individuals, Record of remuneration paid to employees and Unemployment benefits. The Athenian Academy Inc. prohibits any and all forms of discrimination and harassment based on race, color, sex, religion, national origin, marital status, age, sexual orientation or disability in any of its programs, services or activities.

LEVEL II SCREENING

Pursuant to School Policy, volunteers who have unsupervised contact with students must be Level II screened. All volunteers who are scheduled to attend overnight fieldtrips as chaperones must be Level II screened. All volunteers that are field trip drivers must be Level II screened.

New and returning volunteers must complete the volunteer registration form on the reverse side. The form must be signed and a copy of a government issued photo ID must be attached. Bring the completed form to Athenian Academy for processing. Once Level I clearance and approval has been completed, you may then go to EZFingerprints for LEVEL II clearance and approval. Their address is as follows:

EZFingerPrints , 1715 East Bay Drive, Suite B, Largo, FL 33771 PH: 727-479-0805

- 1). Please bring with you a government issued photo ID and your Social Security Number
- 2). EZFingerPrints accepts walk-in at their site.
- 3). The cost is \$45.00 at EZFingerPrints.

If you currently have a Level II clearance through your employer, please provide a copy of the Level II badge/card or VECHS/FDLE paperwork to Athenian Academy. All paperwork will be reviewed for acceptance in lieu of fingerprinting.

Pinellas County Schools Preschool Survey

Child's Name _____

Parent/Guardian Name _____

DIRECTIONS: This form is to be completed for all students entering kindergarten. Check (✓) the appropriate answers.

1. Did your child attend Voluntary Prekindergarten (VPK) in Florida?

- Yes
 No (If No, go to questions 4 and 5.)

2. Where did your child attend VPK?

- Head Start Child Care Center Family Child-Care Home
 Pinellas County Elementary School Other

Name of School/Center/Home _____

3. Did your child complete the VPK program?

- My child completed the program.
 My child attended more than half the program.
 My child attended less than half the program.

Only answer questions 4 and 5 if you answered NO to question 1.

4. Did your child attend any type of preschool, family daycare, or early childhood setting?

- Yes
 No

5. Why did your child not participate in VPK?

- I didn't know about VPK.
 I wanted to keep them home.
 There were no convenient locations.
 The cost of wrap around care was too much.
 I didn't have transportation.
 I couldn't get the Certificate of Eligibility.
 Other _____

Evidence of facility funding

Athenian Academy



**Charter School
Est 2000**

**Αθηναϊκή Ακαδημία Τσάρτερ
Σχολείο
Academia Atheniense**



QUALITY/RESULTS/GROWTH

July 15, 2016

Sarasota County School Board

To Whom It May Concern:

On behalf of the Building Hope, I am pleased to submit this letter of interest to provide a facility with a purchase option for Athenian Academy upon its obtainment of a charter contract.

Building Hope supports high-quality public charter schools in Washington, DC; Florida and other U.S. cities and states by providing technical assistance, consulting and project management related to capital projects. Through our financing (loans and guarantees), business services and incubator facilities, we also support the expansion of academically successful schools with the capacity to grow their enrollments. Through our efforts, we catalyze change across the local public education systems where we do business. Building Hope promotes school-centered community revitalization. We believe that excellent charter school programs and facilities will help transform economically depressed neighborhoods into places where children will thrive

Upon Building Hope's thorough underwriting of the market and Athenian's charter approval, we are excited by the opportunity to invest in Sarasota County, as we did for Athenian in Pinellas County and support bringing quality educational options to more children and families. If you have any questions, please contact our office at 954-767-1070.

Sincerely,

Richard Moreno
Executive Director



SFS | School Financial Services

July 13, 2016

Re: Athenian Academy Charter School

To whom it may concern:

School Financial Services has committed to defer the collection of all or a portion of its fees if that payment would cause Athenian Academy Charter School to either be unable to pay another vendor or create an overdraft in the charter school's cash.

Further, with regard to the first year of operations, deferred fees will be forgiven up to one third, if those fees cause or exacerbate a deficit for the fiscal year.

Please contact us if any additional information is needed.

Keith Spence
Chief Operating Officer
54 South Martin St
PO BOX 250
Bonifay, FL 32425
(850)547-4566
F: (850)547-4235

54 South Martin St P.O. Box 250 Bonifay, FL 32425 (850) 547-4566 Phone (850) 547-4235 FAX

Attachment Z-1

Applicant history worksheet
(Form IEP-C-M1A, found at:
[http://www.fldoe.org/schools/
school-choice/charter-
schools/charter-school-
reference](http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference)

Athenian Academy



**Charter School
Est 2000**

**Αθηναϊκή Ακαδημία Τσάρτερ
Σχολείο
Academia Atheniense**

Florida Charter School Revenue Estimating Worksheet

Athenian Academy



**Charter School
Est 2000**

**Αθηναϊκή Ακαδημία Τσάρτερ
Σχολείο
Academia Atheniense**

Revenue Estimate Worksheet for Athenian Academy Charter School (Sarasota) - FY18

Based on the 2016-17 FEFP First Calculation

School District: Sarasota

1. 2016-17 FEFP State and Local Funding

Base Student Allocation \$4,160.71 District Cost Differential 1.0134

Program	Number of FTE (1)	Program Cost Factor (3)	Weighted FTE (2) x (3) (4)	2016-17 Base Funding (WFTE x BSA x DCD) (5)	
101 Basic K-3	126.72	1.103	139.7722	\$	589,344
111 Basic K-3 with ESE Services	7.20	1.103	7.9416	\$	33,485
102 Basic 4-8	96.80	1.000	96.8000	\$	408,154
112 Basic 4-8 with ESE Services	5.50	1.000	5.5000	\$	23,191
103 Basic 9-12	0.00	1.001	0.0000	\$	-
113 Basic 9-12 with ESE Services	0.00	1.001	0.0000	\$	-
254 ESE Level 4 (Grade Level PK-3)		3.607	0.0000	\$	-
254 ESE Level 4 (Grade Level 4-8)		3.607	0.0000	\$	-
254 ESE Level 4 (Grade Level 9-12)		3.607	0.0000	\$	-
255 ESE Level 5 (Grade Level PK-3)		5.376	0.0000	\$	-
255 ESE Level 5 (Grade Level 4-8)		5.376	0.0000	\$	-
255 ESE Level 5 (Grade Level 9-12)		5.376	0.0000	\$	-
130 ESOL (Grade Level PK-3)	10.08	1.194	12.0355	\$	50,747
130 ESOL (Grade Level 4-8)	7.70	1.194	9.1938	\$	38,765
130 ESOL (Grade Level 9-12)	0.00	1.194	0.0000	\$	-
300 Career Education (Grades 9-12)	0.00	1.001	0.0000	\$	-
Totals	254.00		271.2431	\$	1,143,686

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE (a)	Number of FTE	2016-17 Base Funding (WFTE x BSA x DCD)	
Advanced Placement		\$	-
International Baccalaureate		\$	-
Advanced International Certificate		\$	-
Industry Certified Career Education		\$	-
Early High School Graduation		\$	-
Small District ESE Supplement		\$	-
Total Additional FTE	0.0000	Additional Base Funds	\$ -
Total Funded Weighted FTE	271.2431	Total Base Funding	\$ 1,143,686

Number of FTE
Charter schools should contact their school district sponsor regarding eligible FTE.
Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (a) below.

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the ESE	7.20	PK-3	251	\$ 1,028	\$ 7,402
Guaranteed Allocation. Enter the FTE from 111,112 and 113 by grade and matrix level.		PK-3	252	\$ 3,318	\$ -
Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 and 113 above.	5.50	PK-3	253	\$ 6,771	\$ -
		4-8	251	\$ 1,152	\$ 6,336
		4-8	252	\$ 3,442	\$ -
	0.00	4-8	253	\$ 6,895	\$ -
		9-12	251	\$ 820	\$ -
		9-12	252	\$ 3,110	\$ -
		9-12	253	\$ 6,563	\$ -
Total FTE with ESE Services	12.70			Total ESE Guaranteed	\$ 13,738

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 254.00 ÷ District's Total UFTE: 42,535.62
= 0.5971%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E37 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 271.24 ÷ District's Total WFTE: 46,783.84
= 0.5798%

4. Supplemental Academic Instruction (UFTE share)	(b)	<u>8,741,111</u>	x	0.5971%	\$	<u>52,193</u>
300 Lowest Performing Schools Allocation	(d)				\$	<u>-</u>
Charter schools on the list of 300 lowest performing elementary schools should contact their school district sponsor to obtain additional funds.						
5. Discretionary Millage Compression Allocation .748 Mills (UFTE share)	(b)	<u>0</u>	x	0.5971%	\$	<u>-</u>
6. Digital Classrooms Allocation (UFTE share)	(b)(e)	<u>1,166,700</u>	x	0.5971%	\$	<u>6,966</u>
7. Safe Schools Allocation (UFTE share)	(b)	<u>959,228</u>	x	0.5971%	\$	<u>5,728</u>
8. Instructional Materials Allocation (UFTE share)	(b)	<u>3,253,563</u>	x	0.5971%	\$	<u>19,427</u>
Dual Enrollment Instructional Materials Allocation	(f)				\$	<u>-</u>
ESE Applications Allocation:					\$	<u>-</u>
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.						
9. Declining Enrollment (WFTE share)	(c)	<u>0</u>	x	0.5798%	\$	<u>-</u>
10. Sparsity Supplement (WFTE share)	(c)	<u>0</u>	x	0.5798%	\$	<u>-</u>
11. Reading Allocation (WFTE share)	(c)	<u>2,007,873</u>	x	0.5798%	\$	<u>11,642</u>
12. Discretionary Local Effort (WFTE share)	(c)	<u>38,960,609</u>	x	0.5798%	\$	<u>225,894</u>
13. Proration to Funds Available (WFTE share)	(c)	<u>0</u>	x	0.5798%	\$	<u>-</u>
14. Discretionary Lottery (WFTE share)	(c)	<u>155,084</u>	x	0.5798%	\$	<u>899</u>

15. Class Size Reduction Funds:

	Weighted FTE (not including Add-On)	X	DCD	X	Allocation factors	
PK - 3	159.7493		1.0134		1,321.49	= 213,936
4-8	111.4938		1.0134		901.39	= 101,846
9-12	0.0000		1.0134		903.56	= 0
Total *	271.2431				Total Class Size Reduction Funds	\$ 315,782

(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

16. Student Transportation	(g)					
Enter All Adjusted Fundable Riders		<u>63.50</u>	x	374	\$	<u>23,749</u>
Enter All Adjusted ESE Riders			x	1,389	\$	<u>-</u>

17. Federally Connected Student Supplement (h)

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aide Student Allocation	Total
Military and Indian Lands		\$0.00	\$0.00	\$ -
Civilians on Federal Lands		\$0.00	\$0.00	\$ -
Students with Disabilities			\$0.00	\$ -
Total				\$ -

18. Florida Teachers Classroom Supply Assistance Program	(i)		\$	<u>-</u>
19. Food Service Allocation	(j)		\$	<u>-</u>
Total			\$	<u>1,819,704</u>

20. Funding for the purpose of calculating the administrative fee for ESE charter schools.	(k)			
If you have more than a 75% ESE student population, please place a 1 in the following box:			\$	<u>-</u>

Revenue Estimate Worksheet for Athenian Academy Charter School (Sarasota) - FY19

Based on the 2016-17 FEFP First Calculation

School District: Sarasota

1. 2016-17 FEFP State and Local Funding

Base Student Allocation \$4,160.71 District Cost Differential 1.0134

Program	Number of FTE (1)	Program Cost Factor (3)	Weighted FTE (2) x (3) (4)	2016-17 Base Funding (WFTE x BSA x DCD) (5)	
101 Basic K-3	190.08	1.103	209.6582	\$	884,016
111 Basic K-3 with ESE Services	10.80	1.103	11.9124	\$	50,228
102 Basic 4-8	193.60	1.000	193.6000	\$	816,307
112 Basic 4-8 with ESE Services	11.00	1.000	11.0000	\$	46,381
103 Basic 9-12	0.00	1.001	0.0000	\$	-
113 Basic 9-12 with ESE Services	0.00	1.001	0.0000	\$	-
254 ESE Level 4 (Grade Level PK-3)		3.607	0.0000	\$	-
254 ESE Level 4 (Grade Level 4-8)		3.607	0.0000	\$	-
254 ESE Level 4 (Grade Level 9-12)		3.607	0.0000	\$	-
255 ESE Level 5 (Grade Level PK-3)		5.376	0.0000	\$	-
255 ESE Level 5 (Grade Level 4-8)		5.376	0.0000	\$	-
255 ESE Level 5 (Grade Level 9-12)		5.376	0.0000	\$	-
130 ESOL (Grade Level PK-3)	15.12	1.194	18.0533	\$	76,121
130 ESOL (Grade Level 4-8)	15.40	1.194	18.3876	\$	77,531
130 ESOL (Grade Level 9-12)	0.00	1.194	0.0000	\$	-
300 Career Education (Grades 9-12)	0.00	1.001	0.0000	\$	-
Totals	436.00		462.6115	\$	1,950,584

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE (a)	Number of FTE	2016-17 Base Funding (WFTE x BSA x DCD)	
Advanced Placement		\$	-
International Baccalaureate		\$	-
Advanced International Certificate		\$	-
Industry Certified Career Education		\$	-
Early High School Graduation		\$	-
Small District ESE Supplement		\$	-
Total Additional FTE	0.0000	Additional Base Funds	\$ -
Total Funded Weighted FTE	462.6115	Total Base Funding	\$ 1,950,584

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level		Guarantee Per Student	
Additional Funding from the ESE	10.80	PK-3	251	\$ 1,028	\$	11,102
Guaranteed Allocation. Enter the FTE from 111,112 and 113 by grade and matrix level.		PK-3	252	\$ 3,318	\$	-
Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 and 113 above.	11.00	PK-3	253	\$ 6,771	\$	-
		4-8	251	\$ 1,152	\$	12,672
		4-8	252	\$ 3,442	\$	-
	0.00	4-8	253	\$ 6,895	\$	-
		9-12	251	\$ 820	\$	-
		9-12	252	\$ 3,110	\$	-
		9-12	253	\$ 6,563	\$	-
Total FTE with ESE Services	21.80			Total ESE Guarantee	\$	23,774

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 436.00 ÷ District's Total UFTE: 42,535.62
= 1.0250%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E37 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 462.61 ÷ District's Total WFTE: 46,783.84
= 0.9888%

4. Supplemental Academic Instruction (UFTE share)	(b)	<u>8,741,111</u>	x	1.0250%	\$	<u>89,596</u>
300 Lowest Performing Schools Allocation	(d)				\$	<u>-</u>
Charter schools on the list of 300 lowest performing elementary schools should contact their school district sponsor to obtain additional funds.						
5. Discretionary Millage Compression Allocation						
.748 Mills (UFTE share)	(b)	<u>0</u>	x	1.0250%	\$	<u>-</u>
6. Digital Classrooms Allocation (UFTE share)	(b)(e)	<u>1,166,700</u>	x	1.0250%	\$	<u>11,959</u>
7. Safe Schools Allocation (UFTE share)	(b)	<u>959,228</u>	x	1.0250%	\$	<u>9,832</u>
8. Instructional Materials Allocation (UFTE share)	(b)	<u>3,253,563</u>	x	1.0250%	\$	<u>33,349</u>
Dual Enrollment Instructional Materials Allocation	(f)				\$	<u>-</u>
ESE Applications Allocation:					\$	<u>-</u>
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.						
9. Declining Enrollment (WFTE share)	(c)	<u>0</u>	x	0.9888%	\$	<u>-</u>
10. Sparsity Supplement (WFTE share)	(c)	<u>0</u>	x	0.9888%	\$	<u>-</u>
11. Reading Allocation (WFTE share)	(c)	<u>2,007,873</u>	x	0.9888%	\$	<u>19,854</u>
12. Discretionary Local Effort (WFTE share)	(c)	<u>38,960,609</u>	x	0.9888%	\$	<u>385,243</u>
13. Proration to Funds Available (WFTE share)	(c)	<u>0</u>	x	0.9888%	\$	<u>-</u>
14. Discretionary Lottery (WFTE share)	(c)	<u>155,084</u>	x	0.9888%	\$	<u>1,533</u>

15. Class Size Reduction Funds:						
	<u>Weighted FTE (not including Add-On)</u>	X	<u>DCD</u>	X	<u>Allocation factors</u>	
PK - 3	239.6239		1.0134	1,321.49	=	<u>320,904</u>
4-8	222.9876		1.0134	901.39	=	<u>203,692</u>
9-12	0.0000		1.0134	903.56	=	<u>0</u>
Total *	<u>462.6115</u>					<u>Total Class Size Reduction Funds \$ 524,596</u>

(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

16. Student Transportation	(g)					
Enter All Adjusted Fundable Riders		<u>109</u>	x	374	\$	<u>40,766</u>
Enter All Adjusted ESE Riders			x	1,389	\$	<u>-</u>

17. Federally Connected Student Supplement	(h)					
				<u>Impact Aide</u>		
			<u>Exempt Property</u>	<u>Student</u>		
<u>Impact Aid Student Type</u>	<u>Number of Students</u>		<u>Allocation</u>	<u>Allocation</u>	<u>Total</u>	
Military and Indian Lands			\$0.00	\$0.00	\$	<u>-</u>
Civilians on Federal Lands			\$0.00	\$0.00	\$	<u>-</u>
Students with Disabilities				\$0.00	\$	<u>-</u>
Total					\$	<u>-</u>

18. Florida Teachers Classroom Supply Assistance Program	(i)			\$		<u>-</u>
19. Food Service Allocation	(j)			\$		<u>-</u>
				<u>Total \$</u>		<u>3,091,086</u>

20. Funding for the purpose of calculating the administrative fee for ESE charter schools. (k)
If you have more than a 75% ESE student population, please place a 1 in the following box: _____ \$ _____

Revenue Estimate Worksheet for Athenian Academy Charter School (Sarasota) - FY20

Based on the 2016-17 FEFP First Calculation

School District: Sarasota

1. 2016-17 FEFP State and Local Funding

Base Student Allocation \$4,160.71 District Cost Differential 1.0134

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2016-17 Base Funding (WFTE x BSA x DCD)	
				(1)	(5)
101 Basic K-3	253.44	1.103	279.5443	\$	1,178,688
111 Basic K-3 with ESE Services	14.40	1.103	15.8832	\$	66,971
102 Basic 4-8	290.40	1.000	290.4000	\$	1,224,461
112 Basic 4-8 with ESE Services	16.50	1.000	16.5000	\$	69,572
103 Basic 9-12	0.00	1.001	0.0000	\$	-
113 Basic 9-12 with ESE Services	0.00	1.001	0.0000	\$	-
254 ESE Level 4 (Grade Level PK-3)		3.607	0.0000	\$	-
254 ESE Level 4 (Grade Level 4-8)		3.607	0.0000	\$	-
254 ESE Level 4 (Grade Level 9-12)		3.607	0.0000	\$	-
255 ESE Level 5 (Grade Level PK-3)		5.376	0.0000	\$	-
255 ESE Level 5 (Grade Level 4-8)		5.376	0.0000	\$	-
255 ESE Level 5 (Grade Level 9-12)		5.376	0.0000	\$	-
130 ESOL (Grade Level PK-3)	20.16	1.194	24.0710	\$	101,494
130 ESOL (Grade Level 4-8)	23.10	1.194	27.5814	\$	116,296
130 ESOL (Grade Level 9-12)	0.00	1.194	0.0000	\$	-
300 Career Education (Grades 9-12)	0.00	1.001	0.0000	\$	-
Totals	618.00		653.9799	\$	2,757,482

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE (a)	Number of FTE			2016-17 Base Funding (WFTE x BSA x DCD)
Advanced Placement				\$ -
International Baccalaureate				\$ -
Advanced International Certificate				\$ -
Industry Certified Career Education				\$ -
Early High School Graduation				\$ -
Small District ESE Supplement				\$ -
Total Additional FTE	0.0000	Additional Base Funds	\$ -	
Total Funded Weighted FTE	653.9799	Total Base Funding	\$ 2,757,482	

Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (a) below.

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the ESE	14.40	PK-3	251	\$ 1,028	\$ 14,803
Guaranteed Allocation. Enter the FTE from 111,112 and 113 by grade and matrix level.		PK-3	252	\$ 3,318	\$ -
Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 and 113 above.	16.50	PK-3	253	\$ 6,771	\$ -
		4-8	251	\$ 1,152	\$ 19,008
		4-8	252	\$ 3,442	\$ -
	0.00	4-8	253	\$ 6,895	\$ -
		9-12	251	\$ 820	\$ -
		9-12	252	\$ 3,110	\$ -
		9-12	253	\$ 6,563	\$ -
Total FTE with ESE Services	30.90			Total ESE Guarantee	\$ 33,811

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 618.00 ÷ District's Total UFTE: 42,535.62
= 1.4529%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E37 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 653.98 ÷ District's Total WFTE: 46,783.84
= 1.3979%

4. Supplemental Academic Instruction (UFTE share)	(b)	<u>8,741,111</u>	x	1.4529%	\$	<u>127,000</u>
300 Lowest Performing Schools Allocation	(d)				\$	<u>-</u>
Charter schools on the list of 300 lowest performing elementary schools should contact their school district sponsor to obtain additional funds.						
5. Discretionary Millage Compression Allocation						
.748 Mills (UFTE share)	(b)	<u>0</u>	x	1.4529%	\$	<u>-</u>
6. Digital Classrooms Allocation (UFTE share)	(b)(e)	<u>1,166,700</u>	x	1.4529%	\$	<u>16,951</u>
7. Safe Schools Allocation (UFTE share)	(b)	<u>959,228</u>	x	1.4529%	\$	<u>13,937</u>
8. Instructional Materials Allocation (UFTE share)	(b)	<u>3,253,563</u>	x	1.4529%	\$	<u>47,271</u>
Dual Enrollment Instructional Materials Allocation	(f)				\$	<u>-</u>
ESE Applications Allocation:					\$	<u>-</u>
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.						
9. Declining Enrollment (WFTE share)	(c)	<u>0</u>	x	1.3979%	\$	<u>-</u>
10. Sparsity Supplement (WFTE share)	(c)	<u>0</u>	x	1.3979%	\$	<u>-</u>
11. Reading Allocation (WFTE share)	(c)	<u>2,007,873</u>	x	1.3979%	\$	<u>28,068</u>
12. Discretionary Local Effort (WFTE share)	(c)	<u>38,960,609</u>	x	1.3979%	\$	<u>544,630</u>
13. Proration to Funds Available (WFTE share)	(c)	<u>0</u>	x	1.3979%	\$	<u>-</u>
14. Discretionary Lottery (WFTE share)	(c)	<u>155,084</u>	x	1.3979%	\$	<u>2,168</u>

15. Class Size Reduction Funds:

	<u>Weighted FTE (not including Add-On)</u>	X	<u>DCD</u>	X	<u>Allocation factors</u>	
PK - 3	319.4985		1.0134	1,321.49	=	<u>427,872</u>
4-8	334.4814		1.0134	901.39	=	<u>305,538</u>
9-12	0.0000		1.0134	903.56	=	<u>0</u>
Total *	<u>653.9799</u>					<u>Total Class Size Reduction Funds \$ 733,410</u>

(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

16. Student Transportation	(g)					
Enter All Adjusted Fundable Riders		<u>154.5</u>	x	374	\$	<u>57,783</u>
Enter All Adjusted ESE Riders			x	1,389	\$	<u>-</u>

17. Federally Connected Student Supplement	(h)					
				Impact Aide Student Allocation		
	Impact Aid Student Type	Number of Students	Exempt Property Allocation		Total	
	Military and Indian Lands		\$0.00	\$0.00	\$	<u>-</u>
	Civilians on Federal Lands		\$0.00	\$0.00	\$	<u>-</u>
	Students with Disabilities			\$0.00	\$	<u>-</u>
	Total				\$	<u>-</u>

18. Florida Teachers Classroom Supply Assistance Program	(i)			\$		<u>-</u>
19. Food Service Allocation	(j)			\$		<u>-</u>
				Total \$		<u>4,362,511</u>

20. Funding for the purpose of calculating the administrative fee for ESE charter schools.	(k)					
If you have more than a 75% ESE student population, please place a 1 in the following box:				\$		<u>-</u>

Revenue Estimate Worksheet for Athenian Academy Charter School (Sarasota) - FY21

Based on the 2016-17 FEFP First Calculation

School District: Sarasota

1. 2016-17 FEFP State and Local Funding

Base Student Allocation \$4,160.71 District Cost Differential 1.0134

Program	Number of FTE (1)	Program Cost Factor (3)	Weighted FTE (2) x (3) (4)	2016-17 Base Funding (WFTE x BSA x DCD) (5)	
101 Basic K-3	253.44	1.103	279.5443	\$	1,178,688
111 Basic K-3 with ESE Services	14.40	1.103	15.8832	\$	66,971
102 Basic 4-8	290.40	1.000	290.4000	\$	1,224,461
112 Basic 4-8 with ESE Services	16.50	1.000	16.5000	\$	69,572
103 Basic 9-12	0.00	1.001	0.0000	\$	-
113 Basic 9-12 with ESE Services	0.00	1.001	0.0000	\$	-
254 ESE Level 4 (Grade Level PK-3)		3.607	0.0000	\$	-
254 ESE Level 4 (Grade Level 4-8)		3.607	0.0000	\$	-
254 ESE Level 4 (Grade Level 9-12)		3.607	0.0000	\$	-
255 ESE Level 5 (Grade Level PK-3)		5.376	0.0000	\$	-
255 ESE Level 5 (Grade Level 4-8)		5.376	0.0000	\$	-
255 ESE Level 5 (Grade Level 9-12)		5.376	0.0000	\$	-
130 ESOL (Grade Level PK-3)	20.16	1.194	24.0710	\$	101,494
130 ESOL (Grade Level 4-8)	23.10	1.194	27.5814	\$	116,296
130 ESOL (Grade Level 9-12)	0.00	1.194	0.0000	\$	-
300 Career Education (Grades 9-12)	0.00	1.001	0.0000	\$	-
Totals	618.00		653.9799	\$	2,757,482

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE (a)	Number of FTE			2016-17 Base Funding (WFTE x BSA x DCD)
Advanced Placement				\$ -
International Baccalaureate				\$ -
Advanced International Certificate				\$ -
Industry Certified Career Education				\$ -
Early High School Graduation				\$ -
Small District ESE Supplement				\$ -
Total Additional FTE	0.0000	Additional Base Funds	\$	-
Total Funded Weighted FTE	653.9799	Total Base Funding	\$	2,757,482

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the ESE	14.40	PK-3	251	\$ 1,028	\$ 14,803
Guaranteed Allocation. Enter the FTE from 111,112 and 113 by grade and matrix level.		PK-3	252	\$ 3,318	\$ -
Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 and 113 above.	16.50	PK-3	253	\$ 6,771	\$ -
		4-8	251	\$ 1,152	\$ 19,008
		4-8	252	\$ 3,442	\$ -
	0.00	4-8	253	\$ 6,895	\$ -
		9-12	251	\$ 820	\$ -
		9-12	252	\$ 3,110	\$ -
		9-12	253	\$ 6,563	\$ -
Total FTE with ESE Services	30.90			Total ESE Guarantee	\$ 33,811

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 618.00 ÷ District's Total UFTE: 42,535.62
= 1.4529%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E37 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 653.98 ÷ District's Total WFTE: 46,783.84
= 1.3979%

4. Supplemental Academic Instruction (UFTE share)	(b)	<u>8,741,111</u>	x	1.4529%	\$	<u>127,000</u>
300 Lowest Performing Schools Allocation	(d)				\$	<u>-</u>
Charter schools on the list of 300 lowest performing elementary schools should contact their school district sponsor to obtain additional funds.						
5. Discretionary Millage Compression Allocation						
.748 Mills (UFTE share)	(b)	<u>0</u>	x	1.4529%	\$	<u>-</u>
6. Digital Classrooms Allocation (UFTE share)	(b)(e)	<u>1,166,700</u>	x	1.4529%	\$	<u>16,951</u>
7. Safe Schools Allocation (UFTE share)	(b)	<u>959,228</u>	x	1.4529%	\$	<u>13,937</u>
8. Instructional Materials Allocation (UFTE share)	(b)	<u>3,253,563</u>	x	1.4529%	\$	<u>47,271</u>
Dual Enrollment Instructional Materials Allocation	(f)				\$	<u>-</u>
ESE Applications Allocation:					\$	<u>-</u>
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.						
9. Declining Enrollment (WFTE share)	(c)	<u>0</u>	x	1.3979%	\$	<u>-</u>
10. Sparsity Supplement (WFTE share)	(c)	<u>0</u>	x	1.3979%	\$	<u>-</u>
11. Reading Allocation (WFTE share)	(c)	<u>2,007,873</u>	x	1.3979%	\$	<u>28,068</u>
12. Discretionary Local Effort (WFTE share)	(c)	<u>38,960,609</u>	x	1.3979%	\$	<u>544,630</u>
13. Proration to Funds Available (WFTE share)	(c)	<u>0</u>	x	1.3979%	\$	<u>-</u>
14. Discretionary Lottery (WFTE share)	(c)	<u>155,084</u>	x	1.3979%	\$	<u>2,168</u>

15. Class Size Reduction Funds:

	<u>Weighted FTE (not including Add-On)</u>	<u>X</u>	<u>DCD</u>	<u>X</u>	<u>Allocation factors</u>	
PK - 3	319.4985		1.0134		1,321.49	= <u>427,872</u>
4-8	334.4814		1.0134		901.39	= <u>305,538</u>
9-12	0.0000		1.0134		903.56	= <u>0</u>
Total *	<u>653.9799</u>				<u>Total Class Size Reduction Funds</u>	\$ <u>733,410</u>

(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

16. Student Transportation	(g)					
Enter All Adjusted Fundable Riders		<u>154.5</u>	x	374	\$	<u>57,783</u>
Enter All Adjusted ESE Riders			x	1,389	\$	<u>-</u>

17. Federally Connected Student Supplement	(h)					
				<u>Impact Aide</u>		
			<u>Exempt Property</u>	<u>Student</u>		
	<u>Impact Aid Student Type</u>	<u>Number of Students</u>	<u>Allocation</u>	<u>Allocation</u>	<u>Total</u>	
	Military and Indian Lands		\$0.00	\$0.00	\$	<u>-</u>
	Civilians on Federal Lands		\$0.00	\$0.00	\$	<u>-</u>
	Students with Disabilities			\$0.00	\$	<u>-</u>
	<u>Total</u>				\$	<u>-</u>

18. Florida Teachers Classroom Supply Assistance Program	(i)			\$		<u>-</u>
19. Food Service Allocation	(j)			\$		<u>-</u>
				<u>Total</u>	\$	<u>4,362,511</u>

20. Funding for the purpose of calculating the administrative fee for ESE charter schools. (k)
If you have more than a 75% ESE student population, please place a 1 in the following box: _____ \$ _____

Revenue Estimate Worksheet for Athenian Academy Charter School (Sarasota) - FY22

Based on the 2016-17 FEFP First Calculation

School District: Sarasota

1. 2016-17 FEFP State and Local Funding

Base Student Allocation \$4,160.71 District Cost Differential 1.0134

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2016-17 Base Funding	
				(1)	(2)
101 Basic K-3	253.44	1.103	279.5443	\$	1,178,688
111 Basic K-3 with ESE Services	14.40	1.103	15.8832	\$	66,971
102 Basic 4-8	309.76	1.000	309.7600	\$	1,306,092
112 Basic 4-8 with ESE Services	17.60	1.000	17.6000	\$	74,210
103 Basic 9-12	0.00	1.001	0.0000	\$	-
113 Basic 9-12 with ESE Services	0.00	1.001	0.0000	\$	-
254 ESE Level 4 (Grade Level PK-3)		3.607	0.0000	\$	-
254 ESE Level 4 (Grade Level 4-8)		3.607	0.0000	\$	-
254 ESE Level 4 (Grade Level 9-12)		3.607	0.0000	\$	-
255 ESE Level 5 (Grade Level PK-3)		5.376	0.0000	\$	-
255 ESE Level 5 (Grade Level 4-8)		5.376	0.0000	\$	-
255 ESE Level 5 (Grade Level 9-12)		5.376	0.0000	\$	-
130 ESOL (Grade Level PK-3)	20.16	1.194	24.0710	\$	101,494
130 ESOL (Grade Level 4-8)	24.64	1.194	29.4202	\$	124,049
130 ESOL (Grade Level 9-12)	0.00	1.194	0.0000	\$	-
300 Career Education (Grades 9-12)	0.00	1.001	0.0000	\$	-
Totals	640.00		676.2787	\$	2,851,504

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE (a)	Number of FTE	2016-17 Base Funding	
		(WFTE x BSA x DCD)	
Advanced Placement		\$	-
International Baccalaureate		\$	-
Advanced International Certificate		\$	-
Industry Certified Career Education		\$	-
Early High School Graduation		\$	-
Small District ESE Supplement		\$	-
Total Additional FTE	0.0000	Additional Base Funds \$	-
Total Funded Weighted FTE	676.2787	Total Base Funding \$	2,851,504

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level		Guarantee Per Student	
			Level		\$	\$
Additional Funding from the ESE	14.40	PK-3	251	\$	1,028	\$ 14,803
Guaranteed Allocation. Enter the FTE from 111,112 and 113 by grade and matrix level.	17.60	PK-3	252	\$	3,318	\$ -
Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 and 113 above.	0.00	PK-3	253	\$	6,771	\$ -
		4-8	251	\$	1,152	\$ 20,275
		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	32.00			Total ESE Guarantee \$		35,078

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 640.00 ÷ District's Total UFTE: 42,535.62
= 1.5046%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E37 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 676.28 ÷ District's Total WFTE: 46,783.84
= 1.4455%



SFS | School Financial Services

July 13, 2016

Re: Athenian Academy Charter School

To whom it may concern:

School Financial Services has committed to defer the collection of all or a portion of its fees if that payment would cause Athenian Academy Charter School to either be unable to pay another vendor or create an overdraft in the charter school's cash.

Further, with regard to the first year of operations, deferred fees will be forgiven up to one third, if those fees cause or exacerbate a deficit for the fiscal year.

Please contact us if any additional information is needed.

Keith Spence
Chief Operating Officer
54 South Martin St
PO BOX 250
Bonifay, FL 32425
(850)547-4566
F: (850)547-4235

54 South Martin St P.O. Box 250 Bonifay, FL 32425 (850) 547-4566 Phone (850) 547-4235 FAX

Attachment Z-1

**ATHENIAN ACADEMY CHARTER SCHOOL (SARASOTA)
OPERATING BUDGET
FISCAL YEARS 2018 - 2022**

	<u>FY18</u>	<u>FY19</u>	<u>FY20</u>	<u>FY21</u>	<u>FY22</u>
FOOD SERVICE					
Food Service Workers	6,954	10,535	14,188	14,329	14,473
Total Food Service Salaries	6,954	10,535	14,188	14,329	14,473
Retirement	-	632	851	860	868
Payroll Taxes	721	1,089	1,463	1,474	1,485
Health Insurance	3,000	4,545	6,121	6,182	6,244
Workers Compensation	70	105	142	143	145
Total Food Service Benefits	3,791	6,372	8,577	8,659	8,742
Total Food Service	10,745	16,907	22,765	22,988	23,215
TRANSPORTATION					
Bus Driver	14,640	22,180	29,869	30,167	30,469
Total Transportation Salaries	14,640	22,180	29,869	30,167	30,469
Retirement	-	1,331	1,792	1,810	1,828
Payroll Taxes	1,498	2,264	3,041	3,064	3,087
Health Insurance	6,000	9,090	12,241	12,364	12,487
Workers Compensation	146	222	299	302	305
Total Transportation Benefits	7,644	12,906	17,373	17,539	17,707
Fuel	12,000	18,180	24,482	24,727	24,974
Equipment - Busses	50,000	25,000	25,000	-	-
Repair & Maintenance	6,000	9,090	12,241	12,364	12,487
Total Transportation Other	68,000	52,270	61,724	37,091	37,462
Total Transportation	90,284	87,356	108,965	84,797	85,638
PLANT OPERATIONS					
Custodial	22,000	44,440	67,327	68,000	68,680
Security	-	-	19,194	19,386	19,580
Total Plant Operations Salaries	22,000	44,440	86,521	87,386	88,260
Retirement	-	2,666	5,191	5,243	5,296
Payroll Taxes	1,872	3,778	7,375	7,441	7,508
Health Insurance	3,000	6,060	12,241	12,364	12,487
Workers Compensation	220	444	865	874	883
Total Plant Operations Benefits	5,092	12,948	25,672	25,922	26,173
Contracted Services	12,000	16,462	20,097	20,298	20,866
Insurance	24,000	24,240	24,482	24,727	24,974
Telephone	9,000	9,090	9,181	9,273	9,365
Utilities	48,000	65,849	80,388	81,192	83,464
Supplies	12,000	20,804	29,784	30,082	31,464
Equipment	5,000	5,050	5,101	5,152	5,203
Total Plant Operations Other	110,000	141,495	169,033	170,723	175,337
Total Plant Operations	137,092	198,884	281,226	284,031	289,770
PLANT MAINTENANCE					
Contracted Services	12,000	12,120	12,241	12,364	12,487
TOTAL EXPENDITURES	1,973,910	3,185,230	4,496,522	4,519,671	4,721,108
EXCESS REVENUES OVER EXPENDITURES	35,222	23,147	14,495	170,824	147,500
FUND BALANCE, ENDING	36,203	59,350	73,845	244,669	392,169

**ATHENIAN ACADEMY CHARTER SCHOOL (SARASOTA)
OPERATING BUDGET
FISCAL YEARS 2018 - 2022**

	<u>FY18</u>	<u>FY19</u>	<u>FY20</u>	<u>FY21</u>	<u>FY22</u>
ENROLLMENT	254	436	618	618	640
FUND BALANCE, BEGINNING	<u>981</u>	<u>36,203</u>	<u>59,350</u>	<u>73,845</u>	<u>244,669</u>
REVENUES					
FEFP	1,795,955	3,065,572	4,347,883	4,369,622	4,536,878
In Kind (Greek Teacher Salaries & Benefits)	94,059	101,835	104,771	107,718	110,685
In Kind (ESP)	75,000	-	-	-	-
In Kind (SFS)	20,370	-	-	-	-
Capital Outlay	-	-	-	154,500	160,000
Transportation	23,749	40,970	58,362	58,654	61,046
TOTAL REVENUES	<u>2,009,133</u>	<u>3,208,377</u>	<u>4,511,016</u>	<u>4,690,495</u>	<u>4,868,608</u>
EXPENDITURES					
INSTRUCTION					
Classroom Teachers	685,950	1,165,635	1,587,678	1,635,233	1,728,595
Specialty Teachers	40,350	83,260	128,731	132,586	136,468
Total Instruction Salaries	<u>726,300</u>	<u>1,248,894</u>	<u>1,716,408</u>	<u>1,767,820</u>	<u>1,865,063</u>
Retirement	-	74,934	102,985	106,069	111,904
Payroll Taxes	58,964	101,210	138,865	142,798	150,426
Health Insurance	54,000	90,900	122,412	123,636	127,994
Workers Compensation	7,263	12,489	17,164	17,678	18,651
Total Instruction Benefits	<u>120,227</u>	<u>279,533</u>	<u>381,426</u>	<u>390,182</u>	<u>408,975</u>
Contracted Services	6,350	11,009	15,761	15,918	16,650
Travel	1,800	3,030	4,284	4,430	9,157
Supplies	13,135	22,563	31,822	32,140	33,559
Textbooks	63,500	52,369	57,534	15,918	21,801
Furniture and Equipment	-	-	90,743	20,000	24,518
Computers and Software	25,400	43,600	89,432	66,800	72,902
Substitutes	10,800	18,180	24,240	24,240	24,846
Total Instruction Other	<u>120,985</u>	<u>150,751</u>	<u>313,816</u>	<u>179,447</u>	<u>203,433</u>
Total Instruction	<u>967,512</u>	<u>1,679,178</u>	<u>2,411,651</u>	<u>2,337,448</u>	<u>2,477,471</u>
PUPIL PERSONNEL SERVICES					
Guidance Counselor	-	-	42,910	44,195	45,489
Support	-	-	-	30,909	31,218
Total Pupil Personnel Salaries	<u>-</u>	<u>-</u>	<u>42,910</u>	<u>75,105</u>	<u>76,707</u>
Retirement	-	-	2,575	4,506	4,602
Payroll Taxes	-	-	3,472	6,123	6,246
Health Insurance	-	-	3,060	6,182	6,244
Workers Compensation	-	-	429	751	767
Total Pupil Personnel Benefits	<u>-</u>	<u>-</u>	<u>9,536</u>	<u>17,563</u>	<u>17,859</u>
Supplies	-	-	6,304	6,367	6,660
Total Pupil Personnel Other	<u>-</u>	<u>-</u>	<u>6,304</u>	<u>6,367</u>	<u>6,660</u>
Total Pupil Personnel Services	<u>-</u>	<u>-</u>	<u>58,750</u>	<u>99,034</u>	<u>101,227</u>

**ATHENIAN ACADEMY CHARTER SCHOOL (SARASOTA)
OPERATING BUDGET
FISCAL YEARS 2018 - 2022**

	<u>FY18</u>	<u>FY19</u>	<u>FY20</u>	<u>FY21</u>	<u>FY22</u>
CURRICULUM DEVELOPMENT					
Curriculum Coach	-	-	41,161	41,573	41,988
Total Curriculum Development Salaries	-	-	41,161	41,573	41,988
Retirement	-	-	2,470	2,494	2,519
Payroll Taxes	-	-	3,338	3,369	3,401
Health Insurance	-	-	3,060	3,091	3,122
Workers Compensation	-	-	412	416	420
Total Curriculum Development Benefits	-	-	9,279	9,370	9,462
Supplies	-	-	3,152	3,184	3,330
Total Curriculum Development Other	-	-	3,152	3,184	3,330
Total Curriculum Development Services	-	-	53,593	54,127	54,780
STAFF TRAINING					
Contracted Services	6,333	16,160	21,932	23,182	23,934
BOARD					
Legal Fees	5,000	100	100	100	100
Contracted Svcs - ESP	111,905	199,089	293,225	293,030	304,219
Contracted Services - Audit	-	7,500	7,575	7,651	7,727
Travel	3,000	3,030	3,060	3,091	3,122
Insurance	26,000	26,260	26,523	26,788	27,056
Licenses & Fees	2,500	2,525	2,550	2,576	2,602
District Fee	89,552	89,064	89,123	89,569	89,803
Contingency	51,192	89,295	127,763	128,402	133,412
Total Board	289,149	416,863	549,919	551,206	568,040
SCHOOL ADMINISTRATION					
School Leader	75,000	75,750	76,508	87,273	93,145
Asst School Leader	-	60,600	61,206	61,818	62,436
Middle School Dean	-	-	-	46,364	46,827
Admin Support	30,000	30,300	30,603	30,909	31,218
Total Administration Salaries	105,000	166,650	168,317	226,363	233,627
Retirement	-	9,999	10,099	13,582	14,018
Payroll Taxes	8,411	13,316	13,443	18,073	18,628
Health Insurance	6,000	9,090	9,181	12,364	12,487
Workers Compensation	1,050	1,667	1,683	2,264	2,336
Total Administration Benefits	15,461	34,071	34,406	46,282	47,470
Travel	1,000	1,010	1,020	1,030	1,041
Equipment Rental	4,200	4,242	4,284	4,327	4,371
Postage	1,524	1,539	1,555	1,570	1,586
Advertising	7,500	2,500	2,525	2,550	2,576
Supplies	6,000	6,060	6,121	6,182	6,244
Equipment	3,500	2,121	536	2,344	728
Software	1,500	909	230	1,005	312
Total Administration Other	25,224	18,381	16,270	19,008	16,857
Total School Administration	145,685	219,102	218,993	291,653	297,953
FACILITIES ACQUISITION					
Rents	254,000	436,000	618,000	618,000	640,000
FISCAL					
Contracted Services - Finance	50,174	84,000	112,245	112,806	117,211
Contracted Services - HR	10,936	18,659	26,242	28,034	29,382
Total Fiscal	61,111	102,659	138,487	140,841	146,593

Proposed Operating Budget
Proposed Startup Budget

Athenian Academy



**Charter School
Est 2000**

Αθηναϊκή Ακαδημία Τσάρτερ
Σχολείο
Academia Atheniensis

ATHENIAN ACADEMY CHARTER SCHOOL (SARASOTA)
 OPERATING BUDGET
 FISCAL YEAR 2017 (START-UP)

	<u>Start-Up</u>
REVENUES	
Start Up Funding (provided by Building Hope)	20,000
TOTAL REVENUES	<u>20,000</u>
EXPENDITURES	
STAFF TRAINING	
Contracted Services	<u>3,167</u>
BOARD	
Contracted Services - Training	<u>500</u>
SCHOOL ADMINISTRATION	
School Leader	6,250
Admin Support	2,500
Total Administration Salaries	<u>8,750</u>
Payroll Taxes	906
Health Insurance	500
Workers Compensation	88
Total Administration Benefits	<u>1,493</u>
Advertising	5,000
Total Administration Other	<u>5,000</u>
Total School Administration	<u>15,243</u>
FISCAL	
Contracted Services - HR	<u>109</u>
TOTAL EXPENDITURES	<u>19,019</u>
EXCESS REVENUES OVER EXPENDITURES	<u>981</u>
FUND BALANCE, ENDING	<u>981</u>

✓

**ATHENIAN ACADEMY CHARTER SCHOOL (SARASOTA)
BALANCE SHEET
FISCAL YEAR 2017 (START-UP)**

ASSETS

Cash	<u>981</u>
------	------------

LIABILITIES AND FUND BALANCE

LIABILITIES

Accounts Payable

-

FUND BALANCE

Unrestricted

981

Total Liabilities and Fund Balance

981

ATHENIAN ACADEMY CHARTER SCHOOL (SARASOTA)
 PROJECTED CASH FLOWS
 SCAL YEAR 2017 (START-UP)

	<u>Apr</u>	<u>May</u>	<u>Jun</u>	<u>Jul</u>	<u>Aug</u>
CASH, BEGINNING	<u>-</u>	<u>16,833</u>	<u>13,833</u>	<u>981</u>	<u>981</u>
REVENUES					
Start Up Funding (provided by Building Hope)	20,000	-	-	-	-
TOTAL REVENUES	<u>20,000</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
EXPENDITURES					
STAFF TRAINING					
Contracted Services	3,167	-	-	-	-
BOARD					
Contracted Services - Training	-	500	-	-	-
SCHOOL ADMINISTRATION					
School Leader	-	-	6,250	-	-
Admin Support	-	-	2,500	-	-
Total Administration Salaries	<u>-</u>	<u>-</u>	<u>8,750</u>	<u>-</u>	<u>-</u>
Payroll Taxes	-	-	906	-	-
Health Insurance	-	-	500	-	-
Workers Compensation	-	-	88	-	-
Total Administration Benefits	<u>-</u>	<u>-</u>	<u>1,493</u>	<u>-</u>	<u>-</u>
Advertising	-	2,500	2,500	-	-
Total Administration Other	<u>-</u>	<u>2,500</u>	<u>2,500</u>	<u>-</u>	<u>-</u>
Total School Administration	<u>-</u>	<u>2,500</u>	<u>12,743</u>	<u>-</u>	<u>-</u>
FISCAL					
Contracted Services - HR	-	-	109	-	-
TOTAL EXPENDITURES	<u>3,167</u>	<u>3,000</u>	<u>12,853</u>	<u>-</u>	<u>-</u>
EXCESS REVENUES OVER EXP	<u>16,833</u>	<u>(3,000)</u>	<u>(12,853)</u>	<u>-</u>	<u>-</u>
CASH, ENDING	<u>16,833</u>	<u>13,833</u>	<u>981</u>	<u>981</u>	<u>981</u>

**ATHENIAN ACADEMY CHARTER SCHOOL (SARASOTA)
 BUDGETED FEFP REVENUE
 FISCAL YEARS 2018 - 2022**

	<u>FY18</u>	<u>FY19</u>	<u>FY20</u>	<u>FY21</u>	<u>FY22</u>
Inflation Factor	0.50%	0.50%	0.50%	0.50%	0.50%
Years of Inflation	-	1	2	3	4
FEFP, Net of Transportation	1,795,955	3,050,320	4,304,728	4,304,728	4,447,263
Future Value Factor	{				
(1 + Inflation Factor) ^{Years of Inflation}	1.0000	1.0050	1.0100	1.0151	1.0202
Budgeted FEFP	<u>1,795,955</u>	<u>3,065,572</u>	<u>4,347,883</u>	<u>4,369,622</u>	<u>4,536,878</u>
Transportation	23,749	40,766	57,783	57,783	59,840
Future Value Factor	{				
(1 + Inflation Factor) ^{Years of Inflation}	1.0000	1.0050	1.0100	1.0151	1.0202
Budgeted Transportation	<u>23,749</u>	<u>40,970</u>	<u>58,362</u>	<u>58,654</u>	<u>61,046</u>

**ATHENIAN ACADEMY CHARTER SCHOOL (SARASOTA)
STAFFING PLAN**

Name	Position	Start-Up			FY18		
		Expected Salary	Months	Salary	Expected Salary	FTE	Salary
TBA	Core Teachers	40,350	-	-	40,350	13.0	524,550
TBA	Greek	40,350	-	-	40,350	2.0	80,700
TBA	Spanish	40,350	-	-	40,350	1.0	40,350
TBA	Physical Education	40,350	-	-	40,350	1.0	40,350
Instructional			-	-		17.0	685,950
TBA	Reading Specialist	40,350	-	-	40,350	-	-
TBA	ESE Specialist	40,350	-	-	40,350	1.0	40,350
Specialty			-	-		1.0	40,350
TBA	Guidance	40,350	-	-	40,350	-	-
TBA	Registrar	30,000	-	-	30,000	-	-
Pupil Personnel			-	-		-	-
TBA	Curriculum Specialist	40,350	-	-	40,350	-	-
Curriculum			-	-		-	-
TBA	School Leader	75,000	1	6,250	75,000	1.0	75,000
TBA	Asst School Leader	60,000	-	-	60,000	-	-
TBA	Middle School Dean	45,000	-	-	45,000	-	-
Administrators			1	6,250		1.0	75,000
TBA	Office Manager	30,000	1	2,500	30,000	1.0	30,000
Admin Support			1	2,500		1.0	30,000
TBA	Food Svc Worker	6,954	-	-	6,954	1.0	6,954
Food Service			-	-		1.0	6,954
TBA	Bus Driver	7,320	-	-	7,320	2.0	14,640
Transportation			-	-		2.0	14,640
TBA	Custodian	22,000	-	-	22,000	1.0	22,000
Custodial			-	-		1.0	22,000
TBA	Security	18,816	-	-	18,816	-	-
Security			-	-		-	-
Total			<u>2</u>	<u>8,750</u>		<u>24.0</u>	<u>874,894</u>

**ATHENIAN ACADEMY CHARTER SCHOOL
STAFFING PLAN**

Name	Position	FY19			FY20		
		Expected Salary	FTE	Salary	Expected Salary	FTE	Salary
TBA	Core Teachers	41,630	22.0	915,856	42,910	31.0	1,330,217
TBA	Greek	41,630	2.0	83,260	42,910	2.0	85,820
TBA	Spanish	41,630	2.0	83,260	42,910	2.0	85,820
TBA	Physical Education	41,630	2.0	83,260	42,910	2.0	85,820
Instructional			28.0	1,165,635		37.0	1,587,678
TBA	Reading Specialist	41,630	1.0	41,630	42,910	1.0	42,910
TBA	ESE Specialist	41,630	1.0	41,630	42,910	2.0	85,820
Specialty			2.0	83,260		3.0	128,731
TBA	Guidance	41,630	-	-	42,910	1.0	42,910
TBA	Registrar	30,300	-	-	30,603	-	-
Pupil Personnel						1.0	42,910
TBA	Curriculum Specialist	40,754	-	-	41,161	1.0	41,161
Curriculum						1.0	41,161
TBA	School Leader	75,750	1.0	75,750	76,508	1.0	76,508
TBA	Asst School Leader	60,600	1.0	60,600	61,206	1.0	61,206
TBA	Middle School Dean	45,450	-	-	45,905	-	-
Administrators			2.0	136,350		2.0	137,714
TBA	Office Manager	30,300	1.0	30,300	30,603	1.0	30,603
Admin Support			1.0	30,300		1.0	30,603
TBA	Food Svc Worker	7,024	1.5	10,535	7,094	2.0	14,188
Food Service			1.5	10,535		2.0	14,188
TBA	Bus Driver	7,393	3.0	22,180	7,467	4.0	29,869
Transportation			3.0	22,180		4.0	29,869
TBA	Custodian	22,220	2.0	44,440	22,442	3.0	67,327
Custodial			2.0	44,440		3.0	67,327
TBA	Security	19,004	-	-	19,194	1	19,194
Security						1	19,194
Total			<u>39.5</u>	<u>1,492,699</u>		<u>55.0</u>	<u>2,099,373</u>

**ATHENIAN ACADEMY CHARTER SCHOOL
STAFFING PLAN**

Name	Position	FY21			FY22		
		Expected Salary	FTE	Salary	Expected Salary	FTE	Salary
TBA	Core Teachers	44,195	31.0	1,370,060	45,489	32.0	1,455,659
TBA	Greek	44,195	2.0	88,391	45,489	2.0	90,979
TBA	Spanish	44,195	2.0	88,391	45,489	2.0	90,979
TBA	Physical Education	44,195	2.0	88,391	45,489	2.0	90,979
Instructional			37.0	1,635,233		38.0	1,728,595
TBA	Reading Specialist	44,195	1.0	44,195	45,489	1.0	45,489
TBA	ESE Specialist	44,195	2.0	88,391	45,489	2.0	90,979
Specialty			3.0	132,586		3.0	136,468
TBA	Guidance	44,195	1.0	44,195	45,489	1.0	45,489
TBA	Registrar	30,909	1.0	30,909	31,218	1.0	31,218
Pupil Personnel			2.0	75,105		2.0	76,707
TBA	Curriculum Specialist	41,573	1.0	41,573	41,988	1.0	41,988
Curriculum			1.0	41,573		1.0	41,988
TBA	School Leader	87,273	1.0	87,273	93,145	1.0	93,145
TBA	Asst School Leader	61,818	1.0	61,818	62,436	1.0	62,436
TBA	Middle School Dean	46,364	1.0	46,364	46,827	1.0	46,827
Administrators			3.0	195,454		3.0	202,409
TBA	Office Manager	30,909	1.0	30,909	31,218	1.0	31,218
Admin Support			1.0	30,909		1.0	31,218
TBA	Food Svc Worker	7,165	2.0	14,329	7,236	2.0	14,473
Food Service			2.0	14,329		2.0	14,473
TBA	Bus Driver	7,542	4.0	30,167	7,617	4.0	30,469
Transportation			4.0	30,167		4.0	30,469
TBA	Custodian	22,667	3.0	68,000	22,893	3.0	68,680
Custodial			3.0	68,000		3.0	68,680
TBA	Security	19,386	1	19,386	19,580	1	19,580
Security			1	19,386		1	19,580
Total			<u>57.0</u>	<u>2,242,743</u>		<u>58.0</u>	<u>2,350,587</u>

ATHENIAN ACADEMY CHARTER SCHOOL (SARASOTA)
 PROJECTED CASH FLOWS
 FISCAL YEAR 2018

	Jul	Aug	Sep	Oct	Nov	Dec	Jan
CASH, BEGINNING	<u>981</u>	<u>29,657</u>	<u>61,043</u>	<u>57,463</u>	<u>53,326</u>	<u>51,431</u>	<u>46,368</u>
REVENUES							
FEFP	149,663	149,663	149,663	149,663	149,663	149,663	149,663
In Kind (Greek Teacher Salaries & Benefits)	-	3,919	7,838	7,838	7,838	7,838	7,838
In Kind (ESP)	6,250	6,250	6,250	6,250	6,250	6,250	6,250
In Kind (SFS)	1,438	1,568	1,699	1,699	1,699	1,699	1,699
Transportation	<u>1,979</u>	<u>1,979</u>	<u>1,979</u>	<u>1,979</u>	<u>1,979</u>	<u>1,979</u>	<u>1,979</u>
TOTAL REVENUES	<u>159,330</u>	<u>163,380</u>	<u>167,429</u>	<u>167,429</u>	<u>167,429</u>	<u>167,429</u>	<u>167,429</u>
EXPENDITURES							
INSTRUCTION							
Classroom Teachers	-	28,581	57,163	57,163	57,163	57,163	57,163
Specialty Teachers	-	<u>1,681</u>	<u>3,363</u>	<u>3,363</u>	<u>3,363</u>	<u>3,363</u>	<u>3,363</u>
Total Instruction Salaries	-	<u>30,263</u>	<u>60,525</u>	<u>60,525</u>	<u>60,525</u>	<u>60,525</u>	<u>60,525</u>
Payroll Taxes	-	3,132	6,264	5,581	4,630	4,630	4,630
Health Insurance	-	4,500	4,500	4,500	4,500	4,500	4,500
Workers Compensation	-	303	605	605	605	605	605
Total Instruction Benefits	-	<u>7,935</u>	<u>11,370</u>	<u>10,686</u>	<u>9,735</u>	<u>9,735</u>	<u>9,735</u>
Contracted Services	-	318	635	635	635	635	635
Travel	150	150	150	150	150	150	150
Supplies	4,374	796	796	796	796	796	796
Textbooks	21,146	8,471	8,471	8,471	8,471	8,471	-
Computers and Software	8,458	3,388	3,388	3,388	3,388	3,388	-
Substitutes	-	540	1,080	1,080	1,080	1,080	1,080
Total Instruction Other	<u>34,128</u>	<u>13,663</u>	<u>14,521</u>	<u>14,521</u>	<u>14,521</u>	<u>14,521</u>	<u>2,661</u>
Total Instruction	<u>34,128</u>	<u>51,861</u>	<u>86,415</u>	<u>85,732</u>	<u>84,781</u>	<u>84,781</u>	<u>72,922</u>
STAFF TRAINING							
Contracted Services	<u>3,167</u>	-	-	-	-	<u>3,167</u>	-
BOARD							
Legal Fees	417	417	417	417	417	417	417
Contracted Svcs - ESP	10,104	9,713	9,321	9,321	9,321	9,321	9,321
Travel	250	250	250	250	250	250	250
Insurance	6,500	2,167	2,167	2,167	2,167	2,167	2,167
Licenses & Fees	1,250	-	-	1,250	-	-	-
District Fee	7,463	7,463	7,463	7,463	7,463	7,463	7,463
Contingency	<u>4,266</u>	<u>4,266</u>	<u>4,266</u>	<u>4,266</u>	<u>4,266</u>	<u>4,266</u>	<u>4,266</u>
Total Board	<u>30,250</u>	<u>24,275</u>	<u>23,883</u>	<u>25,133</u>	<u>23,883</u>	<u>23,883</u>	<u>23,883</u>

ATHENIAN ACADEMY CHARTER SCHOOL (SARASOTA)
 PROJECTED CASH FLOWS
 FISCAL YEAR 2018

	<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>
SCHOOL ADMINISTRATION							
School Leader	6,250	6,250	6,250	6,250	6,250	6,250	6,250
Admin Support	2,500	2,500	2,500	2,500	2,500	2,500	2,500
Total Administration Salaries	8,750	8,750	8,750	8,750	8,750	8,750	8,750
Payroll Taxes	906	811	669	669	669	669	669
Health Insurance	500	500	500	500	500	500	500
Workers Compensation	88	88	88	88	88	88	88
Total Administration Benefits	1,493	1,399	1,257	1,257	1,257	1,257	1,257
Travel	83	83	83	83	83	83	83
Equipment Rental	350	350	350	350	350	350	350
Postage	127	127	127	127	127	127	127
Advertising	2,475	457	457	457	457	457	457
Supplies	1,980	365	365	365	365	365	365
Equipment	1,166	467	467	467	467	467	-
Software	500	200	200	200	200	200	-
Total Administration Other	6,680	2,050	2,050	2,050	2,050	2,050	1,383
Total School Administration	16,923	12,198	12,056	12,056	12,056	12,056	11,389
FACILITIES ACQUISITION							
Rents	21,167	21,167	21,167	21,167	21,167	21,167	21,167
FISCAL							
Contracted Services - Finance	4,181	4,181	4,181	4,181	4,181	4,181	4,181
Contracted Services - HR	132	524	916	916	916	916	916
Total Fiscal	4,313	4,705	5,097	5,097	5,097	5,097	5,097
FOOD SERVICE							
Food Service Workers	-	348	695	695	695	695	695
Total Food Service Salaries	-	348	695	695	695	695	695
Payroll Taxes	-	36	72	72	72	72	72
Health Insurance	-	250	250	250	250	250	250
Workers Compensation	-	3	7	7	7	7	7
Total Food Service Benefits	-	289	329	329	329	329	329
Total Food Service	-	637	1,024	1,024	1,024	1,024	1,024
TRANSPORTATION							
Bus Drivers	-	732	1,464	1,464	1,464	1,464	1,464
Total Transportation Salaries	-	732	1,464	1,464	1,464	1,464	1,464
Payroll Taxes	-	76	152	152	152	152	152
Health Insurance	-	500	500	500	500	500	500
Workers Compensation	-	7	15	15	15	15	15
Total Transportation Benefits	-	583	666	666	666	666	666
Fuel	-	600	1,200	1,200	1,200	1,200	1,200
Equipment - Busses	-	2,500	5,000	5,000	5,000	5,000	5,000
Repair & Maintenance	-	300	600	600	600	600	600
Total Transportation Other	-	3,400	6,800	6,800	6,800	6,800	6,800
Total Transportation	-	4,715	8,930	8,930	8,930	8,930	8,930

ATHENIAN ACADEMY CHARTER SCHOOL (SARASOTA)
 PROJECTED CASH FLOWS
 FISCAL YEAR 2018

	<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>
PLANT OPERATIONS							
Custodial	1,833	1,833	1,833	1,833	1,833	1,833	1,833
Total Plant Operations Salaries	1,833	1,833	1,833	1,833	1,833	1,833	1,833
Payroll Taxes	190	190	190	181	140	140	140
Health Insurance	250	250	250	250	250	250	250
Workers Compensation	18	18	18	18	18	18	18
Total Plant Operations Benefits	458	458	458	449	409	409	409
Contracted Services	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Insurance	6,000	2,000	2,000	2,000	2,000	2,000	2,000
Telephone	750	750	750	750	750	750	750
Utilities	4,000	4,000	4,000	4,000	4,000	4,000	4,000
Supplies	4,000	727	727	727	727	727	727
Equipment	1,665	667	667	667	667	667	-
Total Plant Operations Other	17,415	9,144	9,144	9,144	9,144	9,144	8,477
Total Plant Operations	19,706	11,436	11,436	11,427	11,386	11,386	10,719
PLANT MAINTENANCE							
Contracted Services	1,000	1,000	1,000	1,000	1,000	1,000	1,000
TOTAL EXPENDITURES	130,654	131,993	171,009	171,566	169,325	172,492	156,132
EXCESS REVENUES OVER EXP	28,676	31,386	(3,579)	(4,137)	(1,896)	(5,062)	11,288
CASH, ENDING	29,657	61,043	57,463	53,326	51,431	46,368	57,666

ATHENIAN ACADEMY CHARTER SCHOOL (SARASOTA)
 PROJECTED CASH FLOWS
 FISCAL YEAR 2018

	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>	<u>Jul</u>	<u>Aug</u>
CASH, BEGINNING	<u>57,666</u>	<u>68,963</u>	<u>80,261</u>	<u>91,559</u>	<u>107,023</u>	<u>127,958</u>	<u>65,038</u>
REVENUES							
FEPP	149,663	149,663	149,663	149,663	149,663	-	-
In Kind (Greek Teacher Salaries & Benefits)	7,838	7,838	7,838	7,838	7,838	7,838	3,919
In Kind (ESP)	6,250	6,250	6,250	6,250	6,250	-	-
In Kind (SFS)	1,699	1,699	1,699	1,699	1,695	252	126
Transportation	1,979	1,979	1,979	1,979	1,979	-	-
TOTAL REVENUES	<u>167,429</u>	<u>167,429</u>	<u>167,429</u>	<u>167,429</u>	<u>167,425</u>	<u>8,090</u>	<u>4,045</u>
EXPENDITURES							
INSTRUCTION							
Classroom Teachers	57,163	57,163	57,163	57,163	57,163	57,163	28,581
Specialty Teachers	3,363	3,363	3,363	3,363	3,363	3,363	1,681
Total Instruction Salaries	<u>60,525</u>	<u>60,525</u>	<u>60,525</u>	<u>60,525</u>	<u>60,525</u>	<u>60,525</u>	<u>30,263</u>
Payroll Taxes	4,630	4,630	4,630	4,630	4,630	4,630	2,315
Health Insurance	4,500	4,500	4,500	4,500	4,500	4,500	-
Workers Compensation	605	605	605	605	605	605	303
Total Instruction Benefits	<u>9,735</u>	<u>9,735</u>	<u>9,735</u>	<u>9,735</u>	<u>9,735</u>	<u>9,735</u>	<u>2,618</u>
Contracted Services	635	635	635	635	318	-	-
Travel	150	150	150	150	150	-	-
Supplies	796	796	796	796	796	-	-
Textbooks	-	-	-	-	-	-	-
Computers and Software	-	-	-	-	-	-	-
Substitutes	1,080	1,080	1,080	1,080	540	-	-
Total Instruction Other	<u>2,661</u>	<u>2,661</u>	<u>2,661</u>	<u>2,661</u>	<u>1,804</u>	<u>-</u>	<u>-</u>
Total Instruction	<u>72,922</u>	<u>72,922</u>	<u>72,922</u>	<u>72,922</u>	<u>72,064</u>	<u>70,260</u>	<u>32,880</u>
STAFF TRAINING							
Contracted Services	-	-	-	-	-	-	-
BOARD							
Legal Fees	417	417	417	417	417	-	-
Contracted Svcs - ESP	9,321	9,321	9,321	9,321	9,334	(757)	(378)
Travel	250	250	250	250	250	-	-
Insurance	2,167	2,167	2,167	-	-	-	-
Licenses & Fees	-	-	-	-	-	-	-
District Fee	7,463	7,463	7,463	7,463	7,463	-	-
Contingency	4,266	4,266	4,266	4,266	4,266	-	-
Total Board	<u>23,883</u>	<u>23,883</u>	<u>23,883</u>	<u>21,716</u>	<u>21,730</u>	<u>(757)</u>	<u>(378)</u>

ATHENIAN ACADEMY CHARTER SCHOOL (SARASOTA)
 PROJECTED CASH FLOWS
 FISCAL YEAR 2018

	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>	<u>Jul</u>	<u>Aug</u>
SCHOOL ADMINISTRATION							
School Leader	6,250	6,250	6,250	6,250	6,250	-	-
Admin Support	2,500	2,500	2,500	2,500	2,500	-	-
Total Administration Salaries	8,750	8,750	8,750	8,750	8,750	-	-
Payroll Taxes	669	669	669	669	669	-	-
Health Insurance	500	500	500	500	500	-	-
Workers Compensation	88	88	88	88	88	-	-
Total Administration Benefits	1,257	1,257	1,257	1,257	1,257	-	-
Travel	83	83	83	83	83	-	-
Equipment Rental	350	350	350	350	350	-	-
Postage	127	127	127	127	127	-	-
Advertising	457	457	457	457	457	-	-
Supplies	365	365	365	365	365	-	-
Equipment	-	-	-	-	-	-	-
Software	-	-	-	-	-	-	-
Total Administration Other	1,383	1,383	1,383	1,383	1,383	-	-
Total School Administration	11,389	11,389	11,389	11,389	11,389	-	-
FACILITIES ACQUISITION							
Rents	21,167	21,167	21,167	21,167	21,167	-	-
FISCAL							
Contracted Services - Finance	4,181	4,181	4,181	4,181	4,181	-	-
Contracted Services - HR	916	916	916	916	902	757	378
Total Fiscal	5,097	5,097	5,097	5,097	5,084	757	378
FOOD SERVICE							
Food Service Workers	695	695	695	695	348	-	-
Total Food Service Salaries	695	695	695	695	348	-	-
Payroll Taxes	72	72	72	72	37	-	-
Health Insurance	250	250	250	250	250	250	-
Workers Compensation	7	7	7	7	3	-	-
Total Food Service Benefits	329	329	329	329	291	250	-
Total Food Service	1,024	1,024	1,024	1,024	638	250	-
TRANSPORTATION							
Bus Drivers	1,464	1,464	1,464	1,464	732	-	-
Total Transportation Salaries	1,464	1,464	1,464	1,464	732	-	-
Payroll Taxes	152	152	152	152	58	-	-
Health Insurance	500	500	500	500	500	500	-
Workers Compensation	15	15	15	15	7	-	-
Total Transportation Benefits	666	666	666	666	566	500	-
Fuel	1,200	1,200	1,200	1,200	600	-	-
Equipment - Busses	5,000	5,000	5,000	5,000	2,500	-	-
Repair & Maintenance	600	600	600	600	300	-	-
Total Transportation Other	6,800	6,800	6,800	6,800	3,400	-	-
Total Transportation	8,930	8,930	8,930	8,930	4,698	500	-

ATHENIAN ACADEMY CHARTER SCHOOL (SARASOTA)
 PROJECTED CASH FLOWS
 FISCAL YEAR 2018

	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>	<u>Jul</u>	<u>Aug</u>
PLANT OPERATIONS							
Custodial	1,833	1,833	1,833	1,833	1,833	-	-
Total Plant Operations Salaries	1,833	1,833	1,833	1,833	1,833	-	-
Payroll Taxes	140	140	140	140	140	-	-
Health Insurance	250	250	250	250	250	-	-
Workers Compensation	18	18	18	18	18	-	-
Total Plant Operations Benefits	409	409	409	409	409	-	-
Contracted Services	1,000	1,000	1,000	1,000	1,000	-	-
Insurance	2,000	2,000	2,000	-	-	-	-
Telephone	750	750	750	750	750	-	-
Utilities	4,000	4,000	4,000	4,000	4,000	-	-
Supplies	727	727	727	727	727	-	-
Equipment	-	-	-	-	-	-	-
Total Plant Operations Other	8,477	8,477	8,477	6,477	6,477	-	-
Total Plant Operations	10,719	10,719	10,719	8,719	8,719	-	-
PLANT MAINTENANCE							
Contracted Services	1,000	1,000	1,000	1,000	1,000	-	-
TOTAL EXPENDITURES	156,132	156,132	156,132	151,965	146,489	71,010	32,880
EXCESS REVENUES OVER EXP	11,298	11,298	11,298	15,464	20,936	(62,920)	(28,835)
CASH, ENDING	68,983	80,261	91,559	107,023	127,958	65,038	36,203

ATHENIAN ACADEMY CHARTER SCHOOL (SARASOTA)
 OPERATING BUDGET - 78% ENROLLMENT
 FISCAL YEARS 2018 - 2022

	<u>Start-Up</u>	<u>FY18</u>	<u>FY19</u>	<u>FY20</u>	<u>FY21</u>	<u>FY22</u>
ENROLLMENT	-	198	342	480	480	502
FUND BALANCE, BEGINNING	<u>-</u>	<u>1,564</u>	<u>48,830</u>	<u>161,991</u>	<u>198,539</u>	<u>316,691</u>
REVENUES						
FEFP	-	1,489,313	2,453,417	3,368,920	3,385,765	3,548,102
In Kind (Greek Teacher Salaries & Benefits)	-	47,029	50,905	78,526	80,693	110,488
In Kind (ESP)	-	75,000	-	-	-	-
In Kind (SFS)	-	16,873	-	-	-	-
Capital Outlay	-	-	-	-	120,000	125,500
Transportation	-	18,513	32,137	45,330	45,557	47,883
TOTAL REVENUES	<u>20,000</u>	<u>1,646,729</u>	<u>2,536,459</u>	<u>3,492,776</u>	<u>3,632,014</u>	<u>3,831,972</u>
EXPENDITURES						
INSTRUCTION						
Classroom Teachers	-	564,900	873,995	1,200,640	1,235,914	1,407,501
Specialty Teachers	-	20,175	41,619	107,200	110,349	113,508
Total Instruction Salaries	<u>-</u>	<u>585,075</u>	<u>915,614</u>	<u>1,307,840</u>	<u>1,346,263</u>	<u>1,521,009</u>
Retirement	-	-	54,937	78,470	80,776	91,261
Payroll Taxes	-	47,499	74,202	105,814	108,754	122,689
Health Insurance	-	43,500	66,660	93,339	94,273	104,581
Workers Compensation	-	5,851	9,156	13,078	13,463	15,210
Total Instruction Benefits	<u>-</u>	<u>96,849</u>	<u>204,955</u>	<u>290,702</u>	<u>297,265</u>	<u>333,740</u>
Contracted Services	-	4,950	8,636	12,241	12,364	13,060
Travel	-	1,450	2,222	3,162	3,297	7,284
Supplies	-	10,370	17,529	24,584	24,830	26,541
Textbooks	-	49,500	41,360	43,915	12,364	18,211
Furniture and Equipment	-	-	-	90,743	20,000	24,518
Computers and Software	-	19,800	34,200	75,632	53,000	59,102
Substitutes	-	8,700	13,332	18,483	18,483	20,301
Total Instruction Other	<u>-</u>	<u>94,770</u>	<u>117,278</u>	<u>268,762</u>	<u>144,337</u>	<u>169,016</u>
Total Instruction	<u>-</u>	<u>776,694</u>	<u>1,237,847</u>	<u>1,867,304</u>	<u>1,787,865</u>	<u>2,023,765</u>
PUPIL PERSONNEL SERVICES						
Guidance Counselor	-	-	-	-	44,140	45,403
Support	-	-	-	-	-	-
Total Pupil Personnel Salaries	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>44,140</u>	<u>45,403</u>
Retirement	-	-	-	-	2,648	2,724
Payroll Taxes	-	-	-	-	3,566	3,662
Health Insurance	-	-	-	-	3,091	3,122
Workers Compensation	-	-	-	-	441	454
Total Pupil Personnel Benefits	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>9,746</u>	<u>9,962</u>
Supplies	-	-	-	-	4,945	5,224
Total Pupil Personnel Other	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>4,945</u>	<u>5,224</u>
Total Pupil Personnel Services	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>58,832</u>	<u>60,589</u>

**ATHENIAN ACADEMY CHARTER SCHOOL (SARASOTA)
OPERATING BUDGET - 78% ENROLLMENT
FISCAL YEARS 2018 - 2022**

	<u>Start-Up</u>	<u>FY18</u>	<u>FY19</u>	<u>FY20</u>	<u>FY21</u>	<u>FY22</u>
CURRICULUM DEVELOPMENT						
Curriculum Coach	-	-	-	20,581	20,786	20,994
Total Curriculum Development Salaries	-	-	-	20,581	20,786	20,994
Retirement	-	-	-	1,235	1,247	1,260
Payroll Taxes	-	-	-	1,669	1,685	1,701
Health Insurance	-	-	-	1,530	1,545	1,561
Workers Compensation	-	-	-	206	208	210
Total Curriculum Development Benefits	-	-	-	4,640	4,685	4,731
Supplies	-	-	-	2,448	2,473	2,612
Total Curriculum Development Other	-	-	-	2,448	2,473	2,612
Total Curriculum Development Services	-	-	-	27,668	27,944	28,337
STAFF TRAINING						
Contracted Services	2,583	5,167	11,615	16,577	17,773	19,511
BOARD						
Legal Fees	-	5,000	100	100	100	100
Contracted Svcs - ESP	-	92,624	158,776	223,022	222,223	231,924
Contracted Services - Audit	-	-	7,500	7,575	7,651	7,727
Contracted Services - Training	500	-	-	-	-	-
Travel	-	3,000	3,030	3,060	3,091	3,122
Insurance	-	26,000	26,260	26,523	26,788	27,056
Licenses & Fees	-	2,500	2,525	2,550	2,576	2,602
District Fee	-	75,391	90,846	88,913	89,357	89,541
Contingency	-	14,139	23,626	32,800	32,964	34,586
Total Board	500	218,654	312,663	384,543	384,750	396,657
SCHOOL ADMINISTRATION						
School Leader	6,250	75,000	75,750	76,508	87,273	93,145
Asst School Leader	-	-	-	61,206	61,818	62,436
Middle School Dean	-	-	-	-	46,364	46,827
Admin Support	2,500	30,000	30,300	30,603	30,909	31,218
Total Administration Salaries	8,750	105,000	106,050	168,317	226,363	233,627
Retirement	-	-	6,363	10,099	13,582	14,018
Payroll Taxes	906	8,411	8,491	13,443	18,073	18,628
Health Insurance	500	6,000	6,060	9,181	12,364	12,487
Workers Compensation	88	1,050	1,061	1,683	2,264	2,336
Total Administration Benefits	1,493	15,461	21,974	34,406	46,282	47,470
Travel	-	1,000	1,010	1,020	1,030	1,041
Equipment Rental	-	4,200	4,242	4,284	4,327	4,371
Postage	-	1,188	1,200	1,212	1,224	1,236
Advertising	5,000	7,500	2,500	2,525	2,550	2,576
Supplies	-	6,000	6,060	6,121	6,182	6,244
Equipment	-	3,500	354	2,142	2,344	728
Software	-	1,500	152	918	1,005	312
Total Administration Other	5,000	24,888	15,517	18,222	18,662	16,507
Total School Administration	15,243	145,349	143,541	220,945	291,307	297,604
FACILITIES ACQUISITION						
Rents	-	198,000	342,000	480,000	480,000	502,000
FISCAL						
Contracted Services - Finance	-	41,541	67,052	89,784	90,233	94,674
Contracted Services - HR	109	9,079	13,643	19,728	21,740	24,047
Total Fiscal	109	50,620	80,695	109,512	111,973	118,721

ATHENIAN ACADEMY CHARTER SCHOOL (SARASOTA)
OPERATING BUDGET - 78% ENROLLMENT
FISCAL YEARS 2018 - 2022

	<u>Start-Up</u>	<u>FY18</u>	<u>FY19</u>	<u>FY20</u>	<u>FY21</u>	<u>FY22</u>
FOOD SERVICE						
Food Service Workers	-	6,954	10,535	14,188	14,329	14,473
Total Food Service Salaries	-	6,954	10,535	14,188	14,329	14,473
Retirement	-	-	632	851	860	868
Payroll Taxes	-	721	1,089	1,463	1,474	1,485
Health Insurance	-	3,000	4,545	6,121	6,182	6,244
Workers Compensation	-	70	105	142	143	145
Total Food Service Benefits	-	3,791	6,372	8,577	8,659	8,742
Total Food Service	-	10,745	16,907	22,765	22,988	23,215
TRANSPORTATION						
Bus Driver	-	7,320	14,786	22,401	22,625	22,852
Total Transportation Salaries	-	7,320	14,786	22,401	22,625	22,852
Retirement	-	-	887	1,344	1,358	1,371
Payroll Taxes	-	749	1,509	2,281	2,298	2,315
Health Insurance	-	3,000	6,060	9,181	9,273	9,365
Workers Compensation	-	73	148	224	226	229
Total Transportation Benefits	-	3,822	8,604	13,030	13,154	13,280
Fuel	-	6,000	12,120	18,362	18,545	18,731
Equipment - Busses	-	25,000	25,000	25,000	-	-
Repair & Maintenance	-	3,000	6,060	9,181	9,273	9,365
Total Transportation Other	-	34,000	43,180	52,543	27,818	28,096
Total Transportation	-	45,142	66,571	87,974	63,598	64,228
PLANT OPERATIONS						
Custodial	-	22,000	44,440	44,884	45,333	45,787
Security	-	-	-	-	19,386	19,580
Total Plant Operations Salaries	-	22,000	44,440	44,884	64,719	65,367
Retirement	-	-	2,666	2,693	3,883	3,922
Payroll Taxes	-	1,872	3,778	3,812	5,518	5,568
Health Insurance	-	3,000	6,060	6,121	9,273	9,365
Workers Compensation	-	220	444	449	647	654
Total Plant Operations Benefits	-	5,092	12,948	13,074	19,321	19,509
Contracted Services	-	12,000	16,527	20,060	20,261	20,933
Insurance	-	24,000	24,240	24,482	24,727	24,974
Telephone	-	9,000	9,090	9,181	9,273	9,365
Utilities	-	48,000	66,109	80,241	81,044	83,730
Supplies	-	12,000	20,935	29,676	29,972	31,660
Equipment	-	5,000	5,050	5,101	5,152	5,203
Total Plant Operations Other	-	110,000	141,951	168,741	170,429	175,865
Total Plant Operations	-	137,092	199,339	226,700	254,469	260,740
PLANT MAINTENANCE						
Contracted Services	-	12,000	12,120	12,241	12,364	12,487
TOTAL EXPENDITURES	18,436	1,599,462	2,423,298	3,456,228	3,513,863	3,807,855
EXCESS REVENUES OVER EXPENDITURES	1,564	47,266	113,161	36,548	118,151	24,118
FUND BALANCE, ENDING	1,564	48,830	161,991	198,539	316,691	340,808

Draft contract between
school and ΕΣΡ

Athenian Academy



**Charter School
Est 2000**

**Αθηναϊκή Ακαδημία Τσάρτερ
Σχολείο
Academia Atheniense**

EDUCATIONAL SERVICE PROVIDER AGREEMENT

This Educational Service Provider Agreement is made and entered into as of the ____ day of ____ by and between **Theopisti LLC** a Florida corporation located at 2289 N. Hercules Ave. Clearwater, Florida 33763 and **The Athenian Academy Charter School** and its Board of Directors, a non-profit, 501(c)3 corporation.

The following is a recital of facts underlying this Agreement:

The Athenian Academy is a public charter school, organized under the laws of the State of Florida. Theopisti LLC has been issued a contract (the "Contract") from the Board of Directors of The Athenian Academy Charter School to organize and manage a public charter school with the Athenian Academy Board of Directors as the as the authorizing body. Florida Law permits a public charter school to contract with persons and entities for the operation and management of the public charter school.

Theopisti LLC specializes in providing charter schools with a variety of educational services and products, including management, curriculum services, educational programs, teacher training, and technology. Theopisti's services are designed to serve the needs of a diverse student population. The Athenian Academy and Theopisti desire to create an enduring educational partnership, whereby the Athenian Academy and Theopisti will work together to bring educational excellence and innovation to public charter schools based on Theopisti's comprehensive educational program services, institutional principles and management methodologies.

In order to implement an innovative educational program services at the school, the parties, desire to establish this arrangement for the management and operation of certain of the Athenian Academy's educational and administrative activities or functions. Therefore, it is mutually agreed as follows:

TERM

This Agreement shall become effective upon execution and shall cover the _____ academic year, with the entire term to end on _____.

CONTRACTUAL RELATIONSHIP

Authority. The Athenian Academy represents that it is authorized by law to contract with a private entity and for that entity to provide educational and management services. The Athenian Academy is therefore authorized to supervise and control such academy, and is vested with all powers within applicable law for carrying out the educational program contemplated in this Agreement.

Contract. Acting under and in the exercise of such authority, the Athenian Academy hereby contracts with Theopisti LLC to the extent permitted by law, to provide all functions relating to the provision of educational services and the management and operation of the Athenian Academy in accordance with the terms of this Agreement and the Athenian Academy's authorizing documents. Theopisti shall comply with all terms and conditions of the Contract to the extent Theopisti is performing services on behalf of the Athenian Academy, the Contract is hereby incorporated by reference. To the extent that any provision of this agreement conflicts with the terms of the Contract, the Contract shall prevail.

Status of the Parties. Theopisti LLC is a for-profit corporation, and is not a division or a part of the Athenian Academy. The Athenian Academy is a body corporate and governmental entity authorized by the State of Florida laws governing public charter schools and is not a division or part of Theopisti LLC. The relationship between Theopisti and the Athenian Academy is based solely on the terms of this

Agreement. No provision of this Agreement shall interfere with the Athenian Academy's Board's lawful duties and shall not be limited or rendered impossible by any action or inaction of Theopisti LLC.

Independent Contractor Status. The parties to this Agreement intend that the relationship between them created by this Agreement is that of an independent contractor, and not employer-employee. No agent or employee of Theopisti LLC shall be determined to be the agent or employee of the Athenian Academy except as expressly acknowledged in writing by the Athenian Academy. Notwithstanding the foregoing, Theopisti and its employees are designated as agents of the Athenian Academy for the limited purpose of allowing them access to educational records under the federal Family Educational Rights and Privacy Act. Theopisti will be solely responsible for its acts and the acts of its agents, employees, and subcontractors. No provision of this Agreement shall predetermine the Athenian Academy Board's course of action in choosing to assert or not assert governmental immunity.

Bankruptcy Notice. Theopisti shall notify the Athenian Academy Board if any principal or officer of Theopisti, or Theopisti LLC as a corporate entity (including any related organizations or organizations in which a principal or officer of the Theopisti LLC served as a principal or officer), has filed for bankruptcy protection in the last six (6) months or within any applicable preference period, whichever is longer.

Compliance with Athenian Academy's Contract. The ESP agrees to perform its duties and responsibilities under this Agreement in a manner that is consistent with the Athenian Academy's responsibilities under this Agreement in a manner that is consistent with the Athenian Academy's obligations under the laws of Florida and the Sponsoring School District. The provisions of the Athenian Academy's Contract shall supersede any competing or conflicting provisions contained in this Agreement.

Compliance with Section 501 (3c). On an annual basis, the ESP agrees to provide the Athenian Academy Board with the same information that a school district is required to disclose for the most recent fiscal year for which the information is available. Within thirty (30) days of receipt of this information, the Athenian Academy Board shall make the information available on the Athenian Academy's website home page, in a form and manner prescribed by the Florida Department of Education.

FUNCTIONS TO BE PERFORMED BY THE CONTRACTOR

In consideration of the management fee paid by the Academy, Theopisti LLC shall perform the following:

Responsibility. Theopisti shall be responsible, and accountable to the Athenian Academy, for the management, operation and performance of the Academy.

Educational Program. The educational program and the program of instruction shall be designed by Theopisti in cooperation with the Athenian Academy, and may be adapted and modified from time to time with prior Board approval and in conjunction with the Contract amendment process established by the Sponsoring District's Charter Schools Office. It being understood that an essential principle of a successful, effective educational program is its flexibility, adaptability, and capacity to change in the interest of continuous improvement and efficiency, and that the Athenian Academy and Theopisti are interested in results and not in inflexible prescriptions.

Strategic Planning. Theopisti shall help design strategic plans for the continuing educational and financial benefit of the Athenian Academy.

Public Relations. Theopisti shall design an ongoing public relations strategy for the development of

beneficial and harmonious relationships with other organizations and the community, for joint implementation by the Athenian Academy and its Board.

Special Functions. The services Theopisti will provide the Academy include, but are not limited to the following:

Operational Public Charter School Athenian

Academy Services

Financial

Assist : Develop salary schedules

Assist: Select benefit packages

Assist: Determine retirement options

Provide Payroll Services

Assist with yearly audit and locating C.P.A.

Pay approved invoices on a timely basis

Educational Planning

Curriculum Expansion

Assist with Selection of assessments

Assist with School Improvement Plan

Assist with Technology Plan

Staff Development

Workshops and seminars

Professional Growth activities

Problem Solving

Personnel issues

Conflict resolution

Student/parent/teacher issues

Compliance Issues

Membership reports

Annual reports

Annual audits

Equipment/Furniture

Contracted Services (as needed)

Maintenance (building)

Cleaning supplies/equipment

Lawn service

Painting

Landscaping

Parking lot maintenance

Playground equipment

Athletic equipment

Assets provided, or caused to be provided, to the Athenian Academy by Theopisti with funds Theopisti has received from sources other than the Athenian Academy shall remain the property of Theopisti or the providing entity unless agreed in writing to the contrary. All acquisitions made by Theopisti for the Athenian Academy with funds Theopisti has received including, but not limited to, instructional materials, equipment, supplies, furniture, computers and technology, shall be owned by and remain the property of the Athenian Academy. The Board shall retain the obligation to adopt written policies governing the procurement of supplies, materials, and equipment. In the event that Theopisti purchases supplies, materials, or equipment from third parties as agent for or on behalf of the Athenian Academy, Theopisti shall comply with the Athenian Academy policies as if they were making such purchases directly from a third party. Theopisti certifies that there shall be no markup of costs for supplies, materials, or equipment procured by Theopisti on the Athenian Academy's behalf and that said supplies, materials and/or equipment shall be inventoried in such a way that it can be clearly established which property belongs to the Athenian Academy.

Subcontracts. Theopisti reserves the right to subcontract any and all aspects of all other services it agrees to provide to the Athenian Academy, including, but not limited to transportation, food service, payroll and/or any computer services with the prior approval of the Athenian Academy Board. Theopisti shall not subcontract the management, oversight or operation of the teaching and instructional program, except as specifically permitted herein or with the prior approval of the Athenian Academy Board.

Place of Performance. Theopisti reserves the right to perform functions other than instruction, such as purchasing, professional development and administrative functions, off site, unless prohibited by state or local law.

Student Recruitment. Theopisti and the Athenian Academy shall be jointly responsible for the recruitment of students subject to agreement on general recruitment and admission policies. Application by or for students shall be voluntary, and shall be in writing. Students shall be selected in accordance with the procedures set forth in the Athenian Academy's Contract and in compliance with the applicable law.

Legal Requirements. Theopisti shall assist in providing educational programs that meet federal, state, and local laws and regulations, and the requirements imposed under the Athenian Academy's Contract, unless such requirements are, or have been waived.

Rules and Procedures. Theopisti shall recommend reasonable rules, regulations and procedures applicable to the Athenian Academy and is authorized and directed to enforce such rules, regulations and procedures adopted by the Athenian Academy Board.

School Years and School Day. The school year and the school day shall be scheduled as required by law and the Athenian Academy's Contract.

Additional Grades and Student Population. Theopisti in connection with the Athenian Academy Administrator shall make the recommendation to the Athenian Academy Board concerning limiting, increasing, or decreasing the number of grades offered and the number of students served per grade or in total, within the limits provided for by the Athenian Academy's Contract.

OBLIGATIONS OF THE BOARD

The Athenian Academy shall exercise good faith in considering the recommendations of Theopisti and the Athenian Academy Administrator including, but not limited to their recommendations concerning

policies, rules, regulations, procedures, curriculum, budgets, fund raising, public relations and school entrepreneurial affairs. Theopisti does understand all of these decisions remain the responsibility of the Athenian Academy Board and may not be delegated directly to Theopisti LLC.

FINANCIAL ARRANGEMENTS

Compensation for Services. From _____ through _____, the Athenian Academy shall pay Theopisti a fee of an amount equal to ten (10%) percent, based upon all of the net funds received by the Academy that the State of Florida determines the Athenian Academy is entitled to receive based upon the per student count or otherwise eligible by Florida law.

No Related Parties or Common Control. Theopisti will not have any role or relationship with the Athenian Academy that, in effect, substantially limits the Athenian Academy's ability to exercise its rights, including cancellation rights, under this Agreement. The Board may not include any director, officer or employee of a management company that contracts with the Athenian Academy. In furtherance of such restriction, it is agreed between the Athenian Academy and Theopisti that none of the voting power of the governing body of the Athenian Academy will be vested in Theopisti or its directors, members, managers, officers, shareholders, and employees, and none of the voting power of the governing body of Theopisti will be vested in the Athenian Academy or its directors, members, managers, officers, shareholders, and employees. The Academy and Theopisti will not employ the same individuals. Further, the Athenian Academy and Theopisti will not be members of the same controlled group, as defined in Section 1.150-1 (f) of the regulations under the Internal Revenue Code of 1986, as amended, or related persons, as defined in Section 144(a)(3) of the Internal Revenue Code of 1986, as amended. No Theopisti employee shall be designated as the Chief Administrative Officer of the Athenian Academy.

Payment of Costs. In addition to the fee described in this Section, the Athenian Academy shall reimburse Theopisti for all costs incurred and paid by Theopisti in providing the Educational Program and other goods and services, pursuant to this Agreement, at the Athenian Academy provided such costs are consistent with the Athenian Academy budget approved by the Athenian Academy Board. Such costs include, but are not limited to, advertising, typing, printing, duplicating, postage, application fees, curriculum materials, textbooks, library books, furniture and equipment, computers, supplies and related expenses of Theopisti employees assigned to the Academy to provide goods and services to the Academy, building payments, maintenance, capital improvements and subcontractor fees. In paying costs on behalf of the Athenian Academy, Theopisti shall not charge an added fee. The Athenian Academy shall not reimburse Theopisti for any costs incurred or paid by Theopisti as a result of services provided or actions taken except as otherwise specifically of this Agreement. The Athenian Academy Board may pay or reimburse Theopisti for approved fees or expenses upon properly presented documentation and approval by the Athenian Academy Board, or the Athenian Academy Board may advance funds to Theopisti for the fees or expenses associated with the Athenian Academy's operation provided that documentation for the fees and expenses are provided for Athenian Academy Board ratification.

Time and Priority of Payments. The fee due to Theopisti shall be calculated for each school month within (5) five days of receipt by the Athenian Academy of its monthly payments due and owing to Theopisti shall be made by the Athenian Academy to Theopisti on or before the last day of each month.

Other Revenue Sources. In order to supplement and enhance the school aid payments received from the State of Florida, and improve the quality of education, the Athenian Academy and Theopisti

shall endeavor to obtain revenue from other sources. In this regard:

(1) The Athenian Academy and/or Theopisti shall solicit and receive grants and donations consistent with the mission of the Athenian Academy.

Athenian Academy and/or Theopisti may apply for and receive grant money, in the name of the Athenian Academy subject to the prior approval of the Athenian Academy Board.

To the extent permitted by the Athenian Academy Board, Theopisti may charge fees to students for extra services such as summer and after school programs, athletics, etc., and charge non-Athenian Academy students who participate in such programs. Theopisti and the Athenian Academy will split all revenue collected, in a proportion agreed upon by the parties in advance of Theopisti conducting such programs, less expenses to the Athenian Academy caused by such programs, if not prohibited by law.

Other Institutions. The Athenian Academy acknowledges that Theopisti may enter into similar management agreements with other public or private educational schools or institutions ("Institutions"). Theopisti shall maintain separate accounts for reimbursable expenses incurred on behalf of the Athenian Academy and other Institutions, and only charge the Athenian Academy for expenses incurred on behalf of the Athenian Academy. If Theopisti incurs authorized reimbursable expenses on behalf of Athenian Academy and other Institutions which are incapable of precise allocation between the Athenian Academy and such Institutions, to the extent permitted under applicable law, then Theopisti, shall allocate such expenses among all such Institutions, and the Athenian Academy, on a pro-rata basis based upon the number of students enrolled at the Athenian Academy and the Institutions, or upon such other equitable basis as is acceptable to the parties. All grants or donations received by the Athenian Academy or by Theopisti for the specific benefit of the Athenian Academy, shall be used solely for the Athenian Academy. Marketing and development costs paid by or charged to the Athenian Academy shall be limited to those costs specific to the Athenian Academy program, and shall not include any costs for the marketing and development of Theopisti LLC.

Reporting. Theopisti shall provide the Athenian Academy with: All information the Athenian Academy's auditors reasonably request. Reports on Athenian Academy operations, finances, and student performance, upon request of the Athenian Academy Board or the State of Florida
Other information on a periodic basis to enable the Athenian Academy to monitor Theopisti's educational performance and the efficiency of its operations of the Athenian Academy.

Access to Records. Theopisti shall keep accurate records pertaining to its operation of the Athenian Academy, together with all Athenian Academy records prepared by or in the possession of Theopisti, and, unless required by law to be retained for a longer period, retain all of said records for a period of five (5) years from the close of the fiscal year to which such books, accounts and records relate. All financial, educational and student records pertaining to the Athenian Academy are Athenian Academy property. Such records are subject to the Florida Freedom of Information Act and shall be physically stored at the Athenian Academy's physical facilities or directly accessible at the Athenian Academy facility and shall be maintained in accordance with the policies of the Florida Department of Education. All records pertaining to teacher and administrator certification, as well as a copy of the employee handbook shall be maintained physically on site or directly assessable at the Athenian Academy facility. Theopisti and the Athenian Academy shall maintain the proper confidentiality of personnel, student and other records as required by law. Theopisti shall make all information available to the Academy Academy as deemed necessary by the Athenian Academy Board to fully satisfy its obligation under the Contract and at least the information that a school district is required to disclose for the most recent fiscal year for which information is available.

Review of Budget. The Athenian Academy Board shall be responsible for reviewing, revising, and

approving the annual budget of the Athenian Academy.

Annual Audit. The Athenian Academy Board shall select, retain, and pay for an annual financial audit in accordance with the Contract and applicable state law. Theopisti shall cooperate with said auditor and will make sure that all Academy's financial records and Theopisti records related to the Athenian Academy will be made available to the independent auditor.

Payment of Athenian Academy Funds. Theopisti shall not be a signatory on any Athenian Academy Board account. All interest earned on Athenian Academy depository accounts shall accrue to the Athenian Academy.

PERSONNEL & TRAINING

Principal. Because the accountability of Theopisti to the Athenian Academy is an essential foundation of this partnership, and because the responsibility of a principal ("Principal") is critical to its success, Theopisti will have the authority, consistent with state law, to recommend and assist with the supervision the Principal and to hold him or her accountable for the success of the Athenian Academy. Theopisti, in turn, will have similar authority to assist with the selection and in cooperation with the Board, hold accountable the teachers in the Athenian Academy.

Teachers. Subject to the Contract and Athenian Academy Board policies, and from time to time thereafter, Theopisti shall recommend to the Athenian Academy Board the number of teachers, and the applicable grade levels and subjects, required for the operation of the Athenian Academy. Thereafter, the Athenian Academy Board shall determine the number and applicable grade levels and subjects of the Athenian Academy. Theopisti shall ensure that the curriculum taught by such teachers shall be the curriculum prescribed by the Athenian Academy and set forth by the Contract. Such teachers may, in the discretion of Administrator, work at the Athenian Academy on a full or part time basis, provided that if teachers work at the Athenian Academy on a part time basis, such teachers' salaries and benefits shall be pro-rated in the Athenian Academy's budget. If assigned to the Athenian Academy on a part time basis, such teachers may also work at other schools managed or operated by Theopisti. Each teacher assigned or retained to the Athenian Academy shall hold a valid teaching certificate issued by the State Board of Education under the Code and shall have undergone a criminal background and record check and unprofessional conduct check, as required under the Code for teachers who are employees of the Athenian Academy.

Support Staff. Theopisti shall recommend, and the Academy Board shall determine, the number and functions of support staff required for the operation of the Athenian Academy. The parties anticipate that such support staff may include clerical staff, administrative assistants to the Principal, a bookkeeping staff, maintenance personnel, and the like.

Employer of Personnel. Except as specified in this Agreement, all teaching and instructional personnel performing functions on behalf of the Athenian Academy shall be employees of Athenian Academy. Compensation of all employees of Athenian Academy shall be paid by Athenian Academy. For purposes of this Agreement, "Compensation" shall include salary, fringe benefits, and state and federal tax withholdings. Athenian Academy shall be responsible for paying social security, unemployment, and any other taxes required by law to be paid on behalf of its employees. Unless required by applicable statute, court or administrative decision, Training. Theopisti shall provide training in its methods, program, and technology to all teaching personnel on a regular and continuous basis. Such methodology shall at a minimum utilize Theopisti's staff to utilize their own professional abilities

to provide in-service training. Instructional personnel will receive at least the minimum number of professional development hours as required by Athenian Academy Non-instructional personnel shall receive such training as Theopisti determines as reasonable and necessary under the circumstances.

ADDITIONAL PROGRAMS

Additional Programs. The services provided by Theopisti to the Athenian Academy under this Agreement consist of the Education Program during the school year and school day as set forth in the Contract. With prior approval of the Athenian Academy Board, Theopisti may provide additional programs including, but not limited to, adult and community education, summer school, and other special programs

Food Service and Transportation. Theopisti will not provide transportation or food services to students at the Athenian Academy.

TERMINATION OF AGREEMENT

Termination By Theopisti. Theopisti may terminate the Agreement with cause prior to the end of the term specified in the event the Athenian Academy fails to remedy a material breach with sixty (60) days after notice from Theopisti. A material breach may include, but is not limited to, failure to make payments to Theopisti as required by this Agreement, or unreasonable failure to adhere to the curriculum, program, or similar material recommendations of Theopisti.

Termination by the Athenian Academy. The Athenian Academy may terminate this Agreement with cause prior to the end of the term in the event that Theopisti should fail to remedy a material breach within sixty (60) days after notice from the Athenian Academy. Material breach may include, but is not limited to, violation of this Agreement, violation of Athenian Academy's Contract with the Board or Sponsor, failure to account for its expenditures or to pay operating costs (providing funds are available to do so), or unreasonable failure to meet performance standards.

Change in Law. If any federal, state, or local law or regulation, or court decision has a material adverse impact on the ability of either party to carry out its obligations under this Agreement, then either party, upon written notice, may request renegotiating of the Agreement; and if the parties are unable or unwilling to renegotiate the terms within thirty (30) days after the notice, the party requiring the renegotiation may terminate this Agreement on thirty (30) days further written notice .

Effective Date of Termination. In the event that this Agreement is terminated by either party prior to the end of the term specified , absent unusual and compelling circumstances, the termination will become effective at the end of the current fiscal year following the notice of termination.

Expiration. Upon expiration of this Agreement at the completion of the Contract term and where there is no renewal, or upon the termination of this agreement, whether with or without cause, Theopisti shall have the right to (a) reclaim any usable property or equipment (e.g., copy machines, personal computers) it provided to the Athenian Academy at Theopisti's expense and not paid for by the Athenian Academy, or (b) to make payment for any such property, at the sole option of the Athenian Academy. If the Athenian Academy chooses to purchase such property, the purchase price shall be either fair market value of such property determined as of the effective date of the termination or expiration of this Agreement or the depreciated cost of such property, whichever is less. Fixtures and building alterations shall become the property of the building owner.

Transition and Termination. Upon termination, Theopisti shall work for a period up to thirty

(30) days if deemed necessary by the Athenian Academy to transition to a new Educational Service Provider. The fee shall be in accordance with the compensation stated herein. However, upon termination, Theopisti shall, without charge, close the books on the then-current fiscal quarter; organize and prepare the Athenian Academy's records for transition to the new ESP; organize and prepare student records for transition to the new ESP; and provide for the orderly transition

Revocation or Termination of Contract. If the Athenian Academy's Contract issued by the Sponsor is revoked or terminated, this Agreement shall automatically terminate on the same date as the Athenian Academy's Contract is revoked or termination without further action of the parties.

PROPRIETARY INFORMATION

Proprietary Information. The Athenian Academy owns all proprietary rights to curriculum or educational materials that: are both directly developed and paid for by the Athenian Academy; or were developed by Theopisti at the direction of the Athenian Academy Board with Athenian Academy funds dedicated to the purpose of developing such curriculum or materials. Theopisti owns all proprietary rights to curriculum and educational materials previously developed or copyrighted by Theopisti curriculum and educational materials developed by Theopisti not using funds from the Athenian Academy, and curriculum and educational materials not dedicated to the specific purpose of developing Athenian Academy curriculum or educational materials. Theopisti and the Athenian Academy shall each have the sole and exclusive right to license materials for which they own proprietary rights for use by other school districts, public schools and customers or to modify and/or sell material to other schools and customers. The Athenian Academy and Theopisti each shall use reasonable efforts to ensure that its personnel and agents refrain from disclosing, publishing, copying, transmitting, modifying, altering or utilizing proprietary information owned by the other party. Theopisti's educational materials and teaching techniques used by the Athenian Academy are subject to the Freedom of information Act.

INDEMNIFICATION

Indemnification. To the extent permitted by law, the Athenian Academy shall indemnify and save and hold Theopisti and all if its employees, officers, directors, subcontractors, and agents (collectively "Theopisti Employees") harmless against any and all claims, demands, suits, or other forms of liability that may arise out of, or by reason of, any action taken or not taken by Theopisti or any of its Theopisti's employees in the event of any claim that this Agreement or any part thereof is in violation of law; any noncompliance by the Athenian Academy with any agreements, covenants, warranties, or undertakings of the Athenian Academy contained in or made pursuant to this Agreement; and any misrepresentation or breach of the representations and warranties of the Board contained in or made pursuant to this Agreement. In addition,

the Athenian Academy shall reimburse Theopisti for any and all legal expenses and costs associated with the defense of any such claim, demand, or suit.

Theopisti shall indemnify and save and hold the Athenian Academy and all if its employees, officers, directors, subcontractors, and agents (collectively "Athenian Academy Employees") harmless against any and all claims, demands, suits, or other forms of liability that may arise out of, or by reason of, any action taken or not taken by the Athenian Academy or any of its Athenian Academy Employees in the event of any claim that this Agreement or any part thereof is in violation of law; any noncompliance by Theopisti with any agreements, covenants, warranties, or undertakings of Theopisti contained in or made pursuant to this Agreement; and any misrepresentation or breach of the representations and warranties of the Board contained in or made pursuant to this Agreement. In addition, Theopisti shall reimburse the Athenian Academy for any and all legal expenses and costs associated with the defense of any such claim, demand, or suit.

INSURANCE

Theopisti shall secure and maintain insurance coverage as required by the State of Florida and the Contract. The Athenian Academy shall maintain insurance coverage's in the amounts required by the Contract. The Athenian Academy shall also maintain such insurance as shall be necessary to indemnify Theopisti as provided in this Agreement. Each party shall, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this paragraph. Theopisti shall comply with any information or reporting requirements applicable to the Athenian Academy under the Athenian Academy's policy with its insurer(s), to the extent practicable. Theopisti insurance shall include coverage for sexual molestation or abuse, will list the Athenian Academy as an additional named insured and shall not be changed, revoked or modified absent thirty (30) days notice to the Athenian Academy.

WARRANTIES

The Athenian Academy and Theopisti each represent that it has the authority under law to execute, deliver, and perform this Agreement, and to incur the obligations provided for under this Agreement, that its actions have been duly and validly authorized, and that it will take all steps reasonably required to implement this Agreement. The Athenian Academy and Theopisti mutually warrant to the other that there are no pending actions, claims, suits, or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it, which if adversely determined, would have a material adverse affect on its ability to perform its obligations under this Agreement.

MISCELLANEOUS

Sole Agreement. This Agreement supersedes and replaces any and all prior agreements and understanding between the Athenian Academy and Theopisti LLC.

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

Notices. All notices, demands, requests, and consents under this Agreement shall be in writing, shall be delivered to each party, and shall be effective when received by the parties or mailed to the parties at their respective addresses set forth below, or at such other address as may be furnished by a party to the other party:

With a copy to:

Severability. The invalidity of any of the covenants, phases, or clauses in this Agreement shall not affect the remaining portions of this Agreement, and this Agreement shall be construed as if such invalid covenant, phase, or clause had not been contained in this Agreement.

Successors and Assigns. This Agreement shall be binding upon, and inure to the benefit of the parties and their respective successors and assigns.

Entire Agreement. This Agreement is the entire agreement between the parties relating to the services provided, and the compensation for such services. The Athenian Academy Board and Theopisti may not substantially amend this Agreement without notification to the Athenian Academy Board President. Said amendment shall not be contrary to this Section and it must be accompanied by a Legal Opinion. The

Athenian Academy is responsible for submitting any and all amendments to the Board President within ten (10) days after such amendment.

Non-Waiver. No failure of either party in exercising any right, power, or privilege under this Agreement shall affect such right, power, or privileges, nor shall any single or partial exercise thereof preclude any further exercise thereof or the exercise of any other right, power, or privilege. The rights and remedies of the parties under this Agreement are cumulative and not exclusive of any rights or remedies which any of them may otherwise have.

Assignment. This Agreement shall not be assigned by either party without the prior written consent of the other party.

Survival of Termination. All representations, warranties, and indemnities made herein shall survive termination of this Agreement.

Governing Law. This Agreement shall be governed by and enforced in accordance with the law of the State of Florida.

The parties have executed this Agreement as of the day and year first above written.

Theopisti LLC-President

Athenian Academy - Board President

Alex Veloudos

DATE:

Exhibit 3

EDUCATIONAL CONSULTANT AGREEMENT

ATHENIAN ACADEMY CHARTER SCHOOL, INC., a Florida nonprofit corporation, having a business address of {insert school address}, hereinafter referred to as "SCHOOL," and _____, an individual, having an address of _____, hereinafter referred to as "CONSULTANT," for good and valuable consideration, receipt and sufficiency of which is hereby acknowledged, hereby enter into this Educational Consultant Agreement ("Agreement"), effective _____, as follows:

1. **Supervision; Scope; Location of Services; Subcontracting.** CONSULTANT shall {insert}.
 - a. **Supervision.** CONSULTANT shall act at the direction of, be directly supervised by, and report to, the Principal identified herein. CONSULTANT shall not have any independent authority to contract or speak on behalf of the SCHOOL or obligate the SCHOOL in any way.
 - b. **Scope of Services.** {insert}
 - c. **Location of Performance of Services.** {insert}
 - d. **Subcontracting.** All services shall be performed by CONSULTANT, and CONSULTANT shall not subcontract with any third party to perform any of the services set forth in this Agreement.

2. **Term and Termination.**
 - a. **Term.** The term of this Agreement shall begin on _____ and end on _____, unless earlier terminated or extended by either of the parties as set forth herein.
 - b. **Termination.** Either one or both parties terminate this Agreement by providing written notice no less than five (5) business days prior to the date of termination. No later than the date of termination CONSULTANT shall return to SCHOOL any public records of SCHOOL in CONSULTANT'S possession. Final payment to CONSULTANT will be made to CONSULTANT no later than two weeks following the date of termination or receipt of a final invoice by SCHOOL, whichever is later and following return of any public records of SCHOOL in CONSULTANT'S possession. In the event of any termination of this Agreement, the parties agree that no party will make (or cause or encourage anyone else to make) any disparaging, untrue, or misleading written or oral statements about or relating to the other party or about or relating to any officer, director, shareholder, agent, employee, or other person acting on such party's behalf.

3. **Payment for Services.** SCHOOL shall pay CONSULTANT for services a fee of 2.0% OF NET monthly FEFP. CONSULTANT shall not be entitled to payment for any other fees or costs. CONSULTANT shall invoice SCHOOL on a MONTHLY. ATHENIAN ACADEMY CHARTER shall pay CONSULTANT invoices no more than two weeks following receipt of said invoices.

4. **Relationship of Parties.** The parties to this Agreement intend that the relationship created by this Agreement is that of an independent contractor and not employer-employee, a

party a reasonable sum as fees and costs for the attorneys of said prevailing party, including fees and costs for any appeals.

16. **No Waiver.** No waiver of any breach or breaches of any provision covenant or condition of this Agreement shall be construed to be a waiver of any preceding or succeeding breach of said provision, covenant or condition, or of any other provision, covenant or condition.
17. **Entire Agreement and Amendment.** This Agreement contains all understandings between the parties hereto and supersedes any prior agreements, if any. This Agreement may not be modified or amended except by a writing signed by each party hereto.
18. **Force Majeure.** Neither party shall be liable if the performance of any part or all of this Agreement is prevented, delayed, hindered, or otherwise made impracticable or impossible by reason of any strike, flood, riot, fire, explosion, war, act of god, sabotage, accident or any other casualty or cause beyond either party's control, and which cannot be overcome by reasonable diligence and without unusual expense.
19. **Headings.** The headings contained in this Agreement are for convenience and reference only, and shall not limit or otherwise affect in any way the meaning or interpretation of this Agreement.
20. **Notices.** Any notices to be provided hereunder shall be in writing and given by personal service, mailing the same by United States certified mail, return receipt requested, and postage prepaid, facsimile (provided a copy is sent by one of the other permitted methods of notice), or a nationally recognized overnight carrier, addressed as follows:

If to the SCHOOL, to:

_____, President of Governing Board
Athenian Academy Charter School Inc.
{insert address}
{insert} (FAX)

If to the CONSULTANT, to

[SIGNATURES ON FOLLOWING PAGE].