



Athenian Academy Charter School  
Replication Application

**Florida Statutes 1002.331 High-Performing Charter Schools.**

(3)(a) A high-performing charter school may submit an application pursuant to s. 1002.33(6) in any school district in the state to establish and operate a new charter school that will substantially replicate its educational program. An application submitted by a high-performing charter school must state that the application is being submitted pursuant to this paragraph and must include the verification letter provided by the Commissioner of Education pursuant to subsection

Rule 6A-6.0786

Form IEPC-M1

Effective February 2016



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July 31, 2014

Kathy Manrique  
Principal  
The Athenian Academy  
2817 Saint Marks Drive  
Dunedin, FL 34698


Dear Ms. Manrique:

This letter serves as notification that the Florida Department of Education has verified that Athenian Academy (52-7151) currently meets the criteria for high-performing charter school status pursuant to section 1002.331, Florida Statutes.

If you have any questions, please contact the Office of Independent Education and Parental Choice at 850-245-0502 or via email at [charterschools@fldoe.org](mailto:charterschools@fldoe.org).

Thank you for your continued participation in our mission to improve the quality of educational options for Florida's students.

Sincerely,

  
Pam Stewart

PS/11

cc: Dot Clark, Charter School Director

APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: Athenian Academy Charter School of Sarasota

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

If a non-profit organization, has it been incorporated with Florida's Secretary of State? YES

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

NAME OF CONTACT PERSON: Kathy Hershelman

TITLE/RELATIONSHIP TO NON-PROFIT: School Leader Athenian Academy

MAILING ADDRESS: 2289 N. Hercules Avenue Clearwater, Florida 33763

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

Full Name	Current Job Title & Employer	Role with Proposed School
Kathy Hershelman	School Leader Athenian Academy	Educational Consultant
Alex Veloudos	Business Manager	ESP

Projected Date of School Opening (Month/Year): 08/2017

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

Seeks approval to convert an already existing public school to charter status. (Applicant must attach as Attachment A evidence of compliance with the voting requirements set forth in section 1002.33(3)(b), F.S.)

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

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

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

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

Name of ESP: THEOPISTI LLC



\_\_\_ Seeks approval to replicate an existing school model. (See definition of a replication in the Addendum, which applicant must complete if replicating a school model.)

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

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

State	Authorizer	Proposed School Name	Application Due Date	Decision Date
FL	Lee County	Athenian Academy of Estero	Aug. 1, 2016	Unknown

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

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

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

Kathy Hershelman  
Signature  
Kathy Hershelman  
Printed Name  
07/15/16

School Leader  
Title  
7/15/16  
Date

## EXECUTIVE SUMMARY

In the year 2000 the original Athenian Academy Charter School was founded as the First Greek Immersion Charter School in the United States of America. At that time, the concept of charter schools was relatively new in the state of Florida. Not only was the concept of charter schools relatively new, a multilingual focus at an elementary level caused a great deal of skepticism even though in over 20 European Countries, second and third language instruction is required to begin in schools with children as young as 5 years old. The founder of Athenian Academy, Mr. George Poumakis, was so convinced and passionate about the benefits of American children learning the Greek language, culture and customs, gained the support of the Education Consulate of Greece and together, they negotiated a ground breaking, teacher exchange program that paved the way for the school to open. Now, sixteen years later, the original Athenian Academy has expanded from a K-2 school with as few as 50 students, to a K-8 school, educating over 400 students; added Spanish language instruction in 2007 and was granted "High Performing Status" in 2014. Today, in 2016, the founders of the original school, along with the governing board, Theopisti LLC and the School Leader are equally as passionate about sharing the school model and the benefits of multilingual education with many more students in Florida school districts. Similar to many great concepts that seemed ridiculous at their inception are now very popular; multilingual education in elementary and middle school programs are among those for example; *in the July 27, 2015 Forbes Magazine article; Worth it or Not- 5 Pricey Ways to Give Kids and Educational Advantage* the author wrote "We've come a long way from waiting to intro kids to bilingualism with Spanish 101 in high school. Over the past 20 years, language immersion programs—classes in which kids spend all or part of their time learning a second language—have skyrocketed." "Today there are even immersion kiddie classes on the docket at day cares and nursery schools. So even if your child *just* started saying "Mommy," they can also learn how to say *Maman, Mutti* or *Mãe* before enrolling in elementary school. **So Is It Worth It?** Yes. Numerous studies have shown that bilingual children have an advantage when it comes to problem solving, abstract thinking, switching between tasks and sustained attention—not to mention the benefit of being exposed to different cultures and traditions. "The research now is even more compelling about the importance of starting language early," says Nancy Rhodes, a senior foreign language consultant at the Center for Applied Linguistics. "If children are exposed to the sound of other languages at a very young age, it will be easier for them to speak them later. Plus, we're trying to get young children in the U.S. to compete globally." "*Creating Global Citizens*" is the foundation of *The Athenian Academy mission statement. Cambridge Coaching Posted by Calder Classics on 3/19/14 9:17 AM regarding the Greek language; College Admissions: The Benefits of Ancient Greek in High School;" why learning a "dead language" might be the very thing that gives you the edge you need in college admissions" The article went further to say "Below are three reasons why ancient Greek is an optimal pre-college course" *High Achieving Students is the number one priority of Athenian Academy; if mastering the Greek language at a high school level has academic advantages, imagine the benefits of mastering the Greek language in elementary and middle school.* The article went on to list the following benefits of Greek language instruction; 1. Taking a course in ancient Greek, whether in or outside your school, will make your application stand out from the crowd. Not only will you distinguish yourself from other general applicants, but you'll have gone above and beyond, taking your interest in ancient languages to the top level. It's this—pursuing something to the highest level possible—that colleges (and later on, employers) like to see. 2. Knowing the Greek roots of English words can be just as helpful as knowing the Latin ones. Being able to identify these roots by learning ancient Greek in high school will help you excel on the verbal SAT without simply memorizing definitions. *One reason The Florida Standards were implemented was to increase a student's ability for "higher order thinking According to On the Sources of English Vocabulary.* 63.6% of all English words come from Latin or*



Greek roots. The number rises to almost 90% when you factor in scientific words (for anatomy, biology, etc.) Our modern society is indebted to the cultures of Greece and Rome in government, laws, literature, language, arts, and even the sciences. Knowing Latin and Greek grammatical structures will help *immensely* in English grammatical structures, as they come almost directly into English from the classical languages. Thomas Jefferson lobbied for the study of the Greco-Roman culture (as in history and language) as part of typical school education. In 2010, over 90% of secondary school and 73% of primary school students in Europe were learning English in the classroom, according to Pew's analysis of Eurostat data. Meanwhile, across the Atlantic, the US does not have any national requirement for learning a second language. While most high schools offer foreign language classes, a mere 15% of American elementary schools do the same. And in 2008 only 18.5% of American elementary and secondary students reported learning a foreign language, according to the American Council on the Teaching of Foreign Languages. Simply stated, Athenian Academy was created to "challenge the minds" of American students through a multilingual approach, in an effort to give them an equal or greater advantage in an evolving global society. Academic achievement however, is not the only focus of Athenian Academy. Aristotle said "Educating the mind, without educating the heart, is no education at all." The school model places an emphasis on a high standard of behavior and the ultimate "success" of the school is measured by a balance of moral character and academic achievement. Classrooms today are filled with students who are being raised in a world where expectations have become negotiations, compulsory has been replaced with voluntary, interesting must be entertaining and boundaries have become flexible. Teachers and school administrators today must now, more than ever, create a school environment with *meaningful motivation*. It never ceases to amaze me when an educator stands firm in the belief that 21<sup>st</sup> century children can be forced, humiliated or negotiated into compliance rather than understanding that intrinsic motivation leads to self-discipline and self-discipline is a key factor in life-long academic success. An even greater flaw than manipulative classroom behavior management is a teacher attempting to take a position of friendship with students; to a child, friendship is a position of equality; equality among teachers and students results in classroom management becoming crowd control. The Athenian Academy model of *meaningful motivation is simple*; creating a school environment where children want to learn. The school has gone to great lengths to establish a system of reasonable, age appropriate, fair and consistent expectations, predictable and natural consequences, along with a reward system that fosters meaningful and intrinsic motivation. When high academic achievement combined with intrinsically motivated, students with impeccable character are the end result; Athenian Academy has achieved *real success and fulfilled its mission to; Change Lives-Challenge Minds>Create Global Citizens- through World Language Instruction and Meaningful Motivation*. Florida is finally recognizing the importance of World Language instruction with its recent enactment of The Florida Seal of Biliteracy Program however; waiting until a child is approaching an adult can make learning and retaining a World Language much more difficult. The program is designed to: 1. The purpose of the Florida Seal of Biliteracy Program is to: (a) Encourage students to study foreign languages. (b) Certify attainment of biliteracy. (c) Provide employers with a method of identifying an individual with biliteracy skills who is seeking employment. (d) Provide a postsecondary institution with a method of recognizing an applicant with biliteracy skills who is seeking admission to the postsecondary institution. (e) Recognize and promote foreign language instruction in public schools. (f) Affirm the value of diversity, honor multiple cultures and foreign languages, and strengthen the relationships between multiple cultures in a community. Athenian Academy is advocating all of the above with children as young as 5 years old. We believe that this gives our students a great advantage and sets the school apart from a typical public school. In addition a district that sponsors a charter school that advocates World Language instruction at the elementary and middle school level is providing a service to its students that will be very beneficial to them in the future.

Athenian Academy Charter School  
 Αθηναϊκή Ακαδημία Τσάρτερ Σχολείο  
 Αcaδemia Αtzeniense

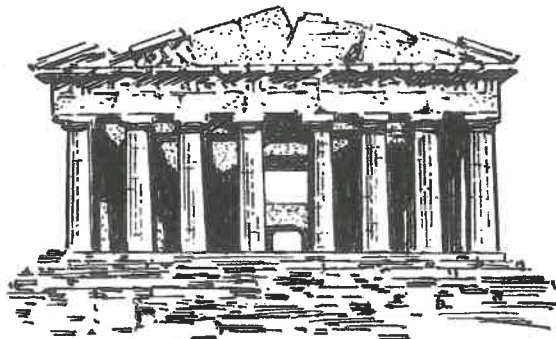


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## I. EDUCATIONAL PLAN

## Section 1: Mission, Guiding Principles and Purpose

## A. Provide the mission and vision statements for the proposed charter school.

The mission of Athenian Academy Charter School is to *Change Lives- Challenge Minds- Create Global Citizens-* through World Language Instruction and Meaningful Motivation. The school's vision is to fulfill the mission through the educational development of global minded, multilingual citizens using world language instruction as a vehicle toward academic achievement and excellence in all curriculum areas. In addition, Athenian Academy provides a student centered, creative and high energy environment where "kids are encouraged to be kids". The school focuses on high academic achievement in all curriculum areas and incorporates strong core values, historical and cultural awareness and appreciation for individuals who share space in our changing world. Aristotle said "Educating the mind, without educating the heart, is no education at all." Martin Luther King said "Intelligence plus character that is the true goal of education". The Athenian Academy stands firm in the belief that education is a success when a balance of intelligence and character are achieved.

The Athenian Academy model is undeniably unique in regard to school culture and environment and this fact has not gone without some controversy however, we remained steadfast in our convictions and today, our school is known as: "The School with the Big Blue Slide" The Athenian Academy "PRIDE" Slide is one of our now famous, meaningful student motivators. The slide at the Clearwater school is almost 15 feet long and spans from the second floor of the school, plunging students down the tube to the lower play area. Students are awarded behavior tokens that are used to "ride the slide" The school holds slide celebrations every school day and this has become a highlight among the staff and student body. It would not be at all unusual to see a staff member following a student down the slide; the staff has just as much fun at school as the students do. Obviously, strict safety protocols are in place as well as the necessary parent permission and liability waivers for insurance purposes. The "PRIDE" Slide has become one of the *meaningful motivators* for the students and a focal part of The Athenian Academy model and motivating culture that will be duplicated in all future schools. Athenian Academy is also equipped with a game room designated for 5th-8<sup>th</sup> grade students. Students who have a *minimum of a "C" average* may pay the appropriate number of behavior tokens and eat lunch in the "adult free zone" game room. Game rooms are equipped with pinball machines, ping pong tables, books, board games, a microwave and vending machine. Similar to the slide, safety is a priority and while adults do not enter the game room, it is equipped with cameras that are monitored whenever the room is in use and locked when not in use. The students are responsible for taking care of this space and consider it a privilege to have their own place to "hang out". The Athenian model includes a school store where students purchase homework passes, personal trinkets, school supplies and occasionally, healthy food items.

The school's academic mission is accomplished through relevant, rigorous, standards based curriculum and challenging academic environment that holds high expectations for all students in kindergarten through the eighth grade. Teachers participate of Professional Learning Communities designed to implement the school's mission and carry out the school's vision by taking ownership and accountability for student success. The school strives to achieve success that is measured by the following:

**Higher Academic Achievement on Standardized Tests**

**Increased Cognitive, Mathematical, Science skills in direct relationship to a multilingual focus**

**Demonstration of a greater and more in depth understanding and acceptance of cultures different than our own**

**Increased college readiness, educational and career opportunities as a result of mastering the Greek and Spanish languages**

**Intrinsic motivation that will serve as a catalyst to life-long learning**





### A balance of high academic achievement and impeccable character

#### Stakeholders invested in the school's mission and vision of academic achievement

How does the U.S. Students Compare Internationally; according to the Program for International Student Assessment (PISA), out of 34 countries, the U.S. ranks: 27<sup>th</sup> in math, 17<sup>th</sup> in reading and 20<sup>th</sup> in science

The U.S. spends more per student than other countries on education, but that spending does not translate into better performance.

According to the Center for Applied Linguistics (2011); *Directory of foreign language immersion programs in U.S. schools*. There are a total of 448 Dual language or immersion programs in Pre-K to High Schools the USA however; only 12 of those programs are located in the state of Florida. (Retrieved 6/14/2016, from <http://webapp.cal.org/Immersion/>)

The Digest of Educational Statistics: 2012, Table 105.50 records a total of 98,328 public schools in the USA (98,328 divided by 448 dual language programs = 0.00455617931

According to the 2010 US Census, there were 4.3 million Spanish speaking and 23,484 Greek speaking individuals in the state of Florida. 635,733 of the Spanish speaking individuals in Florida are children between the ages of 5-14 years and approximately 23% of the Greek individuals in Florida are under the age of 18.

Data and research indicate a significant need for multilingual language instruction in American schools but in addition to need, there are numerous research based studies that document the benefits of multilingual instruction in elementary and middle schools. "It is a general misconception that studying the Classics, namely the study of ancient languages such as Latin and Greek, is useless. Skeptics claim that Latin and Greek are "dead" languages, with no practical use; thus, studying a spoken language such as Spanish or Chinese, would be more useful. Greek and Latin, however, are not impractical or irrelevant. These languages are not just for scholars or Classicists – anyone can benefit from learning Latin and/or Greek. Studying the Classics provides a strong sense of English grammar and vocabulary and thus increases standardized tests (SSAT, SAT, GRE) scores, sharpens the mind and induces a keener attention to detail. It also allows for a greater study of the Greco-Roman culture, which has greatly influenced our own national culture, and provides a solid background for learning other languages, especially the Romance Languages."

*Cara Ruccolo, retrieved from: <http://education.jhu.edu/PD/newhorizons/student-voices-12/classics/> June 14, 2016; *A Case for Classics in Middle School, published by The School of Education at John Hopkins University**

"Being bilingual doesn't just benefit the individual; it benefits the community, the nation and ultimately, the economy. Not only are bilingual young adults more likely to graduate high school and go to college, they are also more likely to get the job once they interview and remain employed during layoffs. Ultimately, many of us intuitively grasp the cognitive, social and psychological benefits of knowing two languages. As a nation, we now need to recognize bilingualism's economic benefits if we expect to remain a global leader into the next century." *Students Should Retain Their Bilingual Heritage for Its Economic Value: Rebecca Callahan Assistant professor of curriculum and instruction in the College of Education at The University of Texas at Austin. TheHuffingtonPost.com, Inc.* "Being bilingual, it turns out, makes you smarter; it can have a profound effect on your brain, improving cognitive skills not related to language and even shielding against dementia in old age." In the United States, there's no question that one of the most practical options for those interested in learning a new language is Spanish. Spanish is the second-most spoken language in the country and the dominant tongue of many communities along the U.S.-Mexico border, South Florida and Puerto Rico. It's the language of most of our neighboring countries in the Western Hemisphere". Surprisingly, there does not seem to be valid research that suggests learning any particular additional language has any significant advantage over another however; by combining the facts related to the Greek



language and the benefits of the Spanish language, highly effective teaching across all curriculum areas, measurable assessment and intrinsically motivated students; *it seems impossible that it would not increase academic achievement.* The Huffington Post "17 Reasons Every American Should Learn Spanish" "Yudhijit Bhattacharjee

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

- b1 Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.

The Athenian Academy Charter School's model of an inclusive environment meets high standards of student achievement by delivering a rigorous, highly engaging curriculum taught by highly qualified instructional staff. Skilled staff, highly qualified teachers and instructional leaders engage in the process of reflective practice as a means to look at and improve upon their own professional performance and effectiveness. Courses and academic instruction are aligned with the Florida Standards and the school believes rigorous course offerings, a carefully aligned curriculum, targeted instruction, meaningful assessments, differentiated instruction, an enjoyable and creative learning environment are the keys to meeting high standards of student achievement.

Daily World Language Instruction at Athenian Academy supports the belief that language plays an integral role in elementary and middle school high academic achievement. Athenian Academy provides an innovative, rigorous and standards based curriculum that fully develops each student's learning potential. Languages are integrated into all of the curriculum areas so that critical connections can be made within the key concepts of the curriculum. The school offers entry level courses for students who have no background in Greek or Spanish and advanced level courses for students who are more proficient in the languages taught at Athenian Academy. The school has a unique relationship with the Greek Education Department who sends Greek teachers to our school as an exchange teacher for a period of 3-5 years. Greek teachers are paid by the Greek government and bring a level of authenticity to our school that cannot be duplicated by an American teacher simply, teaching the language.

Athenian Academy's unique environment and course offerings provide opportunities to parents of elementary and middle school students that are currently unavailable within a reasonable distance from their homes. Athenian Academy supports the inclusive nature of the public school system by serving all students in the targeted attendance zone and surrounding areas and gives parents another option of public education for their children. According to the research performed on the School District, the addition of another school program would greatly benefit the families by providing a "close to home" choice, K-8 program. Athenian Academy provides parents the flexibility to choose a rigorous and unique academic program for their children. The educational program diversifies public school options for parents and students and offers opportunities for students to become proficient in the Greek and Spanish languages, as well as meet students differentiated needs, learning styles and academic interests in positive school environment.

The focus on the Greek and Spanish languages beginning in kindergarten offers a unique opportunity for the parents in the county. Athenian Academy's daily focus on the Greek and Spanish language are among the features that set the school apart for those parents who may otherwise choose to send their child to private schools in the area if they are interested in the benefits of multilingual instruction. Athenian Academy supports the notion of parental choice by providing options to families throughout the county and promoting innovative ways to organize the school and deliver its curriculum. Athenian Academy would also offer an additional, tuition free choice for parents that may be more demographically convenient as transportation is provided by the school independent from the school district.

B2

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

Athenian Academy recognizes that educating children in a public school system, utilizing taxpayer dollars is a tremendous responsibility and takes this responsibility very seriously.

The school has a solid model in operation to align financial efficiency with responsibility and accountability in the following ways:

Firm recognition and agreement among all stakeholders that the **Governing Board holds the ultimate responsibility and authority over school policy and finances**

Determining **mutual goals and objectives** in regard to academic success

Assigning specific roles and responsibilities to individuals who have demonstrated expertise in the assigned area of responsibility

**Giving adequate authority** to individuals or groups, under the supervision of the governing board to effectively carry out the assigned responsibilities

**Efficient delegation** of duties among qualified individuals or groups

**Effective communication** among stakeholders to meet the financial needs of the school

A strict system of **financial accountability** through rigorous **checks and balances** with board oversight and monitoring

Athenian Academy recognizes that its number one priority is to provide a **high quality education** to its students and is thereby accountable for the fulfillment of this goal. In doing so, it prudently exercises its responsibility of being a good steward of public funds and uses them for the advancement of a free, public, and high quality education for all students. The governing board is committed to setting school policy and the expenditure of public funds in the best interests of the students keeping academic achievement, modern technology and **highly qualified instructional staff** in the forefront of their minds when creating the yearly school budget.

The school leaders are given authority by the governing board to make minor, specific and limited dollar amount financial expenditures, in the best interest of the students without board approval. The limited dollar amount is voted upon and approved by the governing board. This limit is part of the leadership's contractual agreement with the school and the governing board. Consequences up to termination of employment are clearly communicated in writing for any breach of this agreement.

**The school leader** is responsible to oversee the day to day finances of the school.

**The school leader** must approve and initial all receipts, invoices or purchase orders that have been generated throughout the month.

The authorized administrators at the school create itemized orders for the needs of the school. **Purchases orders** are numbered purchases are made according to the appropriate spending categories within the yearly budget. Careful tracking of all orders and vendors is ongoing throughout the school year.

A limited number of checks is kept onsite at the school and require two signatures of individuals authorized only by the governing board.

Financial efficiency is a key factor in student success by ensuring that students have the appropriate materials, the latest curriculum, technology and highly qualified teachers.

Budget resources are allocated yearly to promote the school's academic mission related to language instruction in both Greek and Spanish languages. Budget funds allocated in the language programs are generally for materials, curriculum and special programs because the Greek government pays the salaries for the Greek teachers. In the midst of the current economic difficulties in Greece, without fail, teachers are sent and it costs the school nothing more than the sponsoring of the teachers Visa. The school is committed to allocating finances appropriately to fulfill the mission and vision of the program.

B3

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



**STUDENTS WITH READING DEFICIENCIES.**—*The parent of any K-3 student who exhibits a reading deficiency shall be immediately notified of the student's deficiency with a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading; shall be consulted in the development of a plan, as described in s. 1008.25(4)(b); and shall be informed that the student will be given intensive reading instruction until the deficiency is corrected. This subsection operates in addition to the remediation and notification provisions contained in s. 1008.25 and in no way reduces the rights of a parent or the responsibilities of a school district under that section.*

Athenian Academy will maintain an open channel of communication with parents regarding their child's level of reading and progress. This channel of communication ensures that parents are fully informed and engaged regarding their child's learning and progress specifically in reading. Athenian Academy meets with parents and stakeholders regarding the student's education on a regular basis to provide information on academic growth as well as provide avenues for parents to communicate with the school to discuss their child's progress. The school uses planners, social media, school notes, school based technology, holds pre-planned parent conferences, share progress and report card information and every parent is provided the direct email address of every Athenian Academy staff member. The school holds trainings for parents so they can understand the technology used in the school for example; Think Central, FOCUS and websites related to curriculum and textbooks.

Athenian Academy encourages active parent involvement by requesting a minimum of 20 volunteer service hours per school year. *(Students are not penalized for a parent's failure to meet volunteer hour's request)* The school believes that close partnerships with parents promotes frequent communication between the parents and the school which assists in delivering current and relevant academic information to parents regarding the student's reading level as well as other core academic progress. **The reading curriculum is based on the successful implementation of the guidelines of the comprehensive reading research program.** The data is disseminated to parents and complies with the assessment tools approved and implemented by the Florida Department of Education. All student reading assessment levels and progress information is disseminated to the parents at the beginning of the school year through analysis of previous years reading levels, after each quarter and at the end of the school year. The school provides parents with the most recent data available on their child's reading level as a permanent part of the Athenian Academy created, parent conference form. Students in grades kindergarten through eighth grade are assessed using performance matters, common assessments, fluency and comprehension tests to identify reading and comprehension skills. The data from the assessments is analyzed and informs the need for instructional changes and interventions. **The data accompanies the progress reports** so the parents have an understanding of how the school is working to help their child enhance his or her reading skills and abilities. Once the academic performance data is disseminated, the school identifies students who are not making adequate progress towards grade level expectations dictated by the Florida standards. The school adopts and uses research-based reading strategies and measures for improvement. The school seeks to diagnose the causes of underperformance determined through the use of data and apply a course of action for improvement for students who are identified as reading below grade level. This information is communicated to the parents in a timely manner via forms of written and oral communication. Parents are asked to attend a conference with the school team and the team explains in detail a PMP (**Progress monitoring plan**). The parents are required to sign the (PMP) as evidence that they were informed about the plan and part of the decision making process for their child. With parent permission and input, low performing students are placed in reading intervention small groups a minimum of two times per week and these programs help to provide data of reading progress. Teachers are contractually required to hold small

group instruction for identified low performing students during (1) of their (3) daily planning periods two times per week. The data derived from small group instruction is shared with parents on demand and during planned parent conferences, quarterly report cards, mid-quarter progress reports, and parent involvement workshops as well as appropriate forms of written and oral communication. The school uses **Tier worksheets** and shares the progress with parents at a minimum, after each intervention period of 4-6 week cycles. Careful and continuous monitoring of reading achievement is a common, mandatory practice. The importance of reading skills is embedded into conversations with parents as often as possible. Parents are informed of grade level and age appropriate reading levels and expectations of minimum growth frequently in an effort for the parents to have an understanding of where the child "should be" so that a partnership is formed between home and the school to collectively monitor reading progress whenever possible. Parents are provided the State of Florida "Cut Scores" for the Florida Standards Assessment, illustrating the scored levels of 1-5 prior to students entering grade 3. Prior to grade 3, running records are shared with parents as well as other assessments of reading ability. Parents have access to their child's grades through the school's FOCUS online information system. Parents are also provided with student performance data and information through counseling that supports increasing their engagement and understanding of the data's use and its importance. Parent meetings, workshops, conferences and school events support and provide extended opportunities for parents to engage in an in-depth analysis of their child's data and their roles in supporting their child's learning and academic success. Parent meetings on the importance and benefits of learning a foreign language to their child's overall learning are also held so they can encourage and support their child as they learn another language. Parents are strongly encouraged "not" to help students at home with foreign language instruction if they are not familiar with Greek and/or Spanish. A big part of our foreign language instruction is encouraging the idea that it is not only beneficial to learn different languages, but it is also fun. Confusion is never fun for the parent or the child, this is the primary reason that graded homework is not assigned in Greek or Spanish at the elementary levels however, student progress is assessed and graded but not included in the student overall academic performance with the exception of EOC exams in Spanish.

*Provide the page number(s) of the material within this application that describes how the proposed school will meet the prescribed purposes for charter schools found in section 1002.33(2)(b), F.S.*

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

*C\ Improve student learning and academic achievement.*

We believe that student learning and achievement begins with a skilled teacher. A culture of continuous professional learning, growth and improvement is integrated into the annual instructional calendar as a monthly activity that focuses on enabling teachers to continuously grow in their own learning of pedagogical best practices while improving student learning. The school ensures that all students learn and achieve at high levels through the implementation of the Florida standards and teachers who have a clear understanding of the foundations of the standards. Students have the opportunity to increase learning proficiency in core areas and are required to take reading, writing, literature, math operations and math analysis in addition to social studies, science, Greek and Spanish courses. Athenian Academy improves student learning and academic achievement by using research-based curriculum and program elements with research-based instructional best practices. **Students are regularly assessed for mastery** of the Florida standards and data is collected, analyzed and used to drive instruction. The instructional staff provides leadership with immediate feedback to ensure student learning and growth as well as informative decisions to remediate students when necessary. Academic goals are monitored on a regular basis and compared with student progress data. The school implements and monitors the curriculum scope and

sequence plan and aligns it with the benchmarks to ensure that all students grow and learn. Students who demonstrate levels of proficiency at and above level of proficiency are challenged through increased academic rigor or gifted and talented instruction. Special emphasis and attention are afforded to the students identified as low performing. Students who have academic deficiencies identified through ongoing formative assessments and data analysis are provided individualized instructional support and are offered tutoring sessions after school or additional small group instruction during the school day depending upon their level of deficiency. Assessments and alternate curriculum supports are provided to aid the instructional staff in developing lesson plans and re-teaching concepts when necessary. Students are informed of their academic progress and are encouraged to take ownership of their academic achievement. Teachers involve students in tracking and charting their own academic progress whenever possible and age appropriate.

### **Teachers ensure that best practices are used in the classroom for example**

**Instruction is organized, predictable and uninterrupted**

**Verbal and graphic descriptions are used regularly**

**Background knowledge of content is pre-assessed regularly**

**Quizzes are used regularly to keep content fresh throughout instruction**

**In depth probing of content that encourages discussion and questioning**

**Integration of Technology**

Reading achievement is the main focus of the school's curriculum. High achievement in reading leads to success in all other subjects and therefore it is of extreme importance to emphasize reading activities and delivery of reading instruction. Language skills are reinforced through the use of reciprocal reading, vocabulary development, book sharing, cooperative groups, graphic organizers, direct instruction and the use of listening and technology stations to reinforce the practice of good reading techniques. In addition, as previously stated, world language instruction enhances language and cognitive skills related to reading abilities and development.

**Support Academic Achievement through Language Instruction:** Language learning correlates with higher academic achievement on standardized test measures.

Language learning is beneficial to both monolingual English and English language learners in bilingual and immersion programs.

Language learning is beneficial in the development of students' reading abilities.

There is evidence that language learners transfer skills from one language to another.

There is a correlation between second language learning and increased linguistic awareness.

There is a correlation between language learning and students' ability to hypothesize in science.

There is a correlation between young children's second language development and the development of print awareness.

**Support Cognitive Benefits through Language Instruction:**

There is a correlation between bilingualism and the offset of age-related cognitive losses.

There is a correlation between bilingualism and attention control on cognitive tasks.

There is a correlation between bilingualism and intelligence.



### Support Cultural Awareness

Research suggests that language learners develop a more positive attitude toward the target language and/or the speakers of that language.

The philosophy of the school is that our students are part of the global society of tomorrow and must learn and practice roles, rights and responsibilities as members of the global community. The students are part of a small school community linked to a larger Greek community with resources coming all the way from Greece. We believe that children who are proficient in a second or third language have an academic advantage over students who are fluent in only one language.

Students who begin foreign language instruction when they are young have time to develop the levels of proficiency. Americans need to participate effectively in the global, economic and political arenas of the 21<sup>st</sup> century. Research has shown that children who begin instruction in another language in childhood are more successful academically and have an enhanced ability to develop problem solving and divergent thinking. Achievement test scores prove that these students do well in English and the other languages learned.

Athenian Academy believes that high expectations both in academics and in character, rigorous standards, effective leadership, frequent monitoring of student progress and the use of research based instructional best practice are keys to ensuring student academic success. [These are also critical components of a high performing charter school Athenian Academy achieved in 2014.](#)

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

The schools focus on core mastery of skills and an emphasis on organizational structure is a direct response to increasing learning opportunities for all students, especially those who are identified as low performing in reading. All low performing students are offered free, after school tutoring a minimum of 2 days per week and additional small group instruction a minimum of 2 days per week, within the school day in order to accelerate their progress in reading beginning in September. Teachers rotate and volunteer their time after school to offer academic tutoring. The school uses targeted interventions, alternate curriculums designed for low performing readers (SRA Early Intervention and Passport Beginnings) and as needed, additional staffing of paraprofessionals or registered volunteers to assist teachers with low performing students. The reading curriculum includes provision for all levels of reading; on level, below level and above level. In addition, as mentioned, the school uses SRA Early Interventions HMH Passport Beginnings. and The school uses differentiated teaching strategies as a daily practice, focusing on learning styles, student interest and ability levels and finds it to be particularly useful with low lever readers.

**The school uses the Multi-Tiered System of Supports (MTSS).** The use of MTSS ensures that all students in the school performing below grade level are immediately placed in groups scheduled to receive the needed interventions that will assist them in making academic progress. The school based team comprised of the reading specialist, classroom teacher, administrators and ESE staff reviews all students' records and makes recommendations to the classroom teachers, tutors and parents as needed. The MTSS team monitors the student progress and if there is no progress made, makes appropriate recommendations to ensure the provision of additional support, alternate curriculum, technology methods, and increased intensity of interventions and/or additional supports are implemented immediately.

Increased access to technology is also incorporated as an additional support for low level readers. We have found that computer reading games, phonics and other computer based programs can be effective in improving a student's reading level especially if the student enjoys the computer time.

Teachers are held accountable for the academic performance of their students, especially in reading. Teachers are evaluated yearly through a comprehensive evaluation system designed to gauge effective instructional strategies and best practices not only in reading but in all core academics.

School policy states that only teachers who score effective and highly effective on their yearly performance evaluation are offered a renewed contract for the following school year. More simply stated, Athenian Academy expects academic success among our students and teachers and administrators are held accountable to a high standard of achievement as well as professionalism

C3 *Encourage the use of innovative learning methods.*

To a "Baby Boomer" the use of technology in the classroom is innovative yet the students who are in the K-12 classrooms today were born in the millennial generation; these students can't remember a time when they didn't have instant access to the internet. The majority of students in the classrooms of 2016 carry a mini computer in their pockets; they are called "smart phones". The school takes full advantage of all available technology and incorporates it into every aspect of the curriculum whether by smart phone, computer media center or smart boards in every classroom. The school believes and practices approaches that are current and relatable to today's student and consider an interactive learner a form of learning style, similar to Auditory, Kinesthetic, etc. Athenian Academy's curriculum is used in digital form whenever possible and advancing toward digital technology to a greater degree as mandated by the State of Florida.

The school is committed to recruiting, hiring and retaining highly qualified and innovative teachers with a proven track record of improving student learning and performance. Teachers are encouraged to exercise creativity delivering the coursework; meeting the diverse needs of their students and helping students develop their skills. Innovative teaching and learning methods are promoted among teachers and are encouraged and supported in designing learning environments that help students build skills useful in the world where jobs are increasingly knowledge-based as well and increasingly based on the ability to speak and write a foreign language.

The school ensures that students are involved in learning methods and approaches that actively engage them in learning in order for them to become more self-regulated learners and who are able to control their emotions and motivations during the learning process. The school assists students in setting goals and helps them monitor their own learning process. The school provides the culture in which experimentation in learning methods and approaches are encouraged and supported. Teachers are encouraged to work collaboratively and cooperatively to create and assure inter-disciplinary and cross subject symmetry so that learning methods are constantly being reflected upon, revised and improved. This is done within the framework of the overall mission of the school.

Teachers are encouraged to use innovative learning methods that are research-based to accommodate all learning styles. Within the framework of the school's mission and school wide instructional practices, teachers have the autonomy to be innovative in their classrooms to improve their teaching and learning. Each year, a pre-planning meeting with teachers is held to develop and refine their teaching skills that align with the Florida standards in addition to ongoing, assigned professional development.

The school uses curriculum developed through a variety of proven instructional methods while setting high expectations for all students and providing them with the means to reach their goals. When possible, students are taught in outdoor, open air classrooms, plant gardens, observe natural habitats and explore the world with hands on experimenting.

Students in kindergarten through eighth grade participate in Greek and Spanish language instruction which is intended to lead to high achieving, multilingual students. The students are instructed 30 minutes each day in each language to create the appropriate schedule that will make it possible for them to practice and



learn the language. The school's emphasis on global studies and culture helps students develop an in-depth interest in world studies and geography as they make cross cultural connections.

Brain research has shown that the elementary years are the optimal years for learning second languages. Multiculturalism is strongly emphasized and students participate in a wide variety of learning experiences which are designed to enhance global awareness and an in-depth knowledge of countries where Greek and Spanish is spoken. Additionally, learning a second language automatically provides insights and interest in a wide variety of cultures. Greek vocabulary, root words, and prefixes can be beneficial to students who are interested in pursuing medical and Science careers as well as making connections to unfamiliar words simply from understanding their Greek origin or meaning.

The mission of the language aspect of Athenian Academy is for students to be able to communicate using the Greek and Spanish languages through the progressive development of the skills of listening, speaking, reading and writing. In order for students to appreciate some of the benefits of these skills, successful members of the community and professionals who are bilingual in Greek and Spanish are recruited to volunteer their time and speak to students and their parents and explain how these skills help them become successful. Students are also encouraged to participate in a wide variety of Greek and Spanish cultural events throughout the school year that give them the opportunity to show pride in the cultures and demonstrate their talents in singing, dancing and art. Students are frequently introduced to Greek Dignitaries who visit the school with the intention of interacting with the students on a personal level. Students participate in Athenian Academy Olympic Games, attend Greek and Spanish restaurants and order from the menu using their language skills, participate in programs and events; OXI day, Greek Independence Day, Hispanic Heritage week, as well as smaller cultural celebrations. Student performances are also held throughout the community in an effort to highlight student success and encourage the community to support the teaching of world languages in elementary and middle schools.

C4 *Require the measurement of learning outcomes.*

The school uses several assessment measurement tools to monitor, and evaluate student progress in attaining the mastery of the Florida standards. Athenian Academy administers diagnostic tests that identify areas of strength and weaknesses, formative tests that monitor learning progress and provide ongoing feedback, and summative tests that document the level of achievement at the end of the unit of study. Additionally, the following measurement tools are used;

- Portfolios; which include a body of student work that evaluates student performance over time
- Collaborative Assessment of Student Learning; which allows teachers to examine student work to determine student learning and the effectiveness of the instruction
- Peer-reviewed assignments which enables the student to reflect on and evaluate one's own learning and methods of work that fosters collaboration
- Performance-based items or events that include questions, comments or activities that require students to perform an action
- Experiments which include extended performance tasks that may take several days or even several weeks to complete
- Students generate problems, consider options, purpose, solutions, and demonstrate their solutions
- Students work in groups frequently to analyze options and to consider ways to present their thinking and conclusions
- Authentic Assessment; which includes a task for students to perform in a rubric by which their performance on the task is evaluated
- Oral proficiency interviews; for assessing the mastery of the Greek and Spanish languages

- The school provides administrators, teachers, students and parents with progress reports, course schedules, course progress, activity schedules, grades and other critical performance information
- Students are regularly benchmarked and assessed with grade level and yearly state mandated assessments
- Teachers implement daily warm-ups, quizzes, exams and homework as a measurement tool
- Students are required to complete projects throughout the year; these projects are clearly outlined by the teachers with a grading rubric
- Students work within a defined framework to express themselves creatively while adhering to the grading expectations.
- By assigning a rubric, it provides students with clear expectations so the teachers are able to consistently and fairly evaluate mastery of the standards.
- KBIT testing is used for gifted and talented assessment
- SAT 10 is used in Grades k-2 for general achievement assessment
- Students are assessed with written tests either teacher made or standardized on a frequent and ongoing basis to ensure that the World language skills are being mastered.
- Project based assessment and rubrics are also used to assess World language skills.

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

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

D1 *Create innovative measurement tools.*

At times, the school simply allows students to "demonstrate" what they have learned in any way that feels natural to them whenever appropriate or feasible.

- Students write stories incorporating the material they have learned.
- Students act or perform the material they have learned for the class
- Students create "rap songs" describing the material they have learned.
- Students "teach students" the material they have mastered.
- Oral presentation and demonstration rather than written tests are utilized whenever possible
- Pre-testing of material is encouraged; teachers are given the flexibility to simply review material that students have adequate prior knowledge of rather than spending time on a topic, essentially wasting valuable instruction time

D2 *Provide rigorous competition within the public school district to stimulate continual improvement in all public schools.*

The school provides rigorous competition with other schools in the district by offering parents a *tuition free choice* unlike any other in the area, a unique curriculum and environment that is very difficult to duplicate. The school has a structured school culture, yet it is fair, fun and consistently predictable to our students. The school offers extended instructional opportunities beyond the school day which helps make it possible for students to practice and learn world languages every day. The school's success model in the Clearwater school, teaching two languages in addition to the core academics and maintaining an A grade, provides for an excellent model of instruction. World language instruction is very important in the global economy and keeps American students competitive with students educated in other countries that require

second and third language instruction in elementary school. Athenian Academy welcomes other schools and organizations to review and adopt some of the best practices that are useful in our educational setting. If stakeholders and other public schools are motivated to do this, improvement in other public schools will result. It is interesting that the local media is now focused upon bringing recess and enjoyment back to the public school classrooms; Athenian Academy has never wavered from these and in fact has made an effort to be more creative in these concepts as the years pass along. Athenian Academy expects excellence and in return, our students expect an excellent educational environment. Athenian Academy insists upon a family friendly environment. Parents are encouraged to volunteer and gain a more in depth understanding of school personnel and operations. The students of Athenian Academy are protected with an environment that supports and encourages uniqueness and individuality intermingled with high behavioral expectations. These attributes have sadly been removed from many typical public school programs and while they are not easily maintained, it is the firm belief of Athenian Academy that if more public schools encouraged building stronger partnerships with parents, sincere relationships with students, and insisted that the proper respect of authority be rightfully returned to the adults, public schools would see an overall improvement

D3 *Expand the capacity of the public school system.*

D4 *Mitigate the educational impact created by the development of new residential dwelling units.*

D5 *Create new professional opportunities for teachers, including ownership of the learning program at the school site.*

Athenian Academy believes in the concepts of "lifelong learning" not only for its students but also for the teacher. The school supports the notion that learning is not passive; rather, it is active, engaged and modeled. Teachers are encouraged to model the benefits of lifelong learning to their students by being actively engaged in continuous professional growth.

Athenian Academy's leadership team carefully sets the criteria for "type of teacher" the school is looking for; the personality and characteristics of an individual who can ensure their students learn rather than simply having the ability to teach. It is the opinion of the leadership team that effective teachers must embrace collaboration as part of the school culture rather than view it as an occasional opportunity to chat with colleagues.

Common, grade level team planning time, academic department meetings, grade level team meetings will focus on; 1) what is the student supposed to learn, 2) how will the learning be assessed and 3) what, collectively, will the school do if the student is not learning.

1. When **collaboration** and lifelong learning is modeled and is a significant part of school culture, teachers feel free to quickly either seek out a colleague's knowledge and assistance or are assigned a professional development opportunity because the student "not learning" is simply not an option.
2. Teachers attend **training** offered by the school district when it is available, seek out training of personal interest that can be paid for by the school and are encouraged to create friendly competitions among themselves to be rewarded with the high honor of being chosen to attend conferences and specialized trainings with school administration. In addition, professional development courses are assigned to teachers based upon school wide initiatives, goals, strengths and weaknesses.
3. Teachers are **evaluated** yearly on what they have learned in professional development and implemented in the classroom. As part of the yearly evaluation, teachers are required to set professional goals and make progress toward those goals throughout the school year.
4. Athenian Academy offers **Greek and Spanish** language instruction to the staff as well as to the students. Some of the same benefits that students realize can also be realized by the staff;

colleagues who have been educated in foreign countries sharing unique strategies and perspectives, Athenian Academy teachers mentoring Greek and Spanish teachers in American methods, and both cultures collaborating in the interest of education.

5. Athenian Academy staff members are provided as a benefit, membership to the Florida Consortium of Public Charter Schools. This membership offers free professional development, legislative updates pertaining to charter schools, advocacy opportunities and access to educator resources and conferences. Teachers are selected to attend the yearly Charter School conference based upon desire to attend, need for professional improvement or teachers seeking leadership roles within the school.
6. In addition to **assigned professional development**, activities on team building, effective teaching strategies and best practices are brought into the school on a frequent basis throughout the school year. Teachers and staff members are encouraged to make recommendations for topic, speakers and activities.
7. Teachers regularly **observe their colleagues** in the classroom, gaining ideas and new methods of teaching and classroom management. A few times throughout the school year, teachers present topics of interest at full staff meetings; this is particularly popular at Athenian Academy.
8. Athenian Academy utilizes the **"team teaching"** method beginning in grade 3 and the instructional staff appreciates the opportunity to teach the subject matter that they feel most comfortable and skilled teaching. This method allows teachers to focus on what they teach best and eliminates the pressure of a teacher feeling weakness in a particular subject. In addition to teachers thriving with this method, the students are given the ability to learn deeper subject matter earlier, for example, 3<sup>rd</sup> grade students have a Science class every day when typically, Science is not a priority in a public school system until grade 5.
9. Teachers are given an option to **"loop" with their class**. Parents are always given the option to decline placing their child with the same teacher the following school year and the school follows the Florida law on student placement with a teacher who is not meeting performance expectations.



Section 2: Target Population and Student Body

A. Describe the anticipated student population to be served and how that aligns with the school's mission. Applicants should state if they will give enrollment preference or limit the enrollment process, as allowed by law, to certain student populations defined in section 1002.33(10)(d) & (e), F.S.<sup>2</sup> If the applicant intends to have enrollment preferences they should be described in Section 14 of the application. )

A charter school shall be nonsectarian in its programs, admission policies, employment practices, and operations.

(b) A charter school shall admit students as provided in subsection (10).

- The School will enroll all eligible students in accordance with Section 1002.33(10), Florida Statutes, up to the maximum school enrollment capacity approved by the Sponsor.
- Enrollment is subject to compliance with the provisions of Section 1003.22, Florida Statutes, concerning school entry *health examinations and immunizations.*
- The School will develop and implement strategies to achieve a racial/ ethnic balance reflective of the community it serves. The School will comply with any provisions of the Sponsor's student assignment plan concerning *racial/ethnic, socioeconomic, or academic achievement diversity.*
- The School *will not discriminate* against students with disabilities who are served in the Exceptional Student Education (ESE) programs and students who are served in English for Speakers of Other Languages (ESOL) programs.
- The School will comply with Section 1002.33(9) (d), Florida Statutes, by *not charging tuition or registration fees.*

Sarasota County Enrollment 2014-2015	ESE Data 5-6% FLDOE Data	ELL Data 7% FLDOE Data	Athenian Academy Projections 2017-2022	ESE Athenian Projections 2017-2022	ELL Athenian Projections 2017-2022
Elementary 15,526 Middle 5848 Total 19,374	73% Full Inclusion 9% Resource 13 % Separate Classroom 5% Other	1927 or approximately 7% -10% of total	Elementary 432 Middle 208 Total 640	5% of 640=32 10:1 Student to Teacher Ratio	7% of 640=44 18:1 Student to Teacher Ratio

B. If a facility has not been identified in Section 16 of this application, state the geographic area which the applicant intends to serve; **South Beneva Road, Area**

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

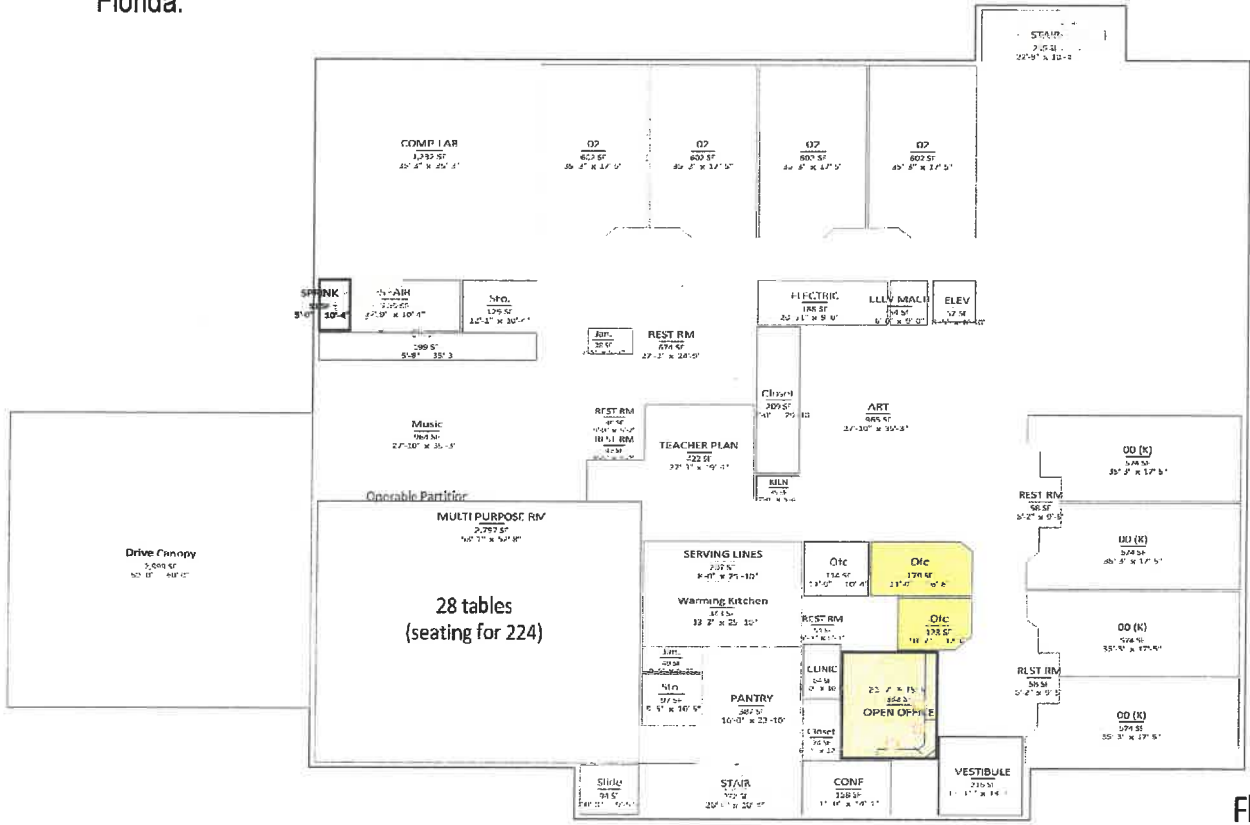
<sup>2</sup> For operators intending to apply and be eligible for federal funding under the US Department of Education's Charter Schools Program, recruitment and admissions policies and practices must meet all federal requirements. See Charter Schools Program, Title V, Part B of the ESEA, Non-regulatory Guidance, Section E. (Lottery, Recruitment and Admissions).



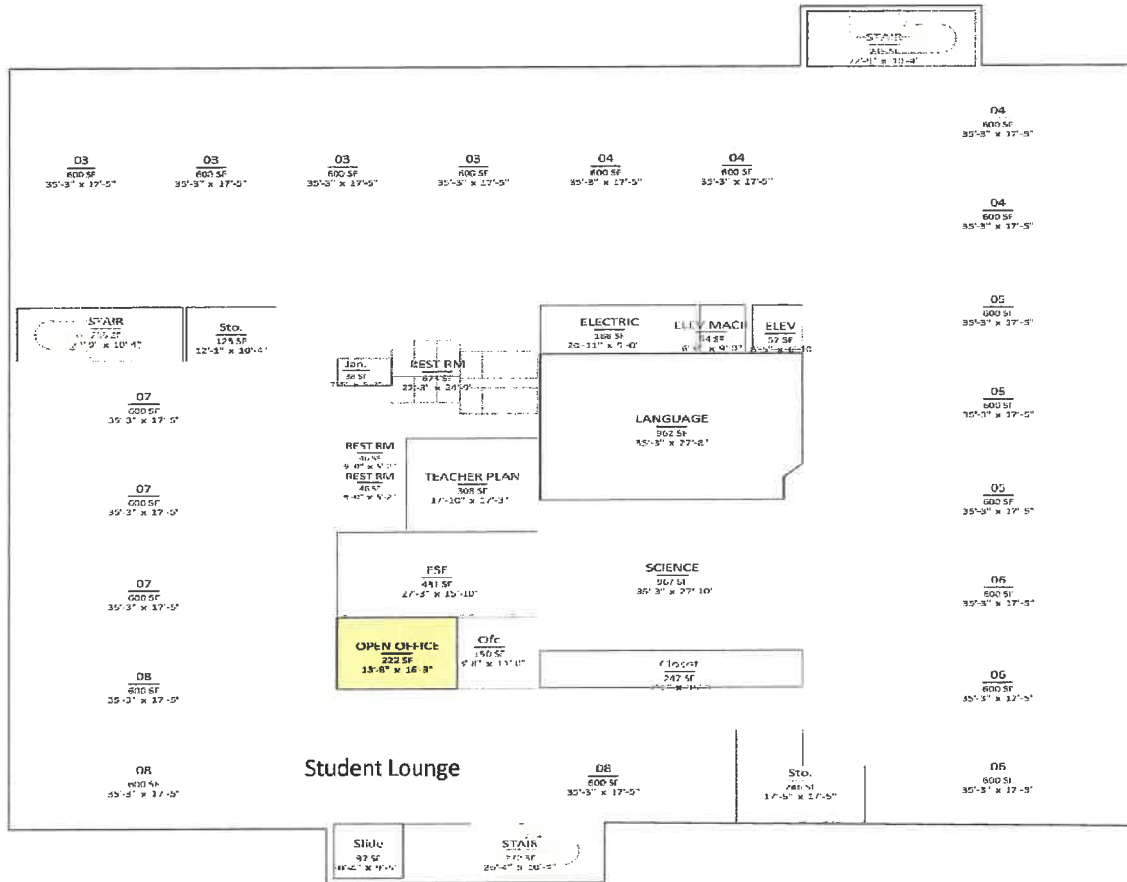
Athenian Academy	K	1	2	3	4	5	6	7	8	Total
Year 1	36	36	36	36	22	22 T=1	22	22 T=1	22	254
(T)Teacher	T=2	T=2	T=2	T=2	T=1		T=1		T=1	T=13
Year 2	54	54	54	54	44	44 T=2	44	44 T=2	44	436
	T=3	T=3	T=3	T=3	T=2		T=2		T=2	T=22
Year 3	72	72	72	72	66	66	66	66	66	618
	T=4	T=4	T=4	T=4						T=31
Year 4	72	72	72	72	66	66 T=4	66	66 T=4	66	618
	T=4	T=4	T=4	T=4	T=4		T=4		T=4	T=31
Year 5	72	72	72	72	88	66 T=4	66	66 T=4	66	640
	T=4	T=4	T=4	T=4	T=5		T=4		T=4	T=32
ESE Students	Y 1	Y 2	Y 3	Y 4	Y 5	5 %				
ELL Students	Y1	Y2	Y 3	Y 4	Y 5	7%				
	18	31	44	46	46	Projection				

Projections Based on Comparable Percentages in District Schools

- D. Provide a brief explanation of how the enrollment projections were developed. Research was completed on the average number of students enrolled in surrounding Sarasota county schools. The research included data from the Florida Department of Education to include the number of General Education, ESE and ESOL populations.
- E. Briefly explain the rationale for the number of students and grade levels served in year one and the basis for the growth plan in subsequent years as illustrated in the table above. The proposed location and facility has been professionally designed to accommodate the number of students listed through year 5. The school has been successful with a similar growth model in its High Performing School in Pinellas County Florida.



Florida





Section 3: Educational Program Design

A. Describe the proposed charter school's educational program.

The school is high performing and has a solid, successful approach to operations that will be duplicated to the extent possible in future school locations. **This is a replication application (3)(a) A high-performing charter school may submit an application pursuant to s. 1002.33(6) in any school district in the state to establish and operate a new charter school that will substantially replicate its educational program. An application submitted by a high-performing charter school must state that the application is being submitted pursuant to this paragraph and must include the verification letter provided by the Commissioner of Education pursuant to subsection**

Athenian Academy's schedule meets state requirements, academic needs and interests. The school day begins at 8:15 A.M. and ends at 3:15 P.M. The school follows a standard 180 day calendar. Instructional staff has a duty free 30 minute lunch break each day in addition to two 30 minute planning periods per day when Greek and Spanish language instruction is taking place in the classroom. The school offers before school supervision beginning at 7:00AM and after school programs until 6:00PM.

Subject		Weekly
Health	K-5	25
Language Arts	Gr. K-2	675
	Gr. 4	600
	Gr. 3 and 5	525
Language Arts Intervention	K-5	150
Social Studies	K-5	K-2 60 (3-5) 225
Mathematics	K-5	300
Mathematics Intervention	K-5	150
Science	Gr. K-2	150
	Gr. 3	300
	Gr. 4-5	300
PE	K-6	150
Greek	K-5	150
Spanish	K-5	150
Recess	15 minutes per day (not reflected in the minutes or schedule)	

Athenian Academy's Middle School students follow a modified block schedule and receive 1800 weekly minutes of academics broken into eight periods 225 minutes each. Core teachers also teach Elective classes.

Language Arts	Grades 6-8	225
Math	Grades 6-8	225
6th & 7th Regular or Advanced 8th Pre-Algebra or Algebra 1		
Social Studies	Grades 6-8	225
World History Grade 6		
Civics Grade 7		Civics EOC = 30% of final grade
US History Grade 8		
Science	Grades 6-8	225
Health	Grades 6-8	225 Required for 8th grade
Reading	Grade 6 (required)	225



Intensive Math	Level 1 & 2 required	225
<i>Elective Subjects</i>		
Greek 1 & 2	Elective Grades 7-8	225
Spanish 1 & 2	Elective Grade 7 & 8	225
M/J Beg Spanish	Elective Grade 7 & 8	225
M/J World Lang Intl Studies	Elective Grade 6	225
<i>Electives</i>		
Physical Education	Grade 7-8	Required for grade 6
Acting	Grade 6-8	225
Dance	Elective 6-8	225
Journalism	Elective 6-8	225

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

The 2010 legislature clarified that charter schools must comply with section 1003.03, F.S., relating to maximum class size, except that the calculation for compliance is for the school average by grade group.

**The Athenian Academy acknowledges this requirement and complies with the class size law.**

The learning environment of the Athenian Academy is one of high academic expectations, intermingled with a high energy, positive, creative, **student centered environment** and curriculum that is relevant to the student's world. The school models the creative environment after a well-known author and educator Ron Clark who was named as Disney's educator of the year and operates a private school near Atlanta, Georgia. The administration has studied the methods of Ron Clark and has *modified* them to meet the needs of the students of Athenian Academy. The school promotes the concept of simple, age appropriate rules, positive rewards and predictable consequences. Technology is integrated throughout the disciplines using English, Greek and Spanish to keep the curriculum and topics relevant. The school has a Digital Technology Plan that is required by the State of Florida and is meeting the state's requirements for the use of digital technology throughout the school. There is a strong emphasis on core subjects, such as reading, writing and mathematics. The curriculum follows the Florida standards and progress monitoring of achievement levels is frequently tracked and the data is recorded to drive future instruction.

- **A safe environment** is supported by the teacher with high, clear expectations and positive relationships are fostered; active learning is promoted all day, every day.

- **Students are active participants** as individuals and as members of collaborative groups; Athenian Academy facilities are equipped with "tables" instead of desks to encourage cooperative learning. Quiet zones are also available for students who prefer more personal space.

- **The environment motivates** students and nurtures the student's desire to learn in a safe, healthy and supportive environment which develops compassion and mutual respect; Athenian Academy developed a school wide "code", we call it "The Terrific Ten". The Terrific Ten focuses on self-respect, mutual respect, random acts of kindness and good citizenship

Athenian Academy Student Creed

I am a Respectful Athenian Academy Student: My words and actions demonstrate respect.

I am an Accountable Athenian Academy Student: I accept responsibility for my behavior.

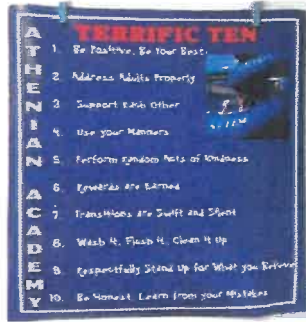
I am a Capable Athenian Academy Student: I give 100% effort to all I attempt to achieve.

I am a Significant Athenian Academy Student: I am important and unique.

I am a Responsible Athenian Academy Student: I am in charge of my own destiny.

I am an Intelligent Athenian Academy Student: My education is the key to my future.

I am an Athenian Academy Student- My life will have a positive impact on my school, in my community and in the world.



- **The environment cultivates cross cultural understandings** and the value of diversity; Athenian Academy's Greek and Spanish Language focus fosters cultural diversity by teaching the students foreign languages, history and culture. In addition, lessons throughout the school year focus on being unique and individual.
- The classroom teachers implement **effective and efficient classroom management** that includes classroom routines that promote comfort, order and appropriate student behaviors; Athenian Academy has a school wide positive behavior plan using a "Token Economy" This behavior plan is explained in detail in section 8 of this application.
- We provide students' **equitable access to technology**, space, tools and time; Athenian Academy has a 64 station computer lab, in addition, laptop centers are located in all primary classrooms. Every classroom is equipped with smart boards as well.
- We effectively allocate time for students to engage in **hands-on experiences**, discuss and process content and make meaningful connections; Teachers are encouraged to make hands on activities a priority as well as individual and classroom, cooperative project based lessons.
- Teachers design lessons that allow students to participate in **empowering activities** in which they understand that learning is a process and mistakes are a natural part of learning; Children are exposed to varied levels of tasks and are encouraged to "try" even if they believe they are not capable.
- **Student work is valued**, appreciated and used as a learning tool; student work is proudly displayed in the classroom and throughout the school. Students participated in the designing of our school mascot.

Athenian Academy's learning environment includes: Instructional Rigor and Student Engagement

Teachers support and encourage a student's commitment to initiate and complete complex, inquiry-based learning requiring creative and critical thinking with attention to **problem solving**.

Teachers instruct the complex processes, concepts and principles contained in state standards using **differentiated strategies** that make instruction accessible to all students.

Teachers scaffold instruction to help students reason and develop problem-solving strategies.

Teachers orchestrate effective classroom discussions, questioning, and learning tasks that promote **higher-order thinking skills**.

Teachers provide **meaningful learning opportunities** for students.

Teachers challenge students to **think deeply** about problems and encourages/models a variety of approaches to a solution.

Teachers integrate **a variety of learning** resources with classroom instruction to increase learning options.

Teachers structure and facilitate **ongoing formal and informal** discussions based on a shared understanding of rules.

Teachers **integrate** the application of inquiry skills into learning experiences.

Teachers clarify and share with students **learning intentions/targets** and criteria for success.

Teachers facilitate learning **experiences that are meaningful** to students and prepare them for their futures.

Teachers' **link concepts and key ideas** to students' prior experiences use multiple representations, examples and explanations.

Teachers incorporate student experiences, interests and **real-life situations** in instruction.

Teachers select and utilizes a variety of technology that support student learning, like **smart boards, the media center,**

C Palms videos and resources

Teachers effectively incorporate **21st Century learning** skills that prepare students to meet future challenges.

Teachers **work with other teachers** to make connections between and among disciplines.

Teachers make lesson connections to community, society, and current events

### **Strong Instructional Leadership**

Athenian Academy's leadership team is intimately involved in all aspects of student success. Leadership team members are active participants in Curriculum, Intervention (MTTS), planning, Exceptional Student Education, 504, Reading, Mathematics and Science committees. In addition, the administration team leads and directs the school-wide positive behavior and school culture teams. Clear expectations are set, modeled and supported by Athenian Academy's leadership team. Leadership meets regularly with the instructional staff to share ideas, gain input and set goals for increased student achievement Athenian Academy's leadership works hard to maintain a fun, creative and cooperative environment. Safety is a priority in the school environment. Second to safety is an orderly environment where students are motivated to demonstrate acceptable behavior. The school uses a token economy that is school-wide. Students receive tokens for following the rules and lose them for breaking the rules. School rules are short, simple and most importantly, the same, school-wide among all teachers, staff members and grade levels. Students are never confused by the expectations and teachers are never placed in a position to determine an appropriate consequence as they are predetermined depending upon the rule infraction. Leadership supports the token economy by awarding special "golden tokens" to students who demonstrate outstanding behavior beyond the normal expectation. As a result of the token economy, teachers are less burdened by behavior distractions in the learning environment.

### **Leadership ensures that teachers have the opportunity to collaborate:**

Whenever possible, grade level teams are scheduled with common planning time. Common planning time allows the teachers to collaborate on curriculum, data, improve instructional strategies by learning from each other. Common planning is also used to plan cooperative team building projects. Teachers do not feel isolated or without the opportunity to seek guidance from each other or the administration.

### **Leadership keeps an "open door policy"**

Staff members of the school have a sense of trust in the leadership team, understanding that the leadership cares deeply about them both personally and professionally. This trust is protected by allowing and encouraging the staff to vent their frustrations without the fear of adverse reaction from the administration.

### **C. Describe the research base used to design the educational program.**

According to Lezotte, some of the common correlates of an effective school are: 1) Clear school mission; Athenian Academy's mission, as described in this application, is high academic achievement. 2) High

expectations for success; in addition to challenging core academics, two foreign languages are taught to students as young as five years old. Mastery of both Greek and Spanish oral languages, writing and cultures are expected at the same level of proficiency as the core academics however, cannot be included in the student's GPA (final grade) as a core academic except in the cases of EOC exams. . In the middle school grades 7-8th, students have the opportunity to choose high school level coursework for example, Greek and Spanish I and Algebra I Honors.

In the effective school, there is a climate of high expectations in which the staff believes and demonstrates that all students can obtain mastery of the school's essential curriculum. They also believe that they, the staff, have the capability to help all students obtain that *mastery* (Lezotte, 2001, p. 7). Lawrence W. "Larry" Lezotte is an American educational researcher, consultant, and speaker, notable for his expertise on creating effective K-12 schools.

"Student-centered teaching methods shift the focus of activity from the teacher to the learners. These methods include active learning, in which students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class; cooperative learning, in which students work in teams on problems and projects under conditions that assure both positive interdependence and individual accountability; and inductive teaching and learning, in which students are first presented with challenges (questions or problems) and learn the course material in the context of addressing the challenges. Inductive methods include inquiry-based learning, case-based instruction, problem-based learning, project-based learning, and discovery learning .Student-centered methods have repeatedly been shown to be superior to the traditional teacher-centered approach to instruction, a conclusion that applies whether the assessed outcome is short-term mastery, long-term retention, or depth of understanding of course material, acquisition of critical thinking or creative problem-solving skills, formation of positive attitudes toward the subject being taught, or level of confidence in knowledge or skills."

"Student-centered learning is **focused on each student's interests, abilities, and learning styles**, placing the teacher as a facilitator of learning. This classroom teaching method acknowledges student voice as central to the learning experience for every learner, and differs from many other learning methodologies."

"Child-centered learning is considered to be a philosophy, as opposed to a methodology, and therefore no two classrooms are alike. Generally speaking, however, a child-centered teacher tries to create an environment which will motivate the children to discover new skills and knowledge."

"The Ron Clark Academy has assembled a faculty of master educators who have different teaching styles but a shared objective: to demonstrate how to improve student engagement, increase academic rigor, and create a school climate and culture that leads to success for all learners. In other words; strive to create an environment that exemplifies everything we believe that a school should be, and then we open our doors to share our methods with others in hopes that they, too, will do the same. Our entire staff is committed to fostering a dynamic, passionate learning environment where every child is valued, challenged, loved, and nurtured." Athenian Academy fully supports the methods of The Ron Clark Academy and has adapted the methods, beliefs and best practices into our academics and school culture.

<http://www.ronclarkacademy.com/meet-the-team>

*Active Learning with Richard Felder: A 12-minute video on YouTube in which Dr. Felder explains what active learning is and why it works and shows several illustrative clips of its use in a 125-student engineering class.*

*.M. Felder and R. Brent: "Active Learning: An Introduction." ASQ Higher Education Brief, 2(4), August 2009. A short paper that defines active learning, gives examples of activities and formats, and answers frequently-asked questions about the method.*

*R.M. Felder and R. Brent; "Effective Strategies for Cooperative Learning." J. Cooperation & Collaboration in College Teaching, 10(2), 69-75 (2001): Tips on forming teams, dealing with dysfunctional teams, grading team assignments, and using cooperative learning in a distance learning environment.*

*B. Oakley, R.M. Felder, R. Brent, and I. Elhaji: "Turning Student Groups into Effective Teams." J. Student Centered Learning, 2(1), 9-34 (2004): Techniques for avoiding dysfunctional teams, dealing with them when they arise, and helping students acquire the skills they will need to form high-performance teams.*

*"1988 Distinguished Alumni Award Recipients": Western Michigan University. Retrieved Sep 2013.*

*Brookover, Wilbur B.; Lezotte, Lawrence W. (1977).: "Changes in School Characteristics Coincident with Changes in Student Achievement" (PDF). Michigan State University*

- D. Provide a sample daily schedule and school annual calendar, including the annual number of days and hours of instructional time as Attachment B. (Note: if approved, the Governing Board will formally adopt an annual calendar)
- E. Explain how the services the school will provide to the target population support attainment of the state-adopted standards, as required by section 1002.33, F.S.

- Athenian Academy believes that the first critical component of a student's attainment of state standards begins with **teachers who have an in depth understanding** of the standards and the concepts, topics and material the students are expected to master.
- Teachers, parents and students need a roadmap and a clear path to follow in attempting to progress through the content of the state standards. Once the teacher has a clear understanding of where the standard is supposed to lead, a series of goals and objectives are set to achieve student mastery of the content.
- **Learning goals** are posted in the classroom and the students are not only verbally told what they will be learning, they are given a visual statement of the learning goal. Additional emphasis is put on the learning goal in an effort for students to understand "why" they are learning the material and "what" the end result should be.
- Teachers are required to make **written predictions and goal projections** on their lesson plans for example; 90% of the class will master correct verb use on unit test X. The projections are compared with the result data and analysis is conducted for success factors and weakness gaps.
- If goal projections and result **data are not in alignment**, the teacher determines what alternate methods will be used to meet and exceed the original goal.
- The teacher may seek to gain a better understanding of the standard through professional development, seek assistance from grade level colleagues who may have had greater success attaining their goals related to the standard, seek the advice of support services such as the **reading specialist** or math department or adjust their method of delivery.
- The teacher first looks inward to make adjustments rather than making an assumption that a lack of mastery is a reflection upon the student's ability. When student success is truly embedded in the school culture, teachers are not intimidated by the idea that they may need to make improvements. The greatest, personal, negative consequence to an Athenian Academy teacher is a student who is not learning; it is simply unacceptable

Athenian Academy Charter School in Clearwater, Florida has been in operation since the year 2000. In the early years, the school did not have enough tested students to receive a "school grade". Beginning in the year 2007, the school started receiving a school grade from the State of Florida. In the school year 2013-2014, the school was awarded "High Performing Status" by Florida's Department of Education. **The**



**effectiveness of the school's model** is partially evidenced by the school grades reflected in the published data from the Florida Department of Education Website: [www.fldoe.org](http://www.fldoe.org)

### **Gradual Release of Responsibility for Learning**

Instructional staff structure lessons so that the teacher introduces new material directly, and students practice the material in small groups and then, with the continued support of the teacher, students have independent practice time on the material at the end of the class and again through extended and home learning of the content. This model and approach helps students attain mastery of the concepts taught by **scaffolding**. Scaffolding is the "systematic sequencing of prompted content, material, tasks, and teacher and peer support to optimize learning." This allows the teacher to see where the student learning is breaking down in order to provide them with support. This prevents students from being required to demonstrate independent thinking and learning before they have had enough practice feedback to be successful". This model is often referred to as the "I Do-We Do-"model. The teacher presents the information by modeling a strategy to be used; "We", the entire class collaborates to work through the strategy together; and "You", the student, applies the strategy independently to demonstrate mastery and understanding.

### **Flexible Grouping**

When ability grouping is utilized in a flexible manner with appropriate curricular adjustments and consistent expectations and assessments across groupings, significant achievement gains can be realized. When implemented correctly, flexible grouping is a highly effective way to differentiate instruction. Teachers understand that students different and learning styles. The use of flexible grouping allows teachers to modify the pacing of instruction while continuing to hold all students accountable for mastery of the material. True differentiated instruction is very simply defined as different pathways leading same and product. Athenian Academy teachers have had professional development on differentiated instruction and flexible grouping.

### **Literacy: Reading and Writing/ Cross Curriculum**

Literacy is the key and foundation of academic success. All instructional staff at Athenian Academy focuses on literacy in all content areas. In addition to the schools reading we understand that it is not only important to develop proficient readers with strong comprehension skills but it is equally important to develop writers who can effectively articulate their thoughts on paper and be able to react and write about different text they have read. The use of reading across the curriculum provides students with additional time to develop their reading comprehension skills and good habits for reading, researching and learning. In addition, students become familiar with a variety of genres and types of text and are able to relate themes from one subject area to another. Students are required to write it all content areas, including mathematics, science, and the foreign languages. Students are held to high expectations and standards for writing, regardless of the discipline. Students become fluent, proficient readers and writers and are exposed to a wide variety of writing styles.

Students also develop their speaking, listening, and observation skills through oral presentations that are integrated into the classroom.

***The following are also critical components used to ensure students attain the Florida Standards:***

**Uninterrupted Instructional Time**

**Dedicated Planning Time for Instructional Staff**

**Curriculum Mapping**

**Leadership Involvement**

**Assessment and Data Analysis**

**Tutoring**

**Small Group Instruction**

**Targeted Intervention**

**Extended Learning Opportunities**

**Experience Based Learning (Field Trips, Special Speakers, related extracurricular activities)**

**Integration of Technology**

*Gradual Release of Responsibility Adams, Gary L. and Engelman, Siegfried (1996). "Research on Direct Instruction: 25 Years beyond Distar." Seattle: Educational Achievement Systems*

*Flexible Grouping Tieso, Carol L (2003). "Ability Grouping is not just Tracking Anymore". Roeper Review Vol. 26*

*Literacy Across the Curriculum Cramer, R. (2003) The Language Arts: A balanced approach to reading, writing, listening, talking and thinking. Boston: Pearson*



Section 4: Curriculum and Instructional Design

- A. Describe the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve Florida standards. Describe the primary instructional strategies that the school will expect teachers to use and why they are appropriate for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students, including how students who enter the school below grade level will be engaged in and benefit from the curriculum and the formalized multi-tiered level of supports that will be provided to students who are performing below grade level.
- B. If the curriculum is fully developed, summarize curricular choices (e.g. textbooks) by core subject and the rationale for each. Include as Attachment C, a sample course scope and sequence<sup>3</sup> for each core subject for each division (elementary, middle, and high school) the school would serve.

**Literacy/ ELA K-5 Journeys Houghton Mifflin Harcourt**

**One 105/135 minute block (includes both reading and writing) 90 minutes uninterrupted**

**One 30 minute intervention period**

**ESE and ELL – inclusion and/or pull out – on top of 90 minutes of uninterrupted instruction**

"Journeys" is standards based comprehensive, research-based reading textbook series and includes all of the appropriate materials to support the programs. Instructional content in reading is based on the six components of reading: phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language, and the use of authentic literature and nonfiction texts. The framework for teaching reading and language arts includes the use of explicit instruction, whole group instruction, small group data-driven differentiated instruction, higher-order questioning strategies, and research-based literacy strategies.

Students' progress through the reading curriculum that emphasizes phonemic awareness, decoding skills in its early stages and builds towards the ability to read, comprehend, and interpret prose and poetry of different genres. The curriculum guides students through basic phonics skills starting with identification of syllables and phonemes, blending, and decoding to the ability to sound out unfamiliar multisyllabic words to recognition of irregularly spelled words and fluent reading and strong comprehension skills. Acquisition of an extensive and advanced vocabulary is emphasized at every level.

The School incorporates literacy instruction into ALL subject areas to extend and build discussion of text in order to deepen understanding. Additional approved content area informational text may be used for instruction and reinforce reading strategies. Utilizing interactive technology, diagrams, big books, etc. from content area text and materials, the teacher can assist students in making connections. Using these texts, the teacher focuses reading skills, such as, reference and research, cause and effect during guided reading or whole group instruction.

**Houghton Mifflin Harcourt Collections, Grades 6-8**

**Athenian Academy's Middle School students follow a modified block schedule and receive 1800 weekly minutes of academics broken into eight periods 225 minutes each.**

Collections provides students with the in-depth instruction needed for developing abilities to analyze complex texts, determine and explain evidence, reason critically, and communicate sharply. Along with solid instruction; critical modeling, scaffolding, guided practice, and independent practice in resources such

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<sup>3</sup> Do not include a course code directory.





as Close Read Screen Casts, Student Edition integrated standards lessons, the Close Reader, stepped out performance tasks, Level Up Tutorials, and Performance Assessment.

Developed to meet the **increased rigor** of new state standards, collections of topically linked, complex texts—including more informational texts and literary nonfiction—drive instruction in critical analysis.

Students practice writing to sources with tasks that require analysis, synthesis and evidence.

Active and engaged learning with a blended digital and print approach

Balance of complex texts with collections of fiction, nonfiction, and informational

Deeper learning through enhanced collaboration with interactive digital tools

Collection balances types of complex texts, including rich literary nonfiction and informational texts.

The Close Reader offers consistent and concrete practice with “chunked text” and routines of “Read, Re-Read, and Cite Evidence,” for students to internalize the approaches and then apply them independently

To engage digital learners in reading, analyzing, writing, and evaluating texts and in sharpening communication, **Collections digital offerings** include media resources, text analysis tools, and Interactive Lessons in writing, speaking, and listening

**On Going Assessment:** Performance Tasks for every selection and Collection for assessing reading, writing, speaking/listening, and research skills

Collection and selection tests for monitoring progress

Exam View for customizing program assessments

**Diagnostic:** Test of Silent Contextual Reading Fluency (TOSCRF2) from PRO-ED to identify reading deficiencies that may hinder fluency and comprehension

**Benchmark:** Continuum Assessments™ Adaptive Benchmark Tests ensure confidence with a valid test showing students' progress against standards.

**Performance Assessment** component for complete instruction in a three-part approach: Analyze the Model, Practice the Task, and Perform the Task plus sources, models, and built-in scaffolds to support student independence on performance tasks

Close Reads App to prepare students for close reading and text analysis across all genres.

### **Passport Reading Journeys “Beginnings “**

**Students in grades 6-8 who are reading one to three years below grade level**

**Students with varied needs, including English language learners**

**Emphasis on explicit, systematic instruction:** Whole group, independent reading, technology based reading, student and teacher directed small group instruction. Word Study, Fluency, Informational and Literary, Text Vocabulary and comprehension

Writing Content–area reading

### **McGraw-Hill School Education, LLC – SRA Early Interventions in Reading**

#### **Elementary Intervention**

**Systematic** Provides students with access to appropriate texts, sequenced to accelerate learning. Lessons are fast-paced and provide students with the maximum amount of time to practice reading connected text.

**Intensive** Provides students with intervention in appropriate frequency and duration, provides students with daily instruction

**Acceleration** Focuses on acceleration, providing instruction that is systematic, strategic and intensive with the sole purpose of moving students to grade-level reading as quickly as possible.

**Gradual release of scaffolding** to help students reach independence

**Accelerated pacing** to achieve grade-level performance

Multiple opportunities for reading from an extensive leveled book collection



Electronic assessment and data reporting

**Additional Intervention Elementary**

**Great Leaps**

**Harcourt Intervention Kits**

**Reader's Theater**

**Jan Richardson Guided Reading Routine**

**LLI Leveled literacy Intervention**

**Mathematics K-5 GO Math HMH**

**One 60 minute uninterrupted**

**One 30 minute intervention period**

**ESE and ELL – inclusion and/or pull out – on top of 90 minutes of uninterrupted instruction**

The Mathematics program focuses on building a strong foundation in the mathematics computation and mathematics application for all students. The school believes that all students must be expected to do advanced math work, and the advancement is dependent upon a solid and comprehensive foundation that ensures strong number sense and strong computation skills. The school uses the state approved Houghton Mifflin/Harcourt Go Math! In our kindergarten through grade 5 programs. The primary goal for Athenian Academy's mathematic instruction is to provide students with every day mathematical competence, a requirement in today's rapidly changing technological and global society. The mathematics curriculum emphasizes the critical areas, and the depth of understanding through engaging lessons, research supported instructional approaches, and differentiated instructional resources for student success. In addition to classroom instruction daily, intervention instruction daily, Athenian Academy offers after school Mathematics tutoring (3) days per week .

Athenian Academy structures the mathematics instruction, delivery and assessment using the Florida Standards in all grade levels.

Using **Standards Based Curriculum**, Hands on Activities and Manipulatives: The Mathematic Goals and End Result For Success:

Develop Mathematic Skills and **Problem Solving Strategies**

**Understand and Apply** Important Mathematic Principles

Develop the ability to **analyze problems** and solve them in different applications

**Increase confidence** through practice and review

Develop **reasoning** habits that can be applied in everyday life situations

**Understand the format** of test problems on Standardized Tests

**Develop strategies** for accurately checking work

**Identify key concepts** and vocabulary in Mathematics

Develop **independent study habits**

Encourage career choices that utilize mathematic skills

**Math Intervention**

**Go Math Strategic Intervention Guide**

**ST Math**

**Grade 6 (225) Block - Go Math**

Unit 1: Compute with Multi-Digit Numbers

Unit 2: Multiply and Divide Fractions

Unit 3: Integers and the Coordinate Plane

Unit 4: Ratios and Rates

Unit 5: Fractions, Decimals, and Percent

Unit 6: Expressions



Unit 7: Equations

Unit 8: Functions and Inequalities

Unit 9: Statistical Measures

Unit 10: Statistical Displays

Unit 11: Area

Unit 12: Volume and Surface Area

**Grade 7 Math-**

**(225) Big Ideas) Block**

**Grade 8 (225) Block Big Ideas**

**Algebra 1: A Florida Standards Curriculum, Grade Level 9 - 12**

Unit 1: Introduction to Functions

Unit 2: Linear Functions

Unit 3: Sequences

Unit 4: Exponential Functions

Unit 5: Real Number System

Unit 6: linear Systems

Unit 7: Introduction to Quadratic Functions

Unit 8: Polynomials and Quadratic Functions

Unit 9: Probability and Statistics

Unit 10: Mathematical Modeling

Unit 1: Ratios and Proportional Reasoning

Unit 2: Percent

Unit 3: Integers Unit 4: Rational Numbers

Unit 5: Expressions

Unit 6: Equations and Inequalities

Unit 7: Geometric Figures

Unit 8: Measure Figures

Unit 9: Probability

Unit 10: Statistic

**Civics Grade 7 Civics in Practice**

**225 (Block)**

Civics course offers scaffold learning opportunities for 7<sup>th</sup> grade students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students develop and demonstrate their skills through participation in an extended research-based paper/project, participatory citizenship project, mock trial, projects for competitive evaluation, investment portfolio contests, or other teacher- directed projects) .Use of visual depictions of historical events in order to increase ELL students' mastery of related content .

Civics, U.S. Government and Citizenship

Historic Foundations of American Government

U.S. Constitution and Bill of Rights

Legislative Branch, Executive Branch, Judicial Branch

State Government, Local Government

Voting and Elections

Public Opinion

American Legal System

United States Foreign Affairs

Foundations of Economics

Money, Banking and Finance

U.S. Geography

*End of Course Exam*



### **Science – K-8 Science Fusion**

**Grade Kindergarten –Grade 2 150 Minutes Weekly**

**Grade 3-5 (375 Minutes Weekly)**

**Science Fusion** is a comprehensive, state-of-the-art K–8 science program. The print, hands-on, and digital curricula provide student-centered options in any learning and align to the Framework for K–12 Science Education, the foundation for NGSS\*.

**Multimodal Learning** Science Fusion is a comprehensive print and digital curriculum solution that provides multimodal options for teachers to engage students in exciting, investigation-based learning. This effective, research-based program is easy to implement and fun for teachers and for students.

**STEM and 21st-Century Skills** the STEM program in Science Fusion provides real-world challenges, hands-on activities, and Video-based Projects that develop important critical-thinking skills that will prepare students for success in the workplace and in life. A new spiraled curriculum on Technology and Coding has been added for Grades 1–8, and Kindergarten has a new Technology and Engineering section.

**Student-Centered** Science Fusion Write-in Student Editions promote a student-centered approach for:

- Learning science concepts and vocabulary
- Incorporating math and writing in each science lesson
- Incorporating graphic organizers for summary and organization
- Active reading with features to teach students how to analyze and interact with content

**Virtual and Hands-on Labs for Every Lesson** the Science Fusion lab program contains hands-on activities and virtual labs for every lesson or every day of the week. Inquiry lessons (Grades K–5) and labs (Grades 6–8) can be modified to provide three levels of inquiry: directed inquiry, guided inquiry, and independent inquiry.

- Digital lessons, write-in Student Edition, and hands-on labs.
- Hands-on activities and virtual labs for every lesson or every day of the week.
- Leveled Readers and Video-based Projects to reinforce and enrich important concepts.

#### **Content Standards:**

Define overarching knowledge, skills and abilities in a discipline.

Provide the big picture of what students should know and be able to do in a course or discipline

#### **Essential Questions:**

Go to the heart of the discipline

Have no one obvious right answer

Are "higher order" -- students must go beyond the information given

Recur and are raised naturally

Provoke and sustain interest

Link to other essential questions

#### **Objectives:**

Specify how the standard is assessed or demonstrated at the unit or lesson level

What the student will be able to do as a result of Instruction

Objectives must have a focus.

Objectives must be specific

Objectives must be measurable.

**To further ensure that students are meeting and exceeding academic expectations the school supports the curriculum and delivery in the following ways:**



Instruction must be bell to bell.

Class size and effective management is a priority. Class size is maintained according to state guidelines.

Daily minutes by subject ensures consistency.

Subjects must follow the same order every day.

Transition time, circle time, wake-up work, pack up time is absorbed in the schedule.

Continuous review of the curriculum to ensure progression and mastery

The curriculum is consistent with effective teaching strategies, grounded in scientifically based reading research that includes five components of reading: phonemic awareness, phonics fluency, vocabulary and comprehension

Weekly, administrative walkthroughs to ensure implementation and fidelity

Student portfolios that include assessment data

Grade level and full staff meetings

Common planning time for instructional staff

Ongoing professional development

### *Differentiated instruction focused on learning styles*

Flexible Grouping

Independent Study

Tiered Assignments

Learning Centers

Choice Activities

Project Based Learning

Data Chats with administration

After school tutoring for remediation/acceleration

Students are frequently assessed in all grade levels throughout the year in reading, math, science and writing. A variety of assessments are used to determine progress toward attaining at least one year of academic growth for a year of instruction.

Targeted interventions and small group instruction

Students performing below grade level in reading, math, writing and science are identified through observation and assessment and are provided with remedial instruction. Students identified above grade level are immediately given advanced curriculum in the mainstream classroom and then are tested for giftedness.

When a student successfully completes two cycles of gifted assessment, they are placed in on-site gifted classes.

Students entering middle school in grade six have the option to begin advanced placement, high school credit classes in mathematics and foreign language.

Language and culture is taught by natives of Greece either employed by the school or on assignment from the Greek government. Athenian Academy offers both beginning and advanced level Greek instruction. Students participate in several cultural events throughout the school year to greater increase understanding of the Greek and Spanish language.

Spanish classes are part of the required curriculum in grades kindergarten through grade five. Daily instruction is taught by certified Spanish teachers and is offered in both beginning and advanced levels.

The Athenian Academy curriculum is designed to **incorporate a strong character education** program that promotes respect, responsibility and readiness to learn. As part of the curriculum, students meet



reasonable expectations to promote and incorporate these skills to gain life-long self-control, self-esteem, social awareness and acceptance and most importantly, becoming a positive and productive members of society.

Peer groups often work with struggling students in a supportive environment Below grade level students may be graded with rubrics designed differently than those designed for at or above level learners when possible.

Below grade level students may be offered opportunities to demonstrate mastery in ways that are more comfortable or better meet their particular learning style

B2

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

**Elementary K-5 Curriculum**

ELA Core	Math	Science	Social Studies	Spanish
Houghton Mifflin Harcourt - Houghton Mifflin Harcourt Florida Journeys Grade Level K - 5 (Print and Internet Based)	Houghton Mifflin Harcourt - Houghton Mifflin Harcourt Go Math!, Florida, Grade Level K - 5 (Print and Internet Based)	Houghton Mifflin Harcourt Publishing Company, Florida Science Fusion, First K-5(Print and Internet-Based)	American Legacy Publishing, Florida Studies Weekly, K - 5	Santillana USA Publishing Co., Inc., Grade K - 5, [Print and Internet Based]
Reading Intervention McGraw-Hill School Education, LLC - SRA Early Interventions in Reading Grade Level K – 5				Greek-Curriculum developed and approved by the FLDOE

**Middle School 6-8 Curriculum**

ELA Core/Intensive	Mathematics	Science	History/Civics	Spanish
Houghton Mifflin Harcourt Collections, Grades 6-8 Intensive Reading Passport Reading Journeys "Beginnings" and Levels 1-2,	Big Ideas Learning, LLC – Big Ideas Math Course 1: A Florida Standards Curriculum, Grade Level 6 – 8 Go Math (6) Advanced Big Ideas Learning, LLC – Big Ideas Math	Holt McDougal, Florida Science Fusion, 6-8(Print & Internet Based) Holt McDougal, Florida Science Fusion	Holt McDougal, Holt McDougal United States History: Beginnings to 1877 c 2013, Florida Edition, Civics Holt McDougal, Holt McDougal Civics in Practice Integrated: Civics, Economics, and Geography for Florida 6-8 (Print and	Houghton Mifflin Harcourt - Avancemos! Level 1A, Grade 6 - 8, [Print, Internet, DVD & eReader] Spanish 1 McGraw-Hill School Education, LLC – Asi se Dice Level



	Advanced Course 1: A Florida Standards Curriculum, Grade Level 6 – 8 - Big Ideas	Earth Science, 6-8(Print and Internet based) Holt McDougal, Florida Science Fusion Life	Internet based)	1, Grade 9 -12, [Print and Internet Based]  Greek- Curriculum developed and approved by the FLDOE
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	Algebra 1: A Florida Standards Curriculum, Grade Level 9 - 12			
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**Please Note\***

According to The Florida Department of Education; Current contract for K-5 ELA and mathematics ends 2018, contract for 6-12 ends 2019. Athenian Academy will comply with Florida Statutes in regard to using Standards based curriculum, adopted by the Florida Department of Education. Instructional materials will be revised as necessary to comply. [www.fldoe.org](http://www.fldoe.org) In addition, Health and Physical Education are not listed because both are in a current adoption year.

B.3 *Provide evidence that reading is a primary focus of the school and that there is a research-based curriculum and set of strategies for students who are reading at grade level or higher and, independently, a curriculum and strategy for students reading below grade level. Include the school's reading curriculum as Attachment D.*

The Athenian Academy utilizes reading curriculum that is consistent with effective teaching strategies that are grounded in scientifically based reading research as stated in 1002.33(6)(a)(4) and (7)(a)(2), F. S. The school's goal is to boost literacy among our elementary and middle school students by increasing literacy and engaging students in reading at these critical levels. The School ensures that reading is the primary focus of the curriculum and that resources are provided to identify and provide specialized instruction for students reading at grade level or higher and separate curriculum strategies for students who are reading below grade level.

Reading is a critical portion of Florida's education system and the law requires it be a "primary focus" of all school curricula. To assist in efficiently using the time dedicated to making reading the primary focus of the curriculum, the following objectives are practices implemented at the School:

Significant instructional uninterrupted time is dedicated to reading instruction.

Explicit systemic approach to instruction through skill scaffolding and monitoring student learning gains.

Students actively engage in learning during instructional time.

Progress monitoring of skill acquisition is periodically administered throughout the school year to detect and steer reading progress

Reciprocal Teaching Strategies to increase reading comprehension including predicting, clarifying, questioning, visualizing, and summarize



**QAR:** four types of questions that include: right there, think and search, author and you, and on my own, to foster students' understanding of text, develop vocabulary, and build critical thinking.

**Differentiated Instruction and Grouping** to accommodate varying reading levels and learning styles:

- Whole-group instruction
- Small-group instruction
- Individual instruction
- Independent reading

Teachers are aware of these standards and make a concerted effort school-wide to cultivate them in the habits of the students thereby aligning the focus on reading and literacy to increasing the reading proficiency of our students.

*A literacy-focused environment is created in the classrooms through:*

**Print Rich Environment**-Each class will maintain a classroom library to include a collection of quality literature that includes material written at varying reading levels and in a variety of genre forms, inclusive of both fiction and nonfiction. This collection will offer students reading material that will support their individual interests and abilities

**Frequent successful reading experiences**- Using appropriate texts will provide the opportunity to improve their reading proficiency with regard to fluency, vocabulary, and comprehension. The books in the classroom library are attractively displayed to exhibit an inviting accessibility to all students. Teachers organize classrooms to afford students ample opportunities for, and easy access to, reading materials during literacy center time within the daily reading block and the classroom library center can also be used as a sponge activity

**Word Walls** - Teachers create interesting and effective word walls that consist of high frequency words, skill based vocabulary words, and thematic vocabulary words, family word patterns or other phonics based elements. Students will use word wall during lessons and activities to practice recognizing words quickly and accurately. In addition, students use word walls independently to enhance their verbal communication skills as well as being able to use vocabulary words in their creative writing.

**Reading Stations** - Reading stations are set up throughout the room in various areas that allow students to work independently or in a small group setting, using instructional materials to explore and expand their literacy.

During this time students are engaged in a variety of activities that reinforce and extend learning without the assistance of the classroom teacher. Students practice reading, writing, speaking, listening, and working with letters and words. Manipulative such as magnetic letters and sound letter cards are used to increase active participation and provide additional guided practice through multi-sensory approaches.

### **On Level and Advanced Readers**

One factor that discourages the continued reading development of advanced readers is the use of less difficult books. Chall and Conard (1991) continue to research the match of text difficulty to reader readiness. They found that the reading texts for advanced readers provided little or no challenge, since they were matched to students' grade placements, not their reading levels." Chall, who also researched text difficulty in 1967 and 1983, noted that "This practice of using grade-level reading textbooks for those who





read two or more grades above the norm has changed little through the years, although it has been repeatedly questioned”

*Jeanne Chall (1921 – November 27, 1999), a Harvard Graduate School of Education psychologist, writer, and literacy researcher for over 50 years, believed in the importance of direct, systematic instruction in reading in spite of other reading trends throughout her career.*

### **Athenian Academy incorporates the following into the reading program:**

- Use of teacher designed pre-instruction assessment to accurately determine students' instructional and independent levels of reading.
- Use of a variety of assessments beyond standardized achievement tests to document students' progress and guide instruction.
- Use of strategies geared to gifted students' instructional needs including curriculum compacting, advanced content, appropriate pacing, and above grade-level materials.
- Focus on far greater depth and complexity.
- Incorporate into reading programs rich, inviting tasks requiring spatial as well as analytical and abstract thinking.
- Encourage students to develop more complex, high-level comprehension and reach advanced interpretations.
- Encourage and support advanced levels of vocabulary and word study.
- Promote students' research using technology to generate original investigations and advanced products.
- Provide frequent opportunities for students to explore authentic text and a variety of genres.
- Allow students to pursue individual interests through reading.
- Provide examples of superior work in order to challenge students to ever-increasing levels of excellence
- 

### **Above Level/Gifted and Talented**

**Athenian Academy follows a One Day a Week, pull out model for gifted and talented students. 270 minutes for Kindergarten and grade 1, 280 minutes for grades 2-5 and (1) 50 minute period per week for grades 6-8.**

**1. The minimum evaluations for determining eligibility address the following:**

- a. Need for a special instructional program**
- b. Characteristics of the gifted**
- c. Intellectual development**
- d. May include those evaluation procedures specified in an approved district plan to increase the participation of students from underrepresented groups in programs for the gifted**

The teachers of the students who are gifted are trained to provide a curriculum based on the educational characteristics and needs of the learner who is gifted

Academically Challenging Curriculum to Enhance Learning (**ACCEL**) Options **Academically Challenging Curriculum** to Enhance Learning (ACCEL) options are educational options that provide academically challenging curriculum or accelerated instruction to students in kindergarten through grade 8. The school offers the following ACCEL options: whole-grade and midyear promotion; subject matter acceleration; virtual instruction in higher grade level subjects; and the Credit Acceleration Program. Additional ACCEL

options include enriched science, technology, engineering, and mathematics coursework, enrichment programs; flexible grouping; advanced academic courses; combined classes; and self-paced instruction. Students must meet applicable eligibility requirements pertaining to the various ACCEL options.

Athenian Academy follows the standards set forth by the National Association for Gifted Children. We seek gifted teachers who are not only passionate about educating gifted “children” but also about educating teachers about the characteristics of gifted children.

Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings to ensure specific student outcomes.

Exceptionally able learners have problems like any other learner. They may have learning disabilities which they can hide.

Gifted children can feel isolated and misunderstood. They may have more adult taste in music, clothing, reading material and food. These differences cause them to be shunned and even abused verbally or physically by other children.

While it is true that children need to play and interact socially with other children their age, they do not always need to learn with them, for example the case of an exceptionally able child who has a chronological age of 6 and a mental age of 11 and has been reading since 2. To put that child in a reading class with other six year olds who are just learning to read can be really demotivating for that child.

Gifted students may appear to do well on their own but without focused challenge they can become bored and disruptive. As time passes they may find it harder and harder as the work becomes more difficult, since they have never faced challenge before.

Gifted children who are not being appropriately cared for can develop very negative feelings about self, about school and about learning.

Most research supports acceleration in one or more subjects for gifted children. Gifted children need differentiated education which can quench their thirst and stretch their minds.

### Below Level Readers

Scaffolding, shaping, connecting to prior knowledge, constructing meaning, motivating students, and providing opportunities to learn:

Monitoring Comprehension Be aware of what they do understand Identify what they do not understand

Using Mental Imagery/Visualization Mental images or pictures help readers to understand and remember what they have read.

Visual Representation of Text Comprehension improves through the use of graphic and semantic organizers.

Making Use of Prior Knowledge/Predicting Using strategies to activate prior knowledge supports effective prediction and comprehension.

Summarizing/Retelling In order to summarize, children must determine the important information and condense this into their own words.

### Using Text Structure

Generating Questions Children are taught how to ask questions about the text.

Answering Questions Research shows that children’s learning from reading is strongly supported and advanced by teachers questioning children and teaching them how to answer questions;

- give children a purpose for reading
- focus children’s attention on what they are to learn• help children to think actively as they read
- encourage children to monitor their comprehension
- help children to review content and relate what they have learned to what they already know



## **Greek Beginners K-5 Greek Advanced 1-5**

**30 Minutes**

**(5 days a week)**

Greek at the beginner level introduces students to the target language and its culture. The students develop communicative skills and cross-cultural understanding. Emphasis is placed on proficient communication in the language. Greek instruction includes an introduction to reading writing, culture, connections, comparisons, communities, history and Mythology. Students begin with learning the alphabet, sounds and letter recognition. Colors, common words and vocabulary are connected to words the students are already familiar with in English.

Greek at the Advanced level reinforces the skills acquired by the students in Greek Beginners. The students develop increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content covered is a continuation of listening and oral skills acquired in Greek Beginners. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural aspect of the target language is continued in addition to more in depth Greek Mythology.

### **The Athenian Academy Greek Language Curriculum is based on the World Language Standards:**

Standard 1: Interpersonal Listening

Standard 2: Interpersonal Reading

Standard 3: Interpersonal Communication

Standard 4: Presentational Speaking

Standard 5: Presentational Writing

Standard 6: Culture

Standard 7: Connections

Standard 8: Comparisons

Standard 9: Communities

Common Core State Standards-ELA

**Standards are aligned to PCS Essential Learnings, NGSSS** (Formative: "skill-getting"; Summative: "skill-using" or what students can do in the target language).

The Athenian Academy Greek Language Curriculum has been developed to provide an articulated and coordinated approach to the development of communication skills in grades K-8, and it is designed to complement and improve the regular classroom curriculum. As student's progress in oral language comprehension, reading and writing skills are introduced. The major focus of the curriculum, however, is communication. Beginning with Kindergarten, students learn to communicate in a practical, conversational manner. The ultimate goal is to give students the tools necessary to eventually create their own conversations with little or no teacher guidance.

### **Major Concepts/Content:**

Greek-Elementary and Middle School Greek introduce students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

### Summary

The learning strategies in this curriculum focus on the use of the Greek Language as opposed to study about the language. The objective of the Greek Curriculum is to provide meaningful communication experiences appropriate to each grade level; develop a firm base of Greek pronunciation; and offer activities that encourage learning through active participation. Instructional strategies and learning activities are developmentally and culturally based and include the following: reciting, asking and answering questions, repeating, listening, singing, drawing, dancing, observing, playing games, writing, and role playing. Differentiated strategies are also used: Peer tutoring, ESOL, 504 and ESE accommodations. Finally, the emphasis in this course is to give the student the opportunity to learn about the Greek culture, new vocabulary words and a glimpse to the wonderful world of Greece.

### Assessments/Performance Indicators

- Teacher observation
- Projects/Rubrics
- Oral assessments
- Written Assessments
- Tests
- Quizzes
- Question/Answer
- Class Discussion
- Benchmark Assessment

By the end of Grades k-5, students will work towards attaining mastery of K-5 vocabulary (Ex.: Picture prompts -Teacher gives students a picture and asks them to identify objects in the picture; teachers tell students to color certain objects specific colors...) and they will also demonstrate proficiency in Greek vocabulary by attaining a passing grade. By the end of Grades k-5, students will work towards developing an understanding of culture in Greece. (Ex.: sing a song, name traditions associated with holidays...) and will also demonstrate proficiency in Greek culture by attaining a passing grade.

By the end of Grades 4 & 5, students will demonstrate proficiency in Greek grammar by attaining a passing grade.

By the end of Grades 6-8, students will demonstrate proficiency in Greek vocabulary by attaining a passing grade on the Final Assessment.

By the end of Grades 6-8, students will demonstrate proficiency in Greek culture by attaining a passing grade on the Final Assessment

By the end of Grades 6-8, students will demonstrate proficiency in Greek grammar by attaining a passing grade on the Final Assessment

#### Resources/Materials:

- Textbooks/Workbooks
- Posters
- CD's, Videos, DVD's
- Games
- , Ta Ellinika mou
- E.DIA.M.ME

Manipulatives

Flashcards

Smart Board

#### Books:

Papaloizos,

Margarita



## Spanish Thematic Units K-5 Elementary

### Level 30 Minutes per Day M-F

Greetings	Colors	Numbers	Days of the Week
Months	Shapes		Seasons
Alphabet	Occupations		Transportation
Adjectives	Verb "estar"		"Feelings
Fruits	Vegetables		Food Groups
Verb "ser"	Celebrations		Prepositions
Farm	Sea Life		Weather
Clothing	Time		Money
Continents	Landforms		Planets
Mexico	Spain		South America
Seeds	Beach		Community
			School Items
			Family
			Body Parts
			House
			Toys
			Zoo
			Measurements
			Habitats
			Insects
			Classroom

**Interpretive Listening:** I can understand and interpret information, concepts and ideas orally from a variety of culturally authentic sources on a variety of topics in the target language

**Interpretive Reading:** I can understand and interpret information, concepts and ideas in writing from a variety of

Culturally authentic sources on a variety of topics in the target language

**Interpersonal Communication:** I can engage in conversations and exchange information, concepts, and ideas orally and in writing with speakers or readers in a culturally appropriate context

### **Presentational Speaking**

I can present information, concepts, to an audience of readers on a variety of topics in a culturally appropriate context in the target language

In accordance with the five goals of the National Standards for Foreign Language Learning, students will develop communication skills, gain knowledge of other cultures, make connections with other disciplines, develop insight into language and culture through comparisons and participate in multi-lingual communities both at home and around the world.

## Spanish Language

Integral part of the core curriculum

Provides a foreign language learning experience for all students beginning at the earliest age possible;

Provides multiple entry points and extended opportunities for foreign language learning in a sequential curriculum

Incorporates research-based best practices

Ensures that students and teachers communicate extensively in the target language

Engages students in meaningful, purposeful communication in foreign languages in authentic situations

Provides sufficient time and intensity for students to reach high levels of proficiency

Utilizes authentic assessments for learning

Utilizes technology to enhance teaching and learning

Is enjoyable, meaningful and motivating

Extends beyond the classroom

\*Standards for Foreign Language Learning in the 21st Century, p.7, and National Standards in Foreign



### **Standard Spanish Learning Expectations: K-5**

By the end of 2nd grade, students comprehend and produce vocabulary related to everyday objects and actions on a limited number of familiar topics. Students imitate modeled words and phrases using intonation and pronunciation similar to the model.

They demonstrate limited comprehension of vocabulary when enhanced by auditory and visual stimuli, pantomime, props, realia (culturally authentic learning tools), and videos. Students imitate the use of culturally appropriate vocabulary.

They predict a story line or event when it involves literature, folktales, fables, and stories culturally similar to their own.

### **Elementary Foreign Language (Novice Proficiency Range, Up to Novice-High)**

By the end of elementary school, students' exhibit expanded ability in producing vocabulary related to everyday objects and actions on a limited number of familiar topics.

Students demonstrate increased accuracy in pronunciation and intonation.

They formulate oral and written presentations using a range of simple phrases and expressions based on familiar topics.

They demonstrate increased comprehension of vocabulary when enhanced by auditory and visual stimuli, pantomime, props

### **Kindergarten:**

Use numbers to count (1–31), add (1–9), and tell the date; describe the weather and seasons

Sort objects according to attributes (e.g., color, shape, length, and size); identify units of time (e.g. Days of the week, and months)

Identify names of characters and artifacts in a simple folktale or story using pictures and objects;

Name objects from target culture (e.g., simple musical instruments, toys, games, and food items)

Name and demonstrate the relative position of objects (e.g., over, under, inside, and outside).

Identify and describe the sound-symbol association of their own language and the target language

Imitate sounds of the target language

Identify common first and last names and naming practices between in the target culture and students' own culture

Sort items into categories related to the target culture and students' own culture formal and informal language

### **Grade 1:**

Identify simple land forms; identify common animals in students' own and the target cultures; Categorize foods into groups (e.g., fruits, vegetables, grains, and meat)

Count forward to 100; identify elements (e.g., shape and color) in their own and others' art works

Listen to a simple, adapted story or folktale from the target culture and name key characters and objects using visuals.

Identify and demonstrate use of realia (culturally authentic learning tools) (e.g., simple musical instruments, craft materials, cooking and eating utensils)

Identify and describe the sound-symbol association of their own language and the target language

Identify and describe writing systems of the target language and their own (e.g., alphabet symbols, reading system – left to right)

Identify formal and informal language

Identify cognates, word elements (e.g., prefixes, suffixes, word roots)



Identify and describe cultural patterns, behaviors, and activities (e.g., holidays and mealtimes)

Identify and describe symbols of the target culture and students' own culture (e.g., traffic signs, monuments, or famous buildings)

### **Grade 2:**

Identify and use appropriate terms of measurement, currency, and time (e.g., measure clothing in centimeters, count target culture money, and tell time)

Locate target language country/countries on the globe or world map, using a visual or an oral cue

Retell a story by charting or graphing important elements, with teacher assistance

Listen to an adapted story or folktale from the target culture and retell the story using visual cues and verbal prompts

Listen to music from the target culture and identify, name, and label the instruments used

Watch a video segment or demonstration of a target culture practice (e.g., celebration or food preparation) and identify, name, and label the key steps or elements involved, using visual cues and verbal prompts

Identify and describe the sound-symbol association of their own language and the target language

Identify levels of politeness, and formal and informal language (e.g., greetings and titles)

Identify cognates, word elements (e.g., prefixes, suffixes, and word roots)

Identify and describe cultural behavior patterns behaviors and activities (e.g., families, and schools)

Identify similarities and differences between tangible products of the target culture and students' own culture (e.g., school supplies and toys)

Compare means of measurement, currency, and time in the target culture and students' own culture (e.g., inches versus centimeters; pesos or Euro versus dollar)

### **Grade 3:**

Tell about typical, daily activities of target culture peers

Describe and use appropriate patterns of behavior of the target culture

Dramatize songs, poetry, short stories, or dialogues

Research and discuss contributions of scientific and historical figures of the target language culture

Identify and describe characteristics of products and symbols of the target culture

Describe and produce a product from the target culture

### **Grade 4:**

Identify some common beliefs and attitudes within the target culture

Describe daily routines of target culture peers learned through media technology

Identify contributions of people from the target culture

Identify, read about, or participate in expressive products of target culture peers

### **Grade 5:**

Identify and discuss some common beliefs and attitudes within the target culture

Describe and demonstrate daily routines of target culture peers learned through role- playing

Describe and contrast cultural products between from the student's culture and the target culture

Analyze target culture artifacts and produce an artifact that blends the two cultures

## **Spanish I**

### **Middle Grades 7-8 (High School Credit) Block- Elective**

By the end of Spanish I in middle school, students understand and present short, simple conversations and narratives within highly predictable and familiar contexts. When the text is enhanced by visual cues, students read short texts with comprehension. Students comprehend and produce vocabulary related to everyday objects and actions on familiar topics. They can interactively use short sentences, learned words, phrases, simple questions, and commands when speaking and writing, relying on visuals to enhance oral

and written comprehension. When speaking, students imitate the use of culturally appropriate vocabulary, idiomatic expressions, and nonverbal behaviors modeled by the teacher or other authentic role models such as found through TV programs, guest speakers, simple literature, and the internet.

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

**Progress Monitoring:**

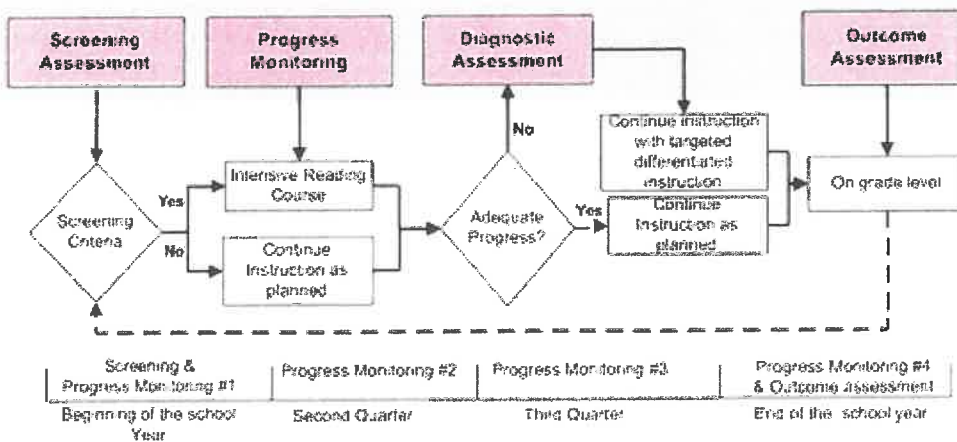
Curriculum- Based Measurement: Curriculum- Based Measures are used to monitor students' growth in basic academic skills domains. They are a set of simple, short-duration fluency measures most often applied to reading, spelling, written expression, and mathematics.

CBMs are devised with standard development, administration, and scoring procedures to maintain high reliability and validity. (Adapted from the National Center on Assessing the General Curriculum). Research has shown that teachers who use CBM to monitor the effectiveness of instructional interventions tend to achieve significantly higher rates of student learning than those instructors who rely on more traditional test measures.

A tool often used to assess both oral reading accuracy and comprehension is the informal reading inventory (National Reading Panel Report) A student is typically asked to read aloud a passage at grade level and the teacher records errors. Then the child is asked to answer comprehension questions about the passage.

Another tool that can be used to evaluate fluency includes a measure of expression. In the NAEP assessments (National Reading Panel Report), a four-point scale is used. When a child's oral reading was word by word, one point is given; when reading shows comprehension with appropriate pauses at meaningful phrases and clauses, four points is awarded.

Cloze passages are particularly good for monitoring the progress of Limited English Proficient (LEP) students. Cloze texts are specially prepared reading passages that have certain words taken out and replaced by underlined blank spaces, a "fill-in-the-blanks" activity where the learner uses clues from the context to supply the words that have been deliberately removed from the text. Since cloze procedures are tests of reading comprehension, responses reveal both text comprehension and language mastery levels.







### **Response to Intervention (RtI) (MTSS):**

MTSS is a concept that is inclusive of the RTI process, as well as several other processes that the state has been supporting in an attempt to create common language and a unified educational model. This model is a data based problem-solving approach to providing instruction and interventions in varying intensities based on student needs. The idea is that immediately as a student begins to falter, the school is ready and has a system in place to provide interventions to put them back on, and keep them on track for success. By leveraging MTSS as the data-based framework for instructional delivery that uses a multi-tiered approach, we provide high-quality instruction and intervention matched to student needs and utilizes learning rates across time to inform important instructional decisions.

MTSS requires the effective use of data for the following purposes:

Identify the problem or deficiencies at the school, class and individual student level

**Analyze the problem** and determine why it is occurring at the school, class and individual student level

**Establish a performance goal** for the student, develop an intervention plan to address the goal, and monitor the student's progress during implementation.

**Use research-based data**, collected during the progress monitoring, to evaluate the effectiveness of the intervention. Once effectiveness has been evaluated, the MTSS team will determine if additional intervention is needed and adjustments will be made to support student progress.

The School addresses the needs of students who need remediation of core skills necessary for academic success. Students identified as needing additional support and **intervention complete remedial coursework** in reading, writing, and mathematics to develop the skills needed for accessing grade level.

The School provides **individualized instruction, mentoring, and tutoring** as they move through the courses implementing the MTSS. Through this model all data is evaluated for students' strengths and weaknesses and remediation and intervention programs is based on what the data reveals.

Students not making adequate progress towards the Florida Standards will be identified and the following measures will be instituted:

Look at individual student's instructional day to find additional time to provide additional interventions on key areas of academic deficiencies. This will be preceded by a careful review and analysis of both recent formative and summative data.

All students not meeting standards will be placed on a Progress Monitoring Plan (PMP) according to current guidelines and specific strategies to remediate any learning deficiencies will be implemented.

**Reading strategies in the content areas** will be provided to students in addition to those taught during language arts classes. Students consistently demonstrating non mastery of Benchmarks on teacher generated quizzes, chapter tests, projects, investigations, and poor academic progress will be targeted for supplemental and intensive instruction/intervention through the MSST process.

**The MTSS ensures that students who are performing below grade level do not fall between the educational cracks.** Throughout the process, student progress will be assessed, analyzed, and reviewed by the MISS School Based Leadership Team. This team will be comprised of the student's teacher, school leader, ESE teacher, and other personnel as appropriate. Within the MISS structure there is a three-tier model and resources are aligned in direct proportion to student needs and are depicted into a three-tier model that used increasingly more intense instruction. **Tier 1:** Core Universal Instruction & Supports: General academic instruction and support is provided to all students in all settings.

**Tier 2:** Targeted Supplemental Interventions & Supports. More targeted instruction/intervention in addition to supplemental support, in addition to differentiated/small group instruction. Identified students will receive

a minimum of 30 additional minutes of a research based intervention program in to provide instructional support.

**Tier 3: Intensive Individualized Interventions & Supports.** The most intense instruction and intervention based upon individual student need. During this stage, intervention frequency is increased and one to one support is provided as needed.

**Team members analyze progress-monitoring data.** As student data are collected and analyzed, the data is used to identify specific areas in which teachers can benefit from additional professional development opportunities. Assessment data will indicate areas where improvement is needed in instructional methods, practices and necessary interventions, thereby allowing for laser-focused professional development (including site-based modeling and coaching). Student assessments will be used to:

- Monitor students' progress in reading as well as mathematics, and science
- Provide teachers with classroom assessment tools that will provide student-level benchmarks
- Provide students with information on their progress on specific benchmarks.

Define the problem by determining the difference between what is expected and what is occurring. Ask, "What specifically do we want students to know and be able to do when compared to what they do know and are able to do?" When engaged in problem solving at the individual student level, the team should strive for accuracy by asking, "What exactly is the problem?"

Analyze the problem using data to determine why the issue is occurring. **Generate hypotheses** (reasons why students are not meeting performance goals) founded in evidence-based content area knowledge, alterable variables, and instructionally relevant domains. Gather assessment data to determine valid/no valid hypotheses. Link validated hypotheses to instruction/intervention so that hypotheses will lead to evidence-based instructional decisions. Ask, "Why is/are the desired goal(s) not occurring? What are the barriers to the student(s) doing and knowing what is expected?" Design or select instruction to directly address barriers.

Develop and implement a plan driven by the results of the team's problem analysis by establishing a performance goal for the group of students or the individual student and developing an intervention plan to achieve the goal. Then delineate how the student's or group of students' progress will be monitored and implementation integrity will be supported. Ask, "What are we going to do?"

Measure response to instruction/interventions by using data gathered from progress monitoring at agreed upon intervals to evaluate the effectiveness of the intervention plan based on the student's or group of students' response to the intervention. Progress-monitoring data should directly reflect the targeted skill(s). Ask, "Is it working? If not, how will the instruction/intervention plan be adjusted to better support the student's or group of students' progress?" Team discussion centers on how to maintain or better enable learning for the student(s).

**For ESOL's - (ACCESS for ELLs 2.0)** assessment (administered each spring to all current ESOL students to measure proficiency and gains in reading, writing, listening, and speaking). Teachers keep data portfolios, or folders, of student assessment results and progress in their classrooms to provide additional data of student progress for district and school-based monitoring.

ACCESS for ELLs 2.0, a paper-based assessment for Grades 1–12

Kindergarten ACCESS for ELLs, a paper-based assessment for Kindergarten

Alternate ACCESS for ELLs, a paper-based assessment for students in Grades 1–12 who have significant cognitive disabilities

**Homework Assigned reinforces** reading skills taught in the classroom. In addition, the school promotes parental and family involvement in teaching and encouraging reading, encourage family literacy practices, and communicate information regarding students' reading progress to parents. The idea encouraged will be

that reading should take place in the home as well as in the classroom, and parents are encouraged to read with their children whenever possible and in some classrooms, complete a daily Reading Log.

**The use of highly qualified and skilled teachers** at the school is essential in addressing the learning and developmental needs of students who enter school below grade level. All students at the school will be engaged in and benefit from the curriculum. The results of the most recent state assessments, teacher-made tests, and screenings through the various core programs will be used to determine the level of mastery in reading, writing, mathematics and science for all students. This information, coupled with the results of the prior year standardized tests results and student records, will be used to determine the best educational setting for students (e.g., appropriate course selection, tutoring, referral for special services)

**To ensure that students who enter the school below grade level benefit from the curriculum,** the school employs Instructional strategies that include, but are not limited to, the use of direct instruction, guided reading instruction, independent reading practice, instruction and practice on vocabulary and comprehension skills, and the use of technology-based intervention and supports to reinforce and practice reading techniques. Strengthening these skills will result in a wide range of improved critical language and reading skills such as phonological awareness, phonemic awareness, fluency, vocabulary, comprehension, decoding, working memory, syntax, grammar - all of which are necessary skills for becoming an effective reader now and into the future.

### **Differentiation:**

Throughout Journeys, the program provides small-group and re-teaching suggestions to meet the needs of specific learners. The formative assessments throughout Journeys are presented with an If...Then... format for results, to respond with tailored instruction for learners across the spectrum, from struggling to advance to excelling.

*For advanced learners, additional challenges* are offered at the point-of-use in the formative assessments.

The Athenian Academy practices the Tomlinson approach to differentiation.

Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:

Content – what the student needs to learn or how the student will get access to the information;

Process – activities in which the student engages in order to make sense of or master the content;

Products – culminating projects that ask the student to rehearse, apply, and extend what he or she has learned.

Learning environment – the way the classroom works and feels.

### **Content**

**Examples of differentiating content at the elementary level include the following:**

Using reading materials at varying readability levels;

Putting text materials on tape;

Using spelling or vocabulary lists at readiness levels of students;

Presenting ideas through both auditory and visual means;

Using reading buddies

Meeting with small groups to re-teach an idea or skill for struggling learners, or to extend the thinking or skills of advanced learners

### **Process**

Examples of differentiating process or activities at the elementary level include the following:

Using tiered activities through which all learners work with the same important understandings and skills, but proceed with different levels of support, challenge, or complexity;

Providing interest centers that encourage students to explore subsets of the class topic of particular interest to them;

Developing personal agendas (task lists written by the teacher and containing both in-common work for the whole class and work that addresses individual needs of learners) to be completed either during specified agenda time or as students complete other work early;

Offering manipulative or other hands-on supports for students who need them

Varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth.

### Products:

Giving students options of how to express required learning (e.g., create a puppet show, write a letter, or develop a mural with labels); using rubrics that match and extend students' varied skills levels;

Allowing students to work alone or in small groups on their products; and

Encouraging students to create their own product assignments as long as the assignments contain required elements

### Learning Environment

*Examples of differentiating learning environment at the elementary level include:*

Making sure there are places in the room to work quietly and without distraction, as well as places that invite student collaboration;

Providing materials that reflect a variety of cultures and home settings;

Setting out clear guidelines for independent work that matches individual needs

Developing routines that allow students to get help when teachers are busy with other students and cannot help them immediately Helping students understand that some learners need to move around to learn, while others do better sitting quietly (*Tomlinson, 1995, 1999; Winebrenner, 1992, 1996*).

Collaboration between School and Community When groups in a community provide collective support to the school, a strong infrastructure sustains a caring supportive environment. Athenian academy is very involved in community projects, events; this keeps our students invested in the community and offers them a sense of ownership. Family Engagement Research consistently finds that family engagement has a direct, positive effect on children's achievement and is the most accurate predictor of a student's success in school

Mentoring/Tutoring Mentoring; one-to-one supportive relationship between a mentor and a student that is based on trust. Tutoring; also a one-to-one activity, and is an effective practice when addressing specific needs such as reading, writing, or math competencies



Section 5: Student Performance  
Performance Goals

- A. Describe the expected incoming baseline of student academic achievement of students who will enroll in the school. Based upon the expected incoming baseline performance, describe the school's goals for academic growth and improvement that students are expected to show each year and the rationale for those goals.
- B. Describe any mission-specific educational goals and targets for the school not captured by state accountability requirements. State goals clearly in terms of the measures or assessments the school plans to use.
1. Athenian Academy will increase student test scores in ELA and Math for grades 3-8 in the top quartile by a minimum of 5% per year measured by the State of Florida Accountability System.
  2. 95% of all students will individually make a minimum of one year's academic progress and meet or exceed grade level expectations.
  3. In Years (2-5) Science proficiency will reach an 80% passing rate in grades 5 and 8
  4. In Years (2-5) 50% of 8th Grade Students will receive a passing score on the Algebra 1 End of Course Exam

<b>FSA English Language Arts grades 3 through 10</b>	<u>SARASOTA</u> 35 percent of students scored in top quartile	28 percent of students scored in middle-top quartile	22 percent of students scored in the middle-bottom quartile	15 percent of students scored in the bottom quartile	<b>BASELINE 2015</b>
<b>Math grades 3 through 8</b>	<u>SARASOTA</u> 36 percent of students scored in top quartile	27 percent of students scored in middle-top quartile	22 percent of students scored in the middle-bottom quartile	15 percent of students scored in the bottom quartile	<b>BASELINE 2015</b>
<b>Algebra I End-of-Course exam</b>	<u>SARASOTA</u> 38 percent of students scored in top quartile	25 percent of students scored in middle-top quartile	23 percent of students scored in the middle-bottom quartile	15 percent of students scored in the bottom quartile	<b>BASELINE 2015</b>
<b>Athenian Academy</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>FSA English Language Arts grades 3 through 8</b>	35 percent in top quartile	40 percent of in top quartile	45 percent of in top quartile	50 percent of in top quartile	55 percent in top quartile
<b>Math grades 3 through 8</b>	36 percent in top quartile	41 percent in top quartile	46 percent in top quartile	51 percent in top quartile	56 percent in top quartile

**Goals: Mission Specific:** Communicate a common understanding of the school's mission and vision and benefits of World Language instruction in elementary and middle school grades by engaging all stakeholders, families, and community

1. By Year (5) 90% of all students in Grades K-5 will complete the Greek Language course work meeting the expectations set within the defined curriculum and culture areas. (Baseline 75%)

2. By Year (5) 90% of middle school students electing Greek (1) will complete the course work and score a minimum of average on the Greek Proficiency Exam
3. By Year (5) 90% of middle school students electing Spanish 1 will complete the course work and score a passing grade of the World Language EOC.
4. Increase family and community engagement and awareness of quality Charter School Programs.
5. Increase family and community awareness of the benefits of World Language instruction to students in elementary and middle school grades.
6. Increase opportunities for instructional staff to progress toward leadership positions within the school.
<b>Areas of Focus</b> Academic Achievement Parental and Community Awareness and Involvement Data Driven Instruction Meaningful Motivation Cultural Awareness Highly Qualified Instructional Staff

*Describe how the school's academic goals and objectives for improving student learning will be revised if the actual incoming baseline is substantially different than the expected baseline. Describe how success will be evaluated, and the desired overall results to be attained through instruction.*

**Leadership:** It is the Governing Board's expectation that the School Leader serve as the academic leader of the school and is held accountable for student achievement. A dramatic decline between goals and performance may require a change in leadership or at a minimum, additional training in targeted areas of need.

**Curriculum and Resources:** Keeping current with research based curriculum is critical to academic achievement.

**Instructional Staffing:** Teachers, much like any profession have strengths and weaknesses; if students are not performing to the school's expectation in a particular subject area, a change of teacher may be needed.

**School Improvement Plan:** If an overall decline in academics occurs, the school would immediately meet with the School Based leadership team and begin the process of a school improvement plan with measurable goals and timeline for significant academic improvement.

**Exceptionality or Disability:** It is the schools practice to track student progress through data collection and analysis, it would therefore be unlikely that the school would have an undiscovered exceptionality or disability until after goals had been met, this is one area that would be up for possible review.

**Small group intervention,** strategies and methodologies would be reviewed for improvements.

**Behavior** plans would be reviewed to determine if behavior was negatively impacting student performance. The school's overall goal is high academic achievement; it is the opinion of the governing board that regardless of the student's incoming "baseline" data, all students in the absence of a severe learning disability are capable of meeting and exceeding the academic expectations set for their performance. To achieve this expectation of the student performance, it must be equally met with high expectations of the school administration and instructional team to equip the students with everything they need to meet the expectations. Simply stated; the goals would not necessarily change rather, the methods to achieve the goals would more likely change to realize higher academic achievement.

If in the event that there were a dramatic difference in the anticipated baseline and the actual baseline, the school make revisions to the goals based upon historical achievement data for the student population, district achievement data or conduct comparisons to materials, curriculum and resources to identify appropriate changes to the instructional approach that would be in better alignment for the student population. Social and environment issues would be reviewed and adjusted accordingly. Instructional targets and goals would be set for specific groups or subgroups that had significantly different anticipated baseline data. This could be either lower than anticipated or higher than anticipated. For lower than anticipated, in addition to the mentioned, ongoing assessment, progress monitoring, tutoring and

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professional development would be increased. If the baseline were higher than anticipated, increased rigor, additional high level strategies and practices, additional testing for gifted and talented, as well as ongoing assessment.

*Success can be evaluated through academic achievement and meeting goals and objectives within the targeted groups.*

Placement and Progression **Athenian Academy will comply with the Sponsor's Student Progression Plan**

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

**Age Requirements for Kindergarten and First Grade** • Any child who will be five years old on or before September 1st may enter kindergarten, as specified in §1003.21, F.S.

- Any child who will be six years old on or before February 1st must enter school, as specified in §1003.21, F.S.

- Any child who has attained the age of six years on or before September 1 of the school year and who has been enrolled in a public school, or who has attained the age of six years on or before September 1 and has satisfactorily completed the requirements for kindergarten in a private school from which the district school board accepts transfer of academic credit, or who otherwise meets the criteria for admission or transfer in a manner similar or applicable to other grades, shall be eligible to attend first grade.

- Any student who transfers from an out of state public school and does not meet regular age requirements for admission to Florida public schools shall be admitted upon presentation of the following information.

1. Official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school;
2. An official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of the student;
3. Evidence of immunization against communicable diseases as required in s. 1003.22, F.S.; 4. Evidence of date of birth in accordance with s. 1003.21, F.S.; and 5. Evidence of a medical examination completed within the last twelve (12) months in accordance with s. 1003.22, F.S.

- Any student who transfers from an out-of-state nonpublic school and who does not meet regular age requirements for admission to Florida public schools may be admitted if the student meets age requirements for public schools within the state from which he or she is transferring, and if the transfer of the student's academic credit is acceptable under rules of the school board. Prior to admission, the parent or guardian must also provide the information listed above (bullets 1-5).

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

**In cooperation with the Sponsor**

**Athenian Academy will follow The Sponsor's Progression Plan:**

Student Progression Plan Notification: Parents, legal guardians, and students will be made aware of the criteria established in this Student Progression Plan through the following means: Information included in School Student Handbook Information posted on the website; Articles included in School Newsletters

8th grade students must successfully complete all middle school course requirements to be eligible for 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:

After ongoing progress monitoring, intervention and frequent parental contact, Mid-way through the 3rd grading period, parents will receive a certified letter informing them of the student's possible failure. Upon receipt of the letter, parents should immediately contact the teacher and set up a conference. During the conference, parents will be given information on course recovery options through Florida Virtual School.

It is the student and parent's responsibility to contact FLVS and enroll the student in the class that is required for promotion.

*It is stated in The Athenian Academy Parent Handbook:* It is important to note that there should be no surprises regarding danger of failing a core academic. Throughout the entire school year, teachers send home a notice to the parent anytime a student falls below a C average in any class. In addition, parents are required to have an active portal/focus account, giving parents the opportunity to track student grades on a frequent basis. Additional safeguards are attending scheduled parent/teacher conferences and frequent contact with the teacher(s).

### Non Discrimination

- The Athenian Academy Charter School adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by:
- Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.
- Title VII of the Civil Rights Act of 1964 as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.
- Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of gender.
- Age Discrimination in Employment Act of 1967 (ADEA) as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40.
- The Equal Pay Act of 1963 as amended - prohibits gender discrimination in payment of wages to women and men performing substantially equal work in the same establishment.
- Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the disabled.
- Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.
- The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons.
- The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.
- Florida Educational Equity Act (FEEA) - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.
- Florida Civil Rights Act of 1992 - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.
- Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA) - Prohibits discrimination against employees or applicants because of genetic information.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment. If the school will serve high school students, describe the methods used to determine if a student has satisfied the requirements specified in section 1003.428, F.S., and any proposed additional requirements.

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





*Assessment and Evaluation*

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

**Athenian Academy utilizes textbook and online assessments and standardized assessments as described however, strongly believes that *ongoing assessment, formal, summative, observation, journals, etc. are the most accurate method to assess true mastery. Further, mastery can be expressed and accurately assessed through demonstration and oral presentation. The school minimizes the emphasis on "testing" and maximizes emphasis on daily content mastery.*** The school complies with all state testing mandates and has a proven academic track record for high academic achievement.

In addition to mandated assessment, we utilize assessment methods that are tangible, visible, self-explanatory evidence of exactly what students have and haven't learned. Some examples are:

- Rubrics for evaluating: Baseline Assessment
- Essays/Papers
- Exam questions K-2 SAT 10
- Projects Transferring Students (Review of Standardized tests from previous year)
- Performances/Presentations FSA/FCAT (Previous Year)
- Portfolios of student work

Kindergarten Assessment	Primary Assessment FSA Assessments Grades 3-5	Middle School Assessment FSA Assessments Grades 6-8	Middle School
<i>Reading Program Assessments</i> Comprehension Oral Reading Vocabulary Writing	<i>Reading Program Assessments</i> Comprehension Oral Reading Vocabulary Writing Placement Grammar Decoding	<i>Reading Program Assessments</i>	Algebra 1 EOC Spanish 1 EOC Papaloizos (Greek) Advanced ACCESS FOR ELL
<i>Math Program Assessments</i>	Running Records	Common Assessments Think Central Performance Matters Math/Science/ELA	Exit Slips Thumbs Up/Thumbs Down
Think Central Performance Matters	Common Assessments Think Central Performance Matters Math/Science/ELA	SAT 10 End of Unit Exams Essays SCIENCE FCAT	
Performance Matters	SAT 10	(Spanish)	
Teacher Made Greek	Duo Lingo (Spanish)	Papaloizos (Greek)	



Teacher Made	Papaliozos (Greek)	Write Score	
Spanish		SCIENCE FCAT	Civics Grade 7 EOC( 30% )
Middle School 6-8 (SAMPLE) Previous Year	Cycle 1	Cycle 2	Final Exam
ELA -Common Assessments	<u>Sept 22 – Oct 24</u> Progress Monitoring to inform instruction 1 class period	<u>Dec 14 – Jan 23</u> Progress Monitoring to inform instruction 1 class period	May 27 – June 1 (Paper & Pencil) 90 minutes
	Cycle 1	Mid-Term Exam	Final Exam
Math - Common Assessment	<u>Oct 6-17 (OLA)</u> Progress Monitoring to inform instruction 1 class period	Dec 15 – 18 (Paper & Pencil) 90 minutes	May 27 – June 1 (Paper & Pencil) 90 minutes
	Cycle 1	Mid-Term Exam	Final Exam
Science -Common Assessment	<u>Oct 6-17 (OLA)</u> Progress Monitoring to inform instruction 1 class period	Dec 15 – 18 (Paper & Pencil) 90 minutes	May 27 – June 1 (Paper & Pencil) 90 minutes
		Mid-Term Exam	Final Exam
Social Studies Assessment		Dec 15 – 18 (Paper & Pencil) 90 minutes	May 27 – June 1 (Paper & Pencil) 90 minutes
		Mid-Term Exam	Final Exam
End-of-Course All Other Courses		Dec 15 – 18 (Paper & Pencil) 90 minutes	May 15 – (Paper & Pencil) 90 minutes

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

**The School Leader is responsible for:**

Ensuring that students are achieving at the highest levels

Communicating the definition of academic excellence for the school

Understanding how student achievement is measured at the school.

Monitors student achievement by reviewing and analyzing external, standardized tests and internal assessments and understanding the factors affecting performance data and sharing updates with the full board

Evaluating student achievement at the school in comparison to other schools and national standards

Verifies that the instructional staff use student data constructively and routinely to inform decisions

Insists on targeted changes to the academic program if student achievement is lagging

Identifies strategic and long-term challenges to the academic program before they are a serious issue

Athenian Academy's **classroom teachers** are also responsible for collecting, using and evaluating assessment and performance data for their assigned students. It is the belief of the school administration that if the classroom teachers do not have a solid understanding of how data is used and evaluated, it can't be interpreted in any meaningful or helpful way to drive "their instruction". After all, it is the classroom teacher who is ultimately the individual (s) responsible for the instruction. Department heads and Administrative teams and the Reading Coach serve as support teams to assist classroom teachers with managing data.

Athenian Academy will seek to employ a Testing Coordinator who is responsible for assisting teachers with accessing data from various sources for example; Think Central, EDS etc.

**Teachers collect data from:**

Observations

Bell Work

Classroom and Unit Tests

Quiz

Class work Assignments

Standardized Test Scores

Homework

Item Analysis from Standardized Tests

Projects

Teachers keep individual student portfolios containing charts, graphs, work samples, observation notes and homework assignments. The portfolios represent the "big picture" of student progress. Teachers meet with grade level colleagues, department heads and administration teams to analyze data, have brief and extended data chats, review past work data and review future content to determine the best plan of action and strategies for the greatest potential success. The school emphasizes that collecting data is a meaningless and time consuming task if a corrective plan of action is not immediately planned and implemented when signs of trouble appear. We intend to assume the position that it is not about "what went wrong" more so, it is about "why did it go wrong" and how are we going to fix it.

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

Formal training opportunities are researched and contractually required among the entire instructional staff. Department Heads and Administration will attend available district led training; online webinars and course work and bring back what has been learned to the school based instructional staff. Regular grade level and academic department meetings will be held to specifically talk about and "dig into" the data that has been collected and as described above, plans are implemented.

As part of the "Pre-Student" days, teachers are required to attend onsite training that includes the interpretation, use and dissemination of data. In addition to required professional development courses,



teachers and administrators are also provided online resources for targeted professional development, some of the resources are listed below:

Additional Support

I CPALMS online, self-paced professional development  
Data-Based Decision Making – Resources for Educators.

<http://www.ael.org/dbdm/Tutorial.cfm?&ider=Deve4060>

D3M: Helping schools distill data. [http://eric.uoregon.edu/search\\_find/data\\_analysis.html](http://eric.uoregon.edu/search_find/data_analysis.html)

The Tool belt: A collection of data-driven decision-making tools for educators. <http://www.ncrel.org/toolbelt/>

Florida Consortium of Public Charter Schools online professional development

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

The school intends to constantly review performance data that is collected throughout the year and review data from previous grade levels. Any time achievement falls short of expectations the following measures may be taken Teachers are required to submit progress reports to administration before the end of every reporting period. Teachers are held accountable for student success and administrative and specials teams are used to support the classroom teacher and assist with implementing corrective actions. It will always be the desire of the school to take preventative measures rather than corrective measures. More frequent **administrative walkthroughs** to monitor or model best practices

- **Conferences** held with the teacher/student/parent
- Targeted **Professional Development** is assigned to teacher
- Teacher/**School Improvement Plan**
- Teacher is assigned **a mentoring teacher**
- **Reading Coach** is assigned to assist teacher
- **Tutoring frequency** for the student is increased
- **MTTS Interventions** and frequency of small groups are reviewed and adjusted accordingly
- ESE Specialist **consulted** for input on low achievement
- **Student reassigned** to a different classroom or subject specific teacher (with parent input)

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

**6A-6.0788 Notice Requirements for Charter School Performance Data.**

Charter schools shall report the student assessment data referenced in subsection (2) of this rule in writing on school letterhead to each parent of a student at the charter school, the parent of a child on a waiting list for the charter school, the district in which the charter school is located, and the charter school's governing board, and shall include, as applicable: the percentage of students meeting high standards in reading, math, writing, and science; the percentage of students making learning gains in reading and math; the percentage of the lowest performing twenty-five (25) percent of students making learning gains in reading and math; and the percentage of students tested. The charter school is required to report the student assessment data to the required recipients no later than thirty (30) days after receipt of notification by the Department that the student assessment data is available.

- Progress Reports
- Confidential Email Communication when face to face conferences are not possible

- Parents are required to have an active Portal Account
- School Notes (Non Confidential) information only
- Telephone Conversations, documented in teacher's log book
- Academic progress in core academics is a permanent part of the Athenian Academy created (teacher/parent conference forms) - teachers must write the current standing in each academic on the form regardless of why the conference is taking place.
- Tier worksheets are shared with parents as part of conferencing
- Standardized assessments are either picked up or mailed to the parents
- IEP Meetings
- 504 meetings when disability impacts academics
- Students have "grade tracking charts" in appropriate grade levels
- Students have Student ID's in FOCUS and are able to access their grades and progress

L. Describe the plan for protecting the privacy of individual student academic performance data and other student-related information. The Family Educational Rights and Privacy Act (FERPA) (20 USC § 1232g; 34 CFR Part 99), a federal law, limits who can have access to an education record without the consent of the student's parent, and it provides for a parent's right to see what is kept in the records. All staff members are responsible for understanding the limits and provisions of this privacy act. The school follows the guidelines as described by (FERPA). These guidelines along with additional parent and student rights are printed in the Parent/Student Handbook and Team Member Handbooks. The school and/or LEA must establish criteria in the annual notification of FERPA rights about who is a "school official" and what constitutes a "legitimate educational interest"

Determine that the disclosure is to a school official who has a legitimate educational interest in the education records; and use reasonable methods to ensure that school officials obtain access to only those education records in which they have a legitimate educational interest.

If outsourcing institutional services or functions to a third party, outside parties may be considered "school officials"

if the outside party performs an institutional service or function for which the school would otherwise use employees;

is under the direct control of the school with respect to the use and maintenance of education records

Complies with the PII from education records use and disclosure requirements.

FERPA (§ 99.32(d) (2)) does not require educational agencies and institutions to record disclosures of PII from education records to school officials under § 99.31(a) (1).

The following confidentiality statement is required on all outgoing staff emails:

CONFIDENTIALITY NOTICE: This electronic message is intended to be viewed only by the individual or entity to who it is addressed. It may contain information that is privileged, confidential and exempt from disclosure under applicable law. Any dissemination, distribution or copying of this communication is strictly prohibited without our prior permission. If the reader of this message is not the intended recipient, or the employee or agent responsible for delivering the message to the intended recipient, or if you have received this communication in error, please notify us immediately by return e-mail and delete the original message and any copies of it from your computer system

Student files are kept in a **locked room** with limited access.

Staff members are required to “sign out” student files for review and at no time are files permitted to leave the building. Staff members are required to abide by the school's confidentiality agreements as part of their annual contractual agreement. Disciplinary actions are warranted for breach of confidentiality.

Staff members and students and parents are required to sign “**acceptable use**” **agreements** for the technology ion the school as part of our privacy and confidentiality policies.



Section 6: Exceptional Students

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

B. Describe how the school will ensure that students with disabilities will have an equal opportunity of being selected for enrollment in the charter school. **Statutory and Regulatory Citations** 34 CFR §§300.302, 300.306, and 300.308–300.310

Sections 1008.25 and 381.0056, F.S.

Rules 6A-6.03018, 6A-6.03019, 6A-6.03020, 6A-6.0331 and 6A-6.03411, F.A.C.

Parent involvement in general education intervention procedures

Observations of student in the educational environment

Review of data

Sensory screenings and diagnostic assessments

Implementation of evidence-based interventions

Review existing social, psychological, and medical data. Refer for a health screening when needed.

Conduct vision and hearing screenings for the purpose of ruling out sensory deficits.

Conduct additional screenings to assist in determining interventions as appropriate.

Athenian Academy	K	1	2	3	4	5	6	7	8	Total
Year 1	36	36	36	36	22	22 T=1	22	22 T=1	22	254
(T)Teacher	T=2	T=2	T=2	T=2	T=1		T=1		T=1	T=13
Year 2	54	54	54	54	44	44 T=2	44	44 T=2	44	436
	T=3	T=3	T=3	T=3	T=2		T=2		T=2	T=22
Year 3	72	72	72	72	66	66	66	66	66	618
	T=4	T=4	T=4	T=4						T=31
Year 4	72	72	72	72	66	66 T=4	66	66 T=4	66	618
	T=4	T=4	T=4	T=4	T=4		T=4		T=4	T=31
Year 5	72	72	72	72	88	66 T=4	66	66 T=4	66	640
	T=4	T=4	T=4	T=4	T=5		T=4		T=4	T=32
ESE Students	Y 1	Y 2	Y 3	Y 4	Y 5	5 %				
ELL Students	Y1	Y2	Y 3	Y 4	Y 5	7%				
	18	31	44	46	46	Projection				

**Projections were determined on research in the district and from data compiled from the Florida Department of Education**

Students with disabilities who are enrolled in the School will be provided with programs implemented in accordance with federal and state laws and local policies and procedures, specifically: the Individuals with Disabilities Education Improvement Act (IDEIA); Section 504 of the Rehabilitation Act of 1973; Sections 1000.05 and 1001.42(4)(1), Florida Statutes; Chapter 6A-6 of the Florida Administrative Code; the Sponsor's Special Programs and Procedures document; School Board Policies relating to "Least Restrictive Environment," "Nondiscrimination on Basis of Disability," "Discipline of Disabled Students," and sections of the Sponsor's Student Progression Plan and Code of Student Conduct dealing with students with disabilities.

Athenian Academy has a non-discrimination policy and follows a detailed lottery process. Information in regard to disabilities is not known to the school prior to enrollment, nor is it relevant to the lottery process.

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

**The Sponsor will be invited to attend appropriate IEP meetings**

Athenian Academy Charter School will assign staff member to function **as ESE liaison** to communicate necessary information to the school district as needed or requested.

Athenian Academy Charter School ESE liaison will participate in **all relevant training** offered by the district.

Athenian Academy Charter School will follow all applicable **ESE Laws**.

Athenian Academy Charter School will provide all ESE and related services with **progress monitoring** to all students with IEPs.

If Athenian Academy Charter School staff cannot provide services, the charter school must another agency to seek a **contract for such services**.

Athenian Academy Charter School will notify all participants, prepare draft IEP for meeting, and follow all IEP update requirements per applicable laws and guidelines.

The Athenian Academy Charter School is responsible to adhere to all of the ESE requirements for reevaluation; and secure personnel to provide those services.

When a student with an IEP is suspected of having a different or another disability, the Athenian Academy Charter School will contract with a school psychologist when needed with details of the case to determine procedures that will be followed based on the concerns.

The school will **provide training** to School Based ESE personnel as needed.

A contracted or employed Compliance Educational Diagnostician will assist Charter school in development and monitoring of IEPs.

Annual IEP Update- A contracted or employed Compliance Educational Diagnostician will attend as LEA in the IEP meeting unless otherwise directed by the school district.

3 Year Reevaluations and Parent Request- A contracted or employed Compliance Educational Diagnostician will be available for consultation as needed in regard to reevaluation questions.

Compliance Educational Diagnostician will attend as LEA in the IEP meeting to close reevaluation unless otherwise directed by the school district.

Reevaluation Requested to Consider Eligibility for a Different or Additional Eligibility Category-

**Parental participation – Parents are members of any group that makes important decisions about the special education of their child and have rights throughout the special education process.**

Appropriate personnel will provide consultation as needed in regard to reevaluations to consider a different or additional eligibility.

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

Athenian Academy Charter **School uses a multi-tiered system of supports** for students through instruction and research based interventions provided with fidelity and increasing in intensity based on data.

Athenian Academy Charter School uses an established research **validated progress monitoring** system to measure the effectiveness and response to instruction and intervention.

Athenian Academy Charter School ensures that universal screening and progress monitoring provided will allow **comparisons** of students to grade level, class, expectations, and AYP subgroups at the school level.



Athenian Academy Charter School provides interventions with increasing intensity and collect progress monitoring data to make educational decisions.

**General Education Interventions** and Child Find- **Problem solving** training for school based leadership team will be available to charter school staff.

**School team** training will be provided to charter school to develop skills in data based decision making to be used in determining students' response to instruction and intervention.

If consent for initial evaluation is obtained, qualified evaluators will conduct evaluations.

Qualified team members will review folder prepared by charter school staff and hold eligibility meeting.

**Parental participation – Parents are members of any group that makes that makes important decision about the special education of their child and have rights throughout the special education process**

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

Athenian Academy makes it very clear to the entire staff that we are a school that promotes equal education for all students and as a team, administration included, work together to provide the support ESE students need to thrive at our school.

Teachers also need support, professional development and the materials necessary to meet the needs of ESE students.

ESE students can often be challenging and sometimes, a teacher just need a "break" to regroup this is also an area that the administration offers support.

The roles and responsibilities of all teachers and staff reflect the commitment and skills needed to teach all students, including those with disabilities. Special education and other personnel work within the general education classroom as co-teachers, team-teachers, small group instructors, or one-on-one support teachers for all students in the class

IEP teams meet on a regular basis to do instructional and case management planning and evaluation. Teams use formal processes for conducting meetings, problem-solving, making decisions, and evaluating effectiveness.

The administration makes sure that instruction and assessments are administered consistently to all ESE students and have measurable results.

Staff members work as teams to gather and analyze information and make decisions regarding their instructional practice for all ESE students. On-going support is provided for all staff members and teams to refine their skills in the use of data to make decisions that affect individual students and school programs. There is a collective responsibility among the entire school staff for the success of all students.

### **Strategies:**

Differentiating Instruction- **Allowing Choice**, Different Process to arrive at the product

**Evidence-based** practices for foundational ELA/Math Skills

**Guided Reading**- The teacher provides support for small groups of readers as they learn to use various reading strategies (context clues, letter and sound relationships, etc.)

**Peer Assisted Learning**- Teachers carefully partner a student with a classmate. The pair works on various activities that address the academic needs of both students.

**Comprehension Strategies-** Context Clues, Word Structure, Word Mapping, Visual Mapping, Organizational Maps

**Reciprocal Teaching-** Students make sense of text while monitoring comprehension throughout the reading process. Students will be able to determine what is important in the text they read by asking questions.

Strategies **for Constructing Meaning-** Inference, Monitoring, Summarizing, Question Generating

**Vocabulary Strategies-** Encourage independent reading while supporting vocabulary and word learning skills, explicit instruction

**Math Strategies** -Think Aloud Strategy, Manipulatives

**Color Coding and** Homework Organizers

Note Taking Devices (Cornell Method, graphic organizer)

**Flexible Grouping** (Rotational Model)

**Cooperative Learning** - Think Pair Share

Computer Games- Phonics games, Math games, Strategy games.

**Positive Behavior Plan-** Reasonable Expectations, Predictable and Consistent Consequences

**Preventative Behavior Strategies-** Stop a problem before it escalate

**Programs:**

**Push In-** ESE specialist goes to the classroom and assists the student one to one according to the student's IEP

**Pull Out-** Limited and determined by the IEP -ESE specialist pulls the student out of either Greek or Spanish classes to work in either one to one or in a small group according to the IEP

**Tutoring- Free** After School tutoring is offered to all students including ESE students

**Accommodations and Modifications-** According to the students IEP/504 for testing, **technology assisted**, seating assignments, homework and class work modifications.

**The school uses the following supplemental materials: SRA Early Interventions in Reading, FCRR Vocabulary and Comprehension and Great Leaps as additional supports.**

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

If the school IEP team determines that based on the progress monitoring data that a disability is suspected, the contracted or employed school psychologist is contacted to attend the Tier 3 Problem Solving meeting and review data collected and consider consent for evaluation. The appropriate district personnel will be notified to attend this meeting unless otherwise directed by the school district.

Athenian Academy Charter School assigns and provides to the district the name of the staff member who will be acting as the Tier 3 Intervention Coordinator. Should a student be considered for eligibility for ESE, this person will coordinate all procedures in collaboration with district staff.

IEP teams meet on a regular basis to do instructional and case management planning and evaluation. Teams use formal processes for conducting meetings, problem-solving, making decisions, and evaluating effectiveness.

The administration makes sure that instruction and assessments are administered consistently to all ESE students and have measurable results.

Staff members work as teams to gather and analyze information and make decisions regarding their instructional practice for all ESE students

The school will employ full time ESE teachers who work with ESE students, teachers who have the appropriate ESE certification and training and educators who work with gifted students. A teacher would be assigned to the student(s) requiring an additional resource room according to the needs of the IEP.

The school may request additional training as needed from an outside resource to ensure that the student's needs are fully met. If necessary, the school would hire additional staff; additional staffing is a consideration when determining the yearly budget. Inclusion to the greatest extent is always desired when appropriate to meet the student's needs.

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

"To the maximum extent appropriate, children with disabilities ... are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular education environment occurs only when the nature or severity of the disability ... is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." 20 U.S.C. 1412(5) (A)

IDEA does not require that every student with a disability be placed in the regular classroom regardless of individual abilities and needs.

This recognition that regular class placement may not be appropriate for every disabled student is reflected in the requirement that school districts make available a range of placement options, known as a continuum of alternative placements, to meet the unique educational needs of students with disabilities. This requirement for the continuum reinforces the importance of the individualized inquiry, not a "one size fits all" approach, in determining what placement is the LRE for each student with a disability. The options on this continuum must include "the alternative placements listed in the definition of special education under Section 300.17 (instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions)." 34 CFR 300.551(b) (1).

IDEA regulations provide that in selecting the LRE, consideration is given to any potential harmful effect on the student or on the quality of services that the student needs.

If a student with a disability has behavioral problems that are so disruptive in a regular classroom that the education of other students is significantly impaired, the needs of the disabled student cannot be met in that environment.

However, before making such a determination, school districts must ensure that consideration has been given to the full range of supplementary aids and services that could be provided to the student in the regular educational environment to accommodate the unique needs of the disabled student. If the placement team determines that even with the provision of supplementary aids and services, that student's IEP could not be implemented satisfactorily in the regular educational environment, that placement would not be the LRE placement for that student at the particular time, because her or his unique educational needs could not be met in that setting.

While IDEA regulations permit consideration of the effect of the placement of a disabled student in a regular classroom on other students in that classroom, selected findings from federally funded research projects indicate that:

- (1) Achievement test performance among students who were classmates of students with significant disabilities was equivalent or better than a comparison group (Salisbury, 1993);
- (2) Students developed more positive attitudes towards peers with disabilities (CRI, 1992); and

(3) Self-concept, social skills, and problem solving skills improved for all students in inclusive settings (Peck, Donaldson, & Pezzoli, 1990, Salisbury & Palombaro, 1993). 1

**ALL Parents of ESE students or suspected of having a disability are provided with Procedural Safeguards for Parents of Students with Disabilities**

The Athenian Academy will make every effort to educate all ESE students in **the least restrictive environment** according to the terms of the law. If after all other options have been exhausted and the student's needs are not being appropriately met, the school in cooperation with the parents and qualified staff members on the IEP team would seek outside assistance to determine the best placement for the student within the limits of the law.

The school contracts services outside the school for: Psychologist, Occupational Therapy, Speech Therapy, Social Workers in addition to certified and qualified instructional and support staff to service the needs of ES students to the greatest extent possible.

The **school will not deny enrollment** to a student based upon their disability or the school's ability to provide the services stated on the IEP.

**Non-discrimination statements for ESE** students are printed in native languages on handouts, and school website.

The IEP Team, including the parent makes all determinations regarding the appropriate placement of ESE students.

When necessary, the school will consult the Sponsor for additional guidance for ESE students.

After all other options have been exhausted and at the direction of the IEP, the sponsor and with parent permission, a transfer of the student may be recommended to best meet the needs of the student.

**ESE students will be disciplined according to the guidelines established under: The Individuals with Disabilities Education Act**

With the cooperation of the parent; when behavior is linked to an ESE student, the school will consult a Psychologist to perform testing and assist in the process of an FBA.

- H. *Describe the plans for monitoring and evaluating the progress and success of students with disabilities to ensure the attainment of each student's goals as set forth in the IEP or 504 plan, including plans for promoting graduation for students with disabilities (high schools only). N/A*
- I. *Identify the staffing plan, based on the above projection, for the school's special education program, including the number and qualifications of staff.*

***Staff Qualifications:***

Grades K-6: The elementary ESE teacher must meet the highly qualified requirements for an elementary education teacher. If the ESE teacher meets the highly qualified requirements of a general education elementary teacher, then the ESE teacher also meets the highly qualified requirements for reading, grades K-6.

An ESE teacher may also go beyond this requirement and obtain the reading endorsement or reading certification.

Grades 7-8: The secondary ESE teacher who is teaching an ESE reading course must have the reading endorsement or reading certification unless the level of instruction provided to the students is at an elementary level; in this circumstance, then the secondary ESE teacher must meet the highly qualified requirements for elementary education.

All K-8 ESE teachers teaching ESE core academic subjects must meet the HQT requirements for the appropriate core academic subject areas.

The Florida Department of Education does not place a cap on the number of students with disabilities who can be placed in a general education classroom. The only guidance FDOE gives regarding the number of students in a classroom exist as part of the Class-Size Reduction Amendment and apply to all students, not just students with disabilities.

Athenian Academy will make every effort to use this guideline that can be applied to the projection. For example: If 20 percent of the students at a particular grade-level are students with disabilities, then the classroom at that grade-level should have approximately 20 percent students with disabilities and 80 percent students without disabilities. When it is necessary to implement a co-teaching model, it is recommended that the ratio not exceed 1/3 students with disabilities and 2/3 students without disabilities.

Florida Certified ESE instructional staff would be assigned to the ESE students in all cases. Depending upon the terms identified in the student's IEP either small group, pull out or push in Co-Teach instruction

Depending upon the necessary accommodations, modifications on the IEP, the assigned teachers may be classroom teachers, with ESE certification, an ESE specialist, dedicated to working solely with ESE students in a pull out or push in model or a teacher assigned to offer special programming in a separate classroom when the IEP requires a percentage of time outside the general education setting.

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

**Measurable goals and objectives according to the IEP** are set for instruction or behavior and assist in determining the effectiveness of instruction for ESE students.

**Monitoring of benchmarks**, short term and long term goals assist in determining the effectiveness of the ESE program.

Other measures of effectiveness:

Teacher observations

Students increase of self-esteem and confidence

Written performance indicators

Increased inclusion time in the general education setting

Oral performance

Timely identification and evaluation of special needs is increased

Positive Behavior Increases

Teacher-made tests

Academic growth

Increased accomplishment on Standardized Tests

Social Growth and Behavioral Growth

K. *Describe how the school will serve gifted and talented students.*

Gifted and Talented

Section 1003.01(3)(a), Florida Statutes, (F.S.), defines exceptional student as any student determined eligible for a special program in accordance with rules of the State Board of Education (SBE). The term includes students who are gifted and students with disabilities. Section (3)(b) defines "Special education services" to mean specially designed instruction and such related services as are necessary for an exceptional student to benefit from education.

Rule 6A-6.03019, Florida Administrative Code (F.A.C.), establishes minimum eligibility requirements for gifted support services in Florida.

Academically Challenging Curriculum to Enhance Learning (ACCEL) Options Academically Challenging Curriculum to Enhance Learning (ACCEL) options are educational options that provide academically challenging curriculum or accelerated instruction to students in kindergarten through grade 8. The school

offers the following ACCEL options: whole-grade and midyear promotion; subject matter acceleration; virtual instruction in higher grade level subjects; and the Credit Acceleration Program. Additional ACCEL options include enriched science, technology, engineering, and mathematics coursework, enrichment programs; flexible grouping; advanced academic courses; combined classes; and self-paced instruction. Students must meet applicable eligibility requirements pertaining to the various ACCEL options

***Athenian Academy follows a One Day a Week, pull out model for gifted and talented students. 270 minutes for Kindergarten and grade 1, 280 minutes for grades 2-5 and (1) 50 minute period per week for grades 6-8.***

***Athenian Academy follows the standards set forth by the National Association for Gifted Children.***

Athenian Academy Gifted Program Includes:

Built-in opportunities for peer interaction

Focus on in-depth study and deeper understanding

Differentiation of curriculum

Relevant and Engaging Experiences

Creative Problem Solving

Higher order questioning

Focus on advanced level performance and outcomes

Steps for Gifted: Parents, Teacher nomination

**Procedural Safeguards for Exceptional Students who are Gifted** are provided to parents.

Screening done by Gifted Teacher

Referral Packet sent to parents/ parents return consent and forms/ Procedural Safeguards

Gifted Teacher puts in a request for evaluation.

Evaluation done by School Psychologist

Psychological Report and Referral Packet sent to appropriate Gifted Team

Eligibility Determination Meeting done with Gifted Team Meet with, Teacher, Gifted Teacher, and Parents for eligibility meeting

There are hundreds of free online resources for gifted and talented children available online. An excellent online resource can be located at: <http://www.exquisite-minds.com/gifted-resources-lessons-andCurriculum/>

## Section 7: English Language Learners

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

The School will meet the requirements of the Consent Decree entered in LULAC. Et al. v. State Board of Education and related rules of the State Board of Education in Chapter 6A-6.

The School will comply with the Sponsor LEP plan in identifying ESOL students and provision of ESOL services.

Athenian Academy Charter School employs highly qualified teachers who are implementing and documenting the required ELL strategies and using appropriate instructional materials.

The classroom teacher is ESOL endorsed or certified with 300 hours of training. The ELLs are mainstreamed in the regular classroom. The teacher is responsible for planning, teaching and assessing all students utilizing ESOL strategies and modifications.

The core materials of instruction in the content areas are used with native English language students. These grade level materials must be adapted by the teacher using ESOL strategies according to the language proficiency levels of the ELLs. Teachers include evidence of ESOL strategies in their lesson plans.

Teachers implement the following to ensure equitable access and success toward the standards

Continuous comprehensible instruction

Print-rich environments

A classroom environment that encourages communication

Opportunities for students to express understanding in multiple modes of communication

Relevant and rigorous lessons

Relevant and rigorous supplementary materials

Teachers' respect and understanding of students' backgrounds

Assessment of language skills

All ESOL students are given on grade level Assessments for each of the assessment cycle.

### Grading:

Academic performance of ELLs are monitored and evaluated against grade level standards. 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.

### Retention:

ELLs are not retained solely on the basis of their limited English language proficiency. This exemption only occurs 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 may 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.

For school accountability purposes: According to the SB 1642, ELLs will be included in accountability/school grades. The following accommodations are made for ELL students when appropriate: Flexible



**Setting:** LEP students may be offered the opportunity to be tested in a separate room with the English for Speakers of Other Languages (ESOL) or heritage language teacher acting as test administrator. Parents are informed of this option for students not of legal age and are given the opportunity to select the preferred method of administration.

**Flexible Scheduling:** LEP students may take a part or session of the test during several brief periods within one school day; however, a session of the test must be completed within one school day.

**Flexible Timing:** LEP students may be provided additional time; however a session must be completed within one school day.

Assistance in Heritage Language

**For the mathematics and science tests,** LEP students may be provided limited assistance by an ESOL or heritage language teacher using the student's heritage language. The teacher may answer specific questions about a word or phrase that is confusing the student because of limited English proficiency, but is prohibited from giving assistance that will help the student solve mathematics and science test questions.

**For the reading test,** The ESOL or heritage language teacher may answer student questions about the general test directions in a way that the student would not be unmistakably led to infer the correct answer to any of the questions. The teacher is prohibited from reading words to the student from the passages, test items, and performance tasks, and from answering student questions about the passages, test items, and performance tasks.

**For the writing test,** The ESOL or heritage language teacher may answer student questions about the general test directions in their heritage language. The teacher may answer specific inquiries concerning a word or phrase in a writing assessment prompt that is confusing the student because of limited English proficiency. In no case is assistance given to the student in responding to the writing assessment prompt. The teacher is prohibited from reading the prompt to the student. All student responses must be written in English. Responses written in languages other than English will not be scored.

**Dictionary:** LEP students may have access to an English-to-heritage language translation dictionary and/or heritage language-to-English translation dictionary, such as those made available to LEP students in an instructional setting.

Students not making adequate progress towards the Florida Standards will be identified and the following measures will be instituted:

Look at individual student's instructional day to find additional time to provide additional interventions on key areas of academic deficiencies. This will be preceded by a careful review and analysis of both recent formative and summative data.

All students not meeting standards will be placed on a Progress Monitoring Plan (PMP) according to current guidelines and specific strategies to remediate any learning deficiencies will be implemented.

**Reading strategies** in the content areas will be provided to students in addition to those taught during language arts classes. Students consistently demonstrating non mastery of Benchmarks on teacher generated quizzes, chapter tests, projects, investigations, and poor academic progress will be targeted for supplemental and intensive instruction/intervention through the MSST process.

The MTSS ensures that students who are performing below grade level do not fall between the educational cracks. Throughout the process, student progress will be assessed, analyzed, and reviewed by the MISS School Based Leadership Team. This team will be comprised of the student's teacher, school leader, ESE teacher, and other personnel as appropriate

**Identification** All students who attend Athenian Academy register for attendance using their home address.





At the time of registration, students and their parents/guardians are assisted in their home language by school personnel, unless clearly not feasible. Also, a translated registration form is available in Spanish.

As part of the initial registration packet, each family receives a Home Language Survey form.

The HLS form is given to all families by the school's secretary or DMT. Parents are encouraged to sign the HLS at the time of registration. Any student with a "Yes" response to one or more questions on the HLS will be assessed for ESOL program eligibility

A copy of the HLS is forwarded to the district ESOL office. Once the parent/guardian answers "Yes" to any of the survey questions, the ESOL contact at the school site or district is responsible to provide the parents with information regarding the ESOL program options at Athenian Academy.

The student is screened and tested for ELL eligibility. The school based team is responsible for implementing the ELL plan and monitoring the students' progress according to applicable laws

**The Athenian Academy will have a functioning English Language Learner (ELL) Committee:**

The membership of this committee is as follows: administrator/designee, ELL chairperson, ESOL teacher, other educators as appropriate and parents. Parents are invited in writing to participate in determining appropriate plans for the ELL student. If parents cannot attend the ELL Committee meetings regarding their child, it is the school's responsibility to inform parents of all actions and recommendations by the committee. Parents receive copies of all program forms.

**Parents must thoroughly understand:** Reasons for identification as ELL and placement in a language instruction educational program,

The child's level of English proficiency, how it was assessed, and the status of his/her academic achievement,

The method of instruction used in the program which the child will be participating,

Other available options for program delivery models and how the programs will assist the student in acquiring English proficiency and academic achievement,

How the program will capitalize the educational strengths of the student,

That the program addresses age appropriate curriculum and assists the student in achieving grade level promotion,

Achievement of the transitional and exit processes,

That the program addresses the needs of children with disabilities,

The parent's right to choose a specific program delivery model, and,

How the program model assists ELLs in achieving annual measurable achievement objectives.

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

The Athenian Academy follows the following practices and resources from: Practice guides published by IES; "Practice Guides" at [http://ies.ed.gov/ncee/wwc/publications\\_reviews.aspx](http://ies.ed.gov/ncee/wwc/publications_reviews.aspx) and The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12 by Linda New Levine, Laura Lukens, and Betty Ansin Smallwood

SDAIE Strategies (Specially Designed Academic Instruction for English)

**Metacognitive Development:** Providing students with skills and vocabulary to talk about their learning. Examples: self- assessments, note taking and studying techniques, and vocabulary assignments.

**Bridging:** Establishing a link between the student's prior knowledge and the material. Examples: think-pair-share, quick-writes, and anticipatory charts.

**Schema-Building:** Helping students see the relationships between various concepts. Examples: compare and contrast, jigsaw learning, peer teaching, and projects.

**Contextualization:** Familiarizes unknown concepts through direct experience. Examples: demonstrations, media, manipulatives, repetition, and local opportunities.

**Text Representation:** Inviting students to extend understandings of text and apply them in a new way. Examples: student created drawings, videos, and game

**Modeling:** Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work

### **Instructional Strategies: (Appropriate for all levels)**

Slow down speech and use shorter sentences, present tense of words, synonyms, examples, gestures, and demonstrations.

Avoid expressions or sayings that are only common in the United States.

Use of as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.

Use of think-aloud and think-pair-shares when asking questions, and don't forget to give students enough time to process the question.

Use of bilingual handouts and cue lists

Use of metaphors and imagery for cues

Teaching a set of academic vocabulary words intensively across several days using a variety of instructional activities

Integrating oral and written English language instruction into content-area teaching

Providing regular, structured opportunities to develop written language skills.

Providing small-group instructional intervention to students struggling in areas of literacy and English language development

Focus on academic language, literacy, and vocabulary: Teach the language and language skills required for content learning.

Link background knowledge and culture to learning: Explicitly plan and incorporate ways to engage students in thinking about and drawing from their life experiences and prior knowledge.

Increase comprehensible input and language output: Make meaning clear through visuals, demonstrations, and other means and give students multiple opportunities to produce language.

Promote classroom interaction: Engage students in using English to accomplish academic tasks.

Stimulate higher order thinking and the use of learning strategies.

Explicitly teach thinking skills and learning strategies to develop English language learners as effective, independent learner

### **Above Level Strategies and Practices for ELL**

Concept/Idea Maps

Content Learning Logs

Cornell Notes

Graphic Organizers for Writing

Story Maps

Structured Note-Taking

Dialogue Journals



## Dictation

Self-Assessment Scales for Vocabulary Learning

Shared Writing

Compare/contrast relationships from auditory information using a Venn diagram.

Require students to restate and rephrase from auditory input. Require full sentence responses by asking open ended questions.

Use Varied Presentation formats such as role plays.

Scaffold oral reports with note cards and provide time for prior practice.

Model the creation of a Story Map from a narrative Provide Question Answer Relationship questions for student pairs to research.

Use Directed Reading Thinking Activity

Extend content vocabulary with multiple examples.

Require full sentence responses by asking open-ended questions.

**Below Level Strategies and Practices for ELL** Use physical gestures to accompany oral directives..

Label visuals and objects with target vocabulary.

Introduce Cognates to aid comprehension.

Ask for Signal Responses to check comprehension.

Provide wall charts with illustrated academic vocabulary.

Ask simple (who, what, when, where), yes-no or either-or questions.

Elicit Choral Responses.

Encourage participation in group chants, poems, and songs.

Preview the text content with pictures, demos, charts, or experiences.

Pair students to read one text, together

Require students to label visuals and/or create language balloons

Shared Reading and/or simplify the text.

Teacher Read Aloud

Hold frequent writing conferences with teacher and peers.

**On Level Strategies and Practices for ELL**

Give two step Contextualized directions.

Restate/rephrase and use patterned oral language routines.

Model Academic Language and vocabulary

Ask for Total Physical Responses from students.

Provide graphics or objects to sequence steps in a process.

Check Comprehension of all students frequently.

Provide Anticipation Guides for previewing content reading.

Compare/contrast relationships from auditory information

Encourage participation in group chants, poems, and songs

Varied presentation formats such as role plays.

Structure debates requiring various points of view with graphic organizers and/or outlines

Teach and utilize the writing process.



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

LEP Plans are prepared when a student first enters the ESOL program. The ESOL teacher and/or ELL Committee are responsible for initiating and developing the LEP Plan.

All ELL documents are kept in the student's cumulative folder and are updated to reflect current services.

Teachers are required to document in their plan books ESOL strategies being used in the classroom. At the beginning of the school year, teachers and administrators meet to address appropriate instructional guidelines. Throughout the school year additional trainings are offered to address best approaches for incorporating comprehensible instruction for ELL students. All ELL students participate in state assessments. The results are disaggregated and evaluated to determine appropriate programming for each student.

Classroom teachers or homeroom teachers monitor report cards and refer students to the ELL Committee for consideration as needed.

ESOL teachers consult with subject area teachers and may call an ELL Committee meeting to reclassify students as needed.

Fidelity checks by the administration ensure that teachers are using ESOL strategies.

The person responsible for updating the ELL student exit data is LEP committee chairperson.

Depending upon school district policies, the school will adjust procedures where necessary to be in compliance.

#### Exit

A student may be eligible for exit based upon teacher recommendation/observation. When this happens, the child's name is given to the ESOL who is responsible for the reevaluation process and procedures designed to determine exit eligibility. English proficiency will be determined by reassessing the student.

A student who has been classified as Limited English Proficient and enrolled in English for Speakers of Other Languages program may be reassessed utilizing additional information at the request of a teacher, counselor, administrator or parent.

The ELL Committee may use other assessment information to determine that the student should be exited from the ESOL program if the committee determines that other instructional programs or combination of instructional programs better meet the needs of the student.

If it is determined, after reviewing data presented to the committee, that the student may exit the program, an ELL Recommendation Form must be completed and signed by the ELL Committee members present at the time of the meeting.

The documentation of the assessment instruments used and the justification for such action shall be retained as part of the ELL student file.

Copies will be given to the parents in the native language, when feasible

The program exit date and the code of LF will be entered into the District's data collection system.



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

**English Language Learners (ELL)**

**Average ELL Student to Teacher Ratio= Average of 3 ELL Endorsed Teachers for every 40 students**

Athenian Academy	K	1	2	3	4	5	6	7	8	Total
Year 1	36	36	36	36	22	22 T=1	22	22 T=1	22	254
(T)Teacher	T=2	T=2	T=2	T=2	T=1		T=1		T=1	T=13
Year 2	54	54	54	54	44	44 T=2	44	44 T=2	44	436
	T=3	T=3	T=3	T=3	T=2		T=2		T=2	T=22
Year 3	72	72	72	72	66	66	66	66	66	618
	T=4	T=4	T=4	T=4						T=31
Year 4	72	72	72	72	66	66 T=4	66	66 T=4	66	618
	T=4	T=4	T=4	T=4	T=4		T=4		T=4	T=31
Year 5	72	72	72	72	88	66 T=4	66	66 T=4	66	640
	T=4	T=4	T=4	T=4	T=5		T=4		T=4	T=32
ESE Students	Y 1	Y 2	Y 3	Y 4	Y 5	5 %				
	12	22	31	33	33	Projection				
ELL Students	Y1	Y2	Y 3	Y 4	Y 5	7%				
	18	31	44	46	46	Projection				

Teachers work with students in small groups on a regular basis. The instructional time of an ELL must be equal to the instructional time of a non-ELL. The instruction must be understandable, equal, and comparable in amount, scope, sequence, quality, and rigor as provided to English proficient students. Full participation in classroom activities is expected at the student's language proficiency level. Depending upon enrollment, staffing will be **adjusted as needed**. Every effort is made to assign ELL students to a homeroom class with an endorsed teacher. In the event that an ESOL endorsed teacher cannot be assigned as the homeroom teacher, the teacher is designated out of field and given a timeline to complete the necessary endorsement. In addition, the student's homeroom teacher may be changed to accommodate the ESOL student.

For teachers of basic ESOL or primary English and language arts who need the ESOL Endorsement with the appropriate coverage specified in the Consent Decree, Section (IV.B.) . The ESOL Endorsement may be completed by either 300 district master in-service points or 15 semester college/university hours in the following courses/areas: Methods of Teaching ESOL, ESOL Curriculum and Materials Development, Cross-Cultural, Communication and Understanding, Applied Linguistics, Testing and Evaluation of ESOL



## Section 8: School Culture and Discipline

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

Students are expected to demonstrate appropriate behavior to maintain a safe and productive learning environment. The school follows an age appropriate, school wide, classroom management plan. The school wide plan is designed for minor classroom issues; they maintain order by holding students accountable for their own behavior. In addition, they teach children appropriate boundaries for social interaction, cooperative learning and ensure a safe classroom environment:

### 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

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.

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

### 5th Grade – 8th Grade

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

- 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.

The goal of discipline is to train children to respect boundaries and avoid negative consequences by monitoring and regulating their own behavior. At Athenian Academy, we firmly believe in rewarding students for following the rules and demonstrating appropriate behavior. We want students to enjoy their school day experience and rather than forcing appropriate behavior, we choose to "motivate" appropriate behavior. In addition, the school has developed "The Terrific Ten". The Terrific Ten is the standard of conduct for Athenian Academy Students:

#### **Bullying is Not Acceptable:**

Athenian Academy Charter School Bully Policy Bullying

The Athenian Academy has a ZERO tolerance for Bully Behavior:

Bullying is a form of aggressive behavior manifested by the use of force or coercion to affect others, particularly when the behavior is habitual and involves an imbalance of power. It can include verbal harassment, physical assault or coercion and may be directed repeatedly towards particular victims, perhaps on grounds of race, religion, gender, sexuality, or ability.™ The "imbalance of power" may be social power and/or physical power. The victim of bullying is sometimes referred to as a "target".

Bullying consists of three basic types of abuse -emotional, verbal, and physical. It typically involves subtle methods of coercion such as intimidation .Bullying ranges from simple one-on- one bullying to more complex bullying in which the bully may have one or more 'lieutenants' who may seem to be willing to assist the primary bully in his bullying activities. Bullying in school and the workplace is also referred to as peer abuse. Bullying can occur in any context in which human beings interact with each other. This includes school, church, family, the workplace, home, and neighborhoods.

#### School bullying

Bullying can occur in any part in or around the school building, though may occur more frequently in physical education classes and activities, recess, Hallways, Bathrooms, on school buses and while waiting for buses, and in classes that require group work and/or after school activities. Bullying in school sometimes consists of a group of students taking advantage of or isolating one student in particular and gaining the loyalty of bystanders who want to avoid becoming the next victim. These bullies may taunt and tease their target before physically bullying the target. Bystanders may participate or watch, sometimes out of fear of becoming the next victim.



**Reporting Bullying** If you suspect or witness bully behavior, immediately notify the teacher or administration. If you would like to make an anonymous report, please put the information in writing and place it in the school leader's mail box, or give it to any adult who you feel comfortable reporting the incident to.

Staff members receive yearly in-service training on bully prevention as well as incorporating it into academic. Special programs are held throughout the year for the students that are designed with an "anti-bully" message. For example: Our friend Corey Thornton.

"Corey Thornton started with a vision of creating a brighter safer future for our young adults. Our mission is to inspire, motivate and educate our rapidly growing numbers of at risk youth. Many youth are exposed to violence and community influences that negatively affect their ability to make positive choices. We emphasize positive messages such as courage, confidence, respect, and honor using Hip Hop to translate these important qualities. We have had great success "edutaining" throughout the Pinellas, Manatee, Hillsborough, Polk, Orange, Seminole and Hernando County School systems. The Knuckle Headz has been recognized as "Best Educators of The Year" Pinellas County School District, and by Bay news 9 as "Educational Heroes" as well as numerous other awards. Our vision is to continue inspiring everyone not just a few thousand but millions, especially our rapidly growing future adults across the world."

<http://coreythornton.com/k-h-edutainment/>

***The rules and plan is taken directly from; The Athenian Academy Parent and Student Handbook***

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

Athenian Academy will provide the school wide behavior management plan as Attachment G and in addition, will follow the school districts "code of conduct" within the provision of the applicable laws of Florida. Parent and Student Rights as well as the other criteria listed is detailed in the Parent/Student Handbook.



Section 9: Supplemental Programming

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

An itemized and specific schedule of all fees for any and all items required of students, including but not limited to school uniforms, supplies, locks, locker rental, binders, agenda books, parking fees, and equipment, will be submitted to the Sponsor not later than the first student day of school each year or upon request.

**The school does not exclude a student's participation for an inability to pay fees associated activities; parents may request, in writing, a fee waiver and turn it into the school administration prior to the deadline set for payment of fee**

Activity	Age Group	Time	Days of The Week	Funded
Greek Chorus	Grades 2-8	3:30-4:30PM	Tuesday	\$10.00 per year (parents)
Basketball And Volleyball Boys and Girls	Grades 5-8	3:30-5:00	Twice a week practice and Games on alternate afternoon	\$75.00 participation and uniform fee (Parents)
Cheerleading And Pee Wee Team. Girls and Boys	Grades 1-8	3:30-4:30	Twice a week practice and Games on alternate afternoon	\$75.00 participation and uniform fee (Parents)
Academic Tutoring	Grades 3-8	3:30-4:30	MWTH	Free
Enterprise Village	Grade 5	1 time per year	1 time per year	Free
Mighty Mu Math Competition	Grade 4	1 time per year	1 time per year	Free
Great American Teach In	K-8	1 time per year	1 time per year	Free
PTA Reflections	K-8	1 time per year	1 time per year	Free
Science Fair	K-8	1 time per year	1 time per year	Free
Greek and Spanish Cultural Programs	K-8	3 times per year	3 times per year	Free
Finance Park	8 <sup>th</sup>	1 time per year	1 time per year	Free
PRIDE Awards	5 <sup>th</sup> and 8 <sup>th</sup>	1 time per year	1 time per year	Free
Student Counsel	5-8 <sup>th</sup>	Varies	Monthly meetings	Free
National Junior Honor Society	6-8 <sup>th</sup>			Free



## II. ORGANIZATIONAL PLAN

## Section 10: Governance

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

The Corporation has been organized exclusively for charitable, educational, literary and scientific purposes within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provision of any future United

States Internal Revenue Code.

The Corporation shall distribute the whole or any part of its income exclusively for such purposes, either directly or by contributions to other educational organizations that qualify as exempt organizations under Section 501(c)(3) of the

Internal Revenue Code and the Regulations issued pursuant thereto (the "Code"), as they now exist or as they may hereafter be amended.

- B. Provide the following documents, if available, as attachments:

B1 The articles of incorporation for the applicant organization (or copies of the filing form) – Attachment H

B2 501(c)(3) tax exempt status determination letter (or copy of the filing form) –Attachment I

B3 Governing board by-laws – Attachment J

B4 Governing board code of ethics and conflict of interest policy – Attachment K

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

**Composition:** The officers of the Corporation shall be elected from and by the Board of Directors and shall include the following positions at a minimum: President, Vice President, Secretary. The terms of office of these officer positions shall be for a minimum of one (1) year, not to exceed five (5) years.

**President:** The President shall be the principal officer of the Corporation and, subject to the control of the Board, shall in

general supervise the business and affairs of the Corporation. The President shall act as a duly authorized representative of the Board and the Corporation in all matters in which the Board has not formally designated some other person to act. The President may sign, upon authorization by the Board, deeds, mortgages, bonds, contracts or other instruments which the Board has authority to execute, except in cases where the signing and execution thereof shall be expressly delegated by the Board to some other officer or agent of the Corporation, or shall be required by law to be otherwise signed or executed; and in general, shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board from time to time.

**Vice President:** The Vice-President shall act in the place and stead of the President in the event of the President's absence,

inability or refusal to act, and shall exercise and discharge such other duties as may be required of him by the Board.

**Secretary:** The Secretary shall keep or cause to be kept all of the records of the Corporation, record or cause to be

recorded the minutes of the meetings of the Board, send out or cause to be sent out all notices of meetings of the Board and all Committees, attest to the seal of the Corporation where necessary or required, and keep or cause to be kept a register of the names and addresses of each Director. The Secretary shall perform such other duties as may be prescribed by the Board.

**Other Officers:** Other officers elected by the Board shall have such duties and responsibilities as the Board



deems advisable.

- The board monitors the implementation of the SIP (if one is necessary)
- Approves a budget that reflects the school's goals and board policies Pursuant to Section 1002.33(9)(h), Florida Statutes,
- The board establishes a standard of ethical conduct for administration, instructional staff, support staff according to the guidelines established by The Florida Department of Education and Section 1002.33(12)(g)3 Florida Statutes.
- Approves the format and frequency of financial reports
- Reviews monthly financial statements
- Ensures financial controls are in place and that financial reports are in accordance with accounting practices and applicable provisions of the charter contract
- Approves charter school's investment policies
- Is well-informed about the charter school's finances
- Focuses on governance, not administrative matters and may discuss some major administrative issues if asked by administrator
- Is involved in ongoing planning activities as necessary to determine the mission of the organization and its strategic direction, to define specific goals and objectives related to the mission, and to evaluate the success of the school's services toward achieving the mission.
- The board hires, sets the compensation for, and annually evaluates the performance of the School Leader.
- Reviews the overall compensation and benefit structure
- The board approves policies and procedures governing the work and actions of employees and volunteers, working conditions; evaluation and grievance procedures; confidentiality of employee and organization records and information; and employee growth and development
- The board ensures that an internal review of the school's compliance with existing legal, regulatory, and financial reporting requirements is conducted annually and that a summary of the results of the review is provided to the entire board.
- The board is responsible for its own operations, including the education, training, and development of board members; annual evaluation of its own performance; and, when appropriate, the selection of new board members

***How the board will interact with the principal/head of school and any advisory bodies:***

- The board both supports the school leader and holds him/her accountable to the boards mutually agreed upon expectations.
- Roles and responsibilities are clearly defined and annual goals are clearly established.
- The school leader's performance is a tool for accountability,
- The board leads in partnership with the School Leader but does not involve itself in day to day operations.
- Participates in the hiring, monitoring, and evaluation of the School Leader
- Meets or talks regularly about monitoring School Leader's progress and challenges
- Helps develop meeting agendas with school leader

- The School Leader prepares a monthly written report that contains general information as well as matters of concern for the board to consider. This report is submitted to the board president at each board meeting.

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

**Annual Meeting:** The annual meeting of the Board shall be held on the last Thursday of January of each year at the Corporation's address, unless the President, or the Board by resolution, provide for a different time and place for the holding of such annual meetings.

**Special Meetings:** Special meetings of the Board may be called at any time by the President of the Corporation. Further, special meetings of the Board must be called by the President within fourteen (14) days of receipt of a written request of any two (2) or more Directors. Written notice of special meetings shall be given to each Director not less than two (2) days prior to such meeting or as soon as possible in the event of an emergency. The notice shall set forth the time, place and purpose of the meeting.

**Regular Meetings:** The Board of Directors shall hold a minimum of six (6) regular meetings in each calendar year on such dates as may be called by the President or any three (3) members of the Board of Directors. Four (4) meetings per year must be held in a location that is convenient to stakeholders. Reasonable notice of time and location of the meeting shall be given to all members of the Board.

**Work Sessions:** Work sessions may be called by the President or a majority of Board members for the purpose of discussing Corporation matters. Work sessions shall be for the purpose of general discussion and no formal action shall be taken.

It is the policy of the School that all records, with the exception of exempt records identified by state or federal law, shall be open for personal inspection and copying by any person.

#### **Procedure**

**Requests for readily available documents** "Readily available documents" are those that are easily retrievable, regularly disseminated to the public, and do not require additional review in order to determine whether they contain exempt information (such as meeting minutes, bylaws, student handbook, marketing materials, etc.). All requests for readily available documents shall be responded to by the Board Liaison as soon as practicable. There shall be no charge for labor in retrieving the requested documents, but any copies purchased by the requestor shall be charged as indicated in paragraph (2)(b)(1) below.

#### **Requests for other documents**

As soon as reasonably possible after the receipt of a public records request, the Board Liaison will acknowledge the request and will respond to the requestor as to what the estimated amount of retrieval time will be.

If responding to the request will take more than thirty minutes, the Board Liaison will contact the requestor with an estimated labor charge for the retrieval shall only be charged the direct hourly charge for the collection of the public records request as further described in paragraph (2)(b)(2) below.

The Board Liaison shall notify the requestor of the estimated charges. For all requests which are estimated to cost more than \$50.00 but less than \$100.00 (including photocopying and labor charges), the School shall require a 50% advance deposit prior to beginning retrieval. For all requests, which are estimated to cost more than \$100.00 (including photocopying and labor charges), the School shall require a 100% advance deposit prior to beginning retrieval.

Requests for documents which may contain information, which is exempt from disclosure, may be withheld until the records can be reviewed and redacted as necessary.



**Charges for public records requests**

**General**

The charge for duplication of a one-sided letter size, legal size or oversize document, capable of being produced on existing School equipment, shall be fifteen cents (\$.15) per copy. Duplication of two-sided pages shall be twenty cents (\$.20) per copy.

For any documents not covered by paragraph (2)(b)(1)(a) above, the charge shall be the actual cost to the School for outside reproduction.

The charge for copies of any cassette tape, DVD, CD-ROM, or other such media shall be the actual cost to the School.

The charge for paper copies generated from a computer system shall be in accordance with paragraph (2)(b)(1)(a) above.

**Labor charges.** For requests requiring more than thirty minutes of staff time, a labor charge shall be imposed. Such charge shall be calculated by the employee's hourly rate of pay, multiplied by the actual time worked to accommodate the request. All time shall be measured in tenths of an hour.

**Special service charges for extensive resources.** The school may charge a requestor a reasonable special service charge if the nature or volume of the public records to be inspected or copied requires the extensive use of information technology resources or extensive clerical or supervisory assistance, or both. This service charge shall be based on the cost actually incurred by the agency for such extensive use of information technology resources or personnel.

**Tracking public records requests.** The Board Liaison shall maintain a log of all public records requests. Such log shall include, but may not be limited to, the date of the request, the name and address of the requestor, the date of compliance, and the method by which the requestor was provided the records.

**General Provisions**

All requestors should be encouraged, but not required, to put their public records requests in writing. This will assist the Board Liaison in clarifying the exact scope of the request. Requestors should specify whether they wish to inspect the records or obtain photocopies.

The Board Liaison shall be the custodian for all public records. All public records requests received by the School shall be forwarded to the Board Liaison immediately for processing. The Board Liaison shall make every effort to respond fully to all public records requests as quickly as possible.

Requests from the media for public records shall be handled consistently with this policy. If the School receives a public records request from the media, the Board Liaison shall inform the board of directors as soon as practicable.

Requestors shall be provided access to public records during reasonable hours. For the purpose of this policy, "reasonable" shall be normal hours of School operation. At all times public records will be inspected, reviewed and/or copied under supervision of the Board Liaison or the Board Liaison's designee.

**Retention**

In no event shall any School employees or members of the board of directors destroy records that are the subject of a current public records request or records that are currently at issue in pending litigation.

All public records shall be retained at a minimum in accordance with the General Records Schedule for Public Schools Pre-K-12, Adult & Vocational/Technical, published by the Florida Department of State, Division of Library and Information Services, Bureau of Archives and Records Management; or the General Records Schedule for Local Government Agencies, published by the Florida Department of State, Division of Library and Information Services, Bureau of Archives and Records Management, where applicable. The School's Board may modify retention schedules at its discretion; however, no modification shall provide for the School to retain a public record for a period of time less than that prescribed by the above publications.



***The Athenian Academy Governing Board complies with the Sunshine Laws pertaining to public meetings:***

- Board meetings are open to the public
- Deliberations at the board meetings happen aloud
- Matters not on the agenda are only discussed upon unanimous approval
- Agendas are not altered within 24 hours of the meeting
- Boards allows public comment before any votes are taken

**Public Notice**

Written public notice of meetings is posted and available at the school office, or in the meeting location, Public notice is made available on the school's social media page.

At the beginning of each calendar year, school provides written public notice to the sponsor and stakeholders of their regular meetings, including dates, times, & locations.

Written public notice of any regular, special, or rescheduled meeting is given no later than 24 hours before the meeting, and includes the agenda, date, time, & place of the meeting.

Any documentation that is used or retained for use in the management/ operation/etc. of the charter school is a public record.

**Written minutes of open board meetings include:**

- Date, time, and place of the meeting
- Present and absent members of the board
- Substance of decided matters
- Votes recorded by individual member if requested by any board member
- Any other information members of the board request to include
- Are posted on the school's website

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

**Number:** The Board shall be composed of an odd number of members, not less than three (3) Directors or more than (7)

**Term:** Each Director shall serve for an initial term of one (1) year. Directors may be re-elected for additional term(s) approved by the Board.

There will be a minimum of one Sarasota County Community member represented on the governing board

**Qualifications for Board of Directors Membership:** Qualifications for general membership shall be based upon each individual's ability to serve the board by volunteering time, professional skills, and other abilities deemed important to the board. All Directors shall be elected to the Board (whether due to term expiration or other vacancy) by a majority vote of the current Board of Directors, whether or not the remaining members constitutes a quorum. All members of the Board of Director's shall have fingerprint and background checks conducted and must be free from any legal restrictions that may prevent them from serving on the Board, as required by Florida Law. Board Members must also agree to sign a Board Member Profile agreement that outlines the responsibilities of Directors. All Members of the Board of Directors shall have the right to vote on any issue, except those that may present a conflict of interest, in which event the Director must disclose his or her interest to the Board and must abstain from engaging in

any deliberations or discussions and voting. All conflicts of interest shall be handled in accordance with Board policy.

**Qualifications for Advisory Board Membership:** Qualifications for advisory board membership shall be determined from time to time by the Board of Directors. The Board may establish separate qualifications for individuals, based upon the needs of the Board. Advisory Board members shall have no right to vote and shall bear no fiduciary responsibility or authority for the conduct of the Corporation. The Board of Directors shall appoint as many advisory board members as needed to meet the needs of the school and corporation. Advisory board members shall be appointed at any regular or special board meeting with seven (7) days public notice, and may be removed from membership for any reason by a majority vote of the Board of Directors at any regular or special meeting with seven (7) days public notice.

**Committees:** The Board may, by resolution, establish standing committees and special committees of the Board. Unless otherwise specified by resolution of the Board or these Bylaws, the President shall annually appoint the members and the chairmen of the standing committees and shall fill vacancies on any standing committee. Appointments by the President shall be made at the annual meeting of the Board. In addition, the President may, if so authorized by the Board, appoint the members and chairmen of such special committees as the

Board may create, which members and chairmen may include persons who are not members of the Board. All committee appointments and chairman appointments must be approved by the Board.

**Eligibility:** Any eligible person may become a member of the Corporation in the manner and form prescribed by the Board of Directors. The Board of Directors shall have the right to refuse an application for any person for any reason for which to them shall seem sufficient, provided that such a refusal be by a majority vote of the Board of Directors present at any meeting of the Board of Directors at which there shall be a quorum present. Notwithstanding the forgoing, the Board of Directors shall not have the right to refuse any application for any reason based on a reason relating to discrimination.

**Authority:** All powers of the Corporation shall be exercised by and under the authority of the Board, and the property, business and affairs of the Corporation shall be managed under the Board's direction. Except as specifically set forth to the contrary herein, the Board may not take any action except upon the approval thereof by the affirmative vote of a majority of the Board present at a meeting at which a quorum is present.

**Resignation or Removal:** A Director of the Corporation may resign at any time by tendering his or her resignation in writing to the Corporation, which resignation shall become effective upon the date specified therein, or if no date is specified, upon receipt by the Corporation at its principal place of business. The Board, by a majority vote, may remove, with or without cause, any Director.

**Compensation:** Directors will not receive compensation for services rendered in their capacities as Directors. However, nothing herein contained shall be construed to preclude any Director from receiving compensation for expenses incurred for serving the Corporation as a Director or in any other capacity.

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

The officers and members of the governing board are elected by majority vote by a duly constituted quorum of the Board of Directors. Officers' terms shall commence immediately, however adequate proof of orientation process must be completed prior to becoming a voting member of the board. Terms of office of board member positions shall be for a minimum of one (1) year, not to exceed three (5) Years unless otherwise requested by the board president or until such a time when aboard member is deemed no longer effective.



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

The board is comprised of members with varied background, skill sets, occupations and outside interests bringing diverse ideas, suggestions, discussions and healthy debate in regard to operational policy and procedure.

The board is committed to staffing the school with an outstanding, experienced school leader. The board establishes a mutual respect with the school leader in an open discussion manner, allowing the school leader to be transparent with the board on areas of concern.

The board establishes the academic goals, academic expectations, expectations for use of data to drive instruction and the school leader are held accountable by the board for academic achievement aligned with the goals set by the board and State of Florida.

It is the school leader's responsibility to interview and hire highly qualified instructional staff to carry out the school's mission, and academic expectations set by the governing board.

The school leader is responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board.

The school's onsite administration/faculty and staff will report directly to the school leader, who then reports to the Governing Board.

The ESP, contracted by the Board, will provide bookkeeping and financial forecasting services to the Governing Board for its oversight and approval within a defined system of checks and balances.

The Board may take action only when the Board is meeting in official public session and a quorum is present. Individual members of the Board have authority to take official action only when sitting as a member of the Board except when the Board specifically authorizes the member to act.

The Board shall not be bound in any way by any action on the part of an individual Board member or employee except when such action is in compliance with the action of the Board as a whole.

The School has established internal audit procedures and controls to ensure financial resources are properly managed, including but not limited to (2) check signers, independent audits of the financials and defined systems of handling cash, invoices, and other operating procedures involving school finances and public funds.

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

Name	Current or Prospective Governing Board Member?	Role on Board (e.g. Member, President, etc.)	Submission Requirements
Benedict Williams	Current	President	____ Information Sheet ____ Resume
Alicia Rodriguez Bower	Current	Vice President	____ Information Sheet ____ Resume
Mark Tsetsi	Current	Secretary	____ Information Sheet ____ Resume
Voula Patridis	Current	Founding Board Member	



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

Conduct general information sessions for people in the community and who have a direct relationship to the school considering charter school board service to explain what serving on a board entails.

Present a workshop for those who express interest in serving on a board after attending an information session. Workshop participants discuss the responsibilities given to charter school boards, the time commitment required to serve, and the specific skill sets, expertise, and qualifications that help charter boards run effectively.

Seek out reputable individuals in the community with an interest in charter schools and governance.

**Recruit parents, grandparents or other family members of "students" by requesting they observe board meetings to gain interest in governance.**

Seek referrals from trusted individuals, teachers and community partners.

**Orientation Process:**

Within ninety (90) days after the election or appointment of a new Board member, the new Board member must participate in governance training approved by the Department of Education.

Board Members will immediately be fingerprinted and background checked to the same extent of school administration.

Board members are expected to have a clear understanding of the following prior to becoming a voting member of the board. Board members may participate in board meetings prior to this understanding but may not vote until the process is completed:

Review of the school policy handbook.

Current school goals

School board organization (bylaws, officers)

Policies governing board member conduct and activities (i.e., board code of conduct, travel expenses, conflict of interest, professional development, calendar of important events)

How board meetings are conducted, including rules of order used, Open Meetings Act requirements, placing items on the agenda.

Information about the board speaking with one voice, the authority of the board vs. the authority of any individual board member, the chain of command etc.

An explanation of board processes gathering community input, monitoring progress, self-evaluation, and communication with the media

An organization chart of the school's management structure

A copy of the school leader's evaluation tool

A copy of the school's budget and an explanation of how, when and by whom it is prepared

An explanation of construction projects contemplated or in process

An explanation of the school's financial reporting duties

An explanation of the student transportation system

Data on per student cost and expenditures

An explanation of personnel recruitment and hiring procedures

An explanation of the funding process from the school district

A copy of staff salary schedules and benefits programs

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

**Purpose:** The purpose of this policy is to protect the corporation's interest to ensure that no officer or director has a conflict of interest with the School. This provision is intended to supplement but not



replace any applicable state or federal laws governing conflicts of interest applicable to non-profit and charitable organizations.

**Definitions:** "Material Interest" shall mean direct or indirect ownership of more than five percent of the total assets or capital stock of any business entity.

"Conflict" shall mean a situation in which regard for a private interest tends to lead to disregard of a public duty or interest.

**Prohibited Transactions and Relationships:** A board member may not purchase, rent or lease any realty, goods or services for the School from a business of which of board member (or the board member's relative) is an officer, partner, director, proprietor or owner of a material interest.

No board member may hold any employment or contractual relationship (written or unwritten) with the School. No board member may hold any employment or contractual relationship with any business entity, which is doing business with the School. No board member may hold any employment or contractual relationship that will create a continuing or frequently recurring conflict between his or her private interests and the performance of his or her public duties or that would impede the full and faithful discharge of his or her public duties.

No board member may be compensated for his or her service on the board.

No board member shall be the spouse, parent, child, stepchild, sibling or employee of any other board member.

**Voting Conflicts:**

For the purposes of this subsection (4) only, the term "relative" shall be defined to mean any father, mother, son, daughter, husband, wife, brother, sister, father-in-law, mother-in-law, son-in-law, or daughter-in-law.

A board member shall not vote on any measure which would inure to the board member's special private gain or loss (or to the special private gain of (1) an organization by which the board member is retained or

(2) a relative or (3) a business associate.

Voting conflicts must be disclosed in a written memorandum and filed with the person responsible for recording the minutes prior to the meeting. Such memorandum shall be read publicly at the board meeting, incorporated into the minutes and shall be considered a public record.

If a voting conflict arises at a board meeting, the disclosure shall be oral followed up by a written memorandum within fifteen days.

Any Board member with a real or perceived conflict of interest will not vote and will recuse himself/herself from the meeting during discussion

**Exceptions and Duty to Disclose**

No board member shall be in violation of this policy if one or more of the exceptions described in §112.313 (12), F.S. are met. In connection with any actual or possible conflict of interest with the School, the interested board member must disclose the possible or actual conflict of interest to the board of directors. The board of directors shall then determine whether a conflict of interest exists and/or whether one of the exceptions listed in section 5(a) above is met. Violation of this Provision: If a board member has reasonable cause to believe another board member has failed to disclose actual or possible conflicts of interest, he or she shall inform the member of the basis for the belief and afford the member an opportunity to explain the alleged failure to disclose. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the board determines that the member has failed to disclose an actual or possible conflict of interest, it shall be grounds for removal.



All board members are within 90 days, responsible for participating in governance training approved by the Florida Department of Education which must include government in the sunshine, conflicts of interest, ethics, and financial responsibility (F.S. Section 1022.33(9)(j)(4)) and SBE Rule 6A-6.0784;

All board members are responsible for complying with Florida Code of Ethics for Public Officers and Employees and Sponsor's ethics rules (Contract Section I, B, (19)); (Chapter 6B-1.001, Code of Ethics of the Education Profession in Florida, and Chapter 6B-1.006, Principles of Professional Conduct for the Education Profession in Florida);

The board is responsible for ensuring that the charter school has retained the services of a certified public accountant or auditor for the annual financial audit, pursuant to s. 1002.345(2) (F.S. Section 1022.33(9)(j)(1));

Code of Ethics: Given The Athenian Academy Charter School has adopted a code of ethics to guide its board members, committee members and staff in their conduct when acting on behalf of The Athenian academy. The Code contains broad principles reflecting the types of behavior the Athenian Academy expects towards stakeholders, employees, peers and the public. This policy is not intended as a stand-alone policy. It does not embody the total ethical standards, nor does it answer every ethical question or issue that might arise. Rather, it is one element of a broader effort to create and maintain a quality organization that gives ethical conduct the highest priority. This Code will be reviewed periodically.

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

PTSA- Parent Teacher Student Association  
SAC Committee

These organizations are self-governed under the authority of the school administration and have no relationship to the school governance.

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

**GRIEVANCE PROCEDURES (How to resolve a problem)**

If parents or students have a problem or concern with a board policy, a teacher or an administrator, or disagrees with their decision on some matter, they are encouraged to attempt to solve the problem or disagreement directly with the teacher or administrator. The student / parent should first talk courteously to the individual to attempt to solve the problem. This should be done outside of regular class time

If the individual does not believe the problem has been solved after talking with the appropriate entity or person, they should speak to the school leader or may describe the problem in writing and give it to the school leader within three (3) school days of when the problem concern or disagreement occurred.

The administration will investigate the student's problem and give the individual suggestions on how resolve the problem.

If an individual is not satisfied with the way that the administration has resolved the problem, the individual may request a conference with another administrative leader.



If the was problem originally with the administrative leadership and the individual does not believe the problem was solved after talking with them, they may submit a written statement to the Athenian Academy Governing Board to seek a resolution.

The School Leader or Governing Board may refer grievances to the ESP for problem solving and conflict resolution at their discretion. If after all appropriate measures have been exhausted and the parent/student is not satisfied with the determination of the governing board, the parent may file a complaint with OCR (Office of Civil Rights to seek final resolution)



### **Section 11: Management and Staffing**

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

Athenian Academy will, as parts of the ESP/Management agreement seek their services to recruit and conduct the initial and subsequent interviews for a qualified School Leader. Once qualified individuals have been determined, the ESP will arrange with the governing board final interviews. After the board has agreed upon the candidate, the ESP will contact the individual and proceed with the hiring process, background screening and, fingerprinting and documents required for employment.

The ESP and Governing Board recognize its responsibility to adhere to Florida Statues 112.3135 Restriction on employment of relatives.

The ESP and governing board recognizes its responsibility to operate at arm's length: arm's length: the description of an agreement made by two parties freely and independently of each other, and without some special relationship, such as being a relative, having another deal on the side or one party having complete control of the other.

**The ESP will work diligently to seek qualified school leadership immediately upon the approval of the charter and signed charter contract.**

Recruiting Resources include but are not limited to:

Teacher to Teacher Job Posting  
Local Educational Media Resources  
Personal and Professional Referrals  
Education Weekly

Management/ESP resumes pool of qualified candidates  
Indeed.com  
LinkedIn  
National Job Search

**The ESP will seek the following qualities for School Leader candidates:**

- 1 .Proven Track Record of no less than 5 years of Academic Achievement
2. Ability to foster a culture of accountability, high academic achievement and growth
- 3.Ability to lead initiatives to support and challenge all students, regardless of where they are on the academic spectrum, through rigorous and creative differentiation strategies
- 4.Effective demonstration of the use student achievement data to refine and constantly improve students' learning and character development.
- 9 .Documented record of leading a professional learning community that focuses on curriculum and instruction as the primary drivers of student achievement and school culture.
10. Success with collaborating with a Board of Directors to carry out the strategic mission and vision of the school
11. Must have in-classroom experience in a K-12 grade, ideally in a charter school or organization
5. Ability to support curriculum advancements and requirements
6. Experience building an inclusive school culture that demonstrates integrity, diversity, risk-taking, accountability and a relentless pursuit of academic achievement
7. Proven record of work to eliminate the achievement gap across demographic subgroups (gender, race, income, native language).
8. Experience ensuring a safe and stimulating environment for students, staff and families
- 12.Demonstrated experience and competence in working with operations, finance, budgets, and financial planning
13. Lead a faculty with passion and commitment
14. Experience engaging parents meaningfully and respectfully in their children's education
15. Thrive in a diverse, intellectually challenging, fast-paced and collaborative environment
16. A demonstrated record of developing talent in

teams

17. Hold an advanced degree in Education or specialty field.

18. A spotless employment record, clean background

19. A minimum of two exemplary professional evaluations' and letters of recommendation from previous employers

20. Ability to speak either Greek and/or Spanish is desirable however not required for employment

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

- Governing Board- Final Authority in regard to matters concerning the financial, ethical and appropriate governance of the charter school.
- School Leader- On site authority of day to day school operations, operates under the direct authority and accountable to the Governing Board.
- Assistant School Leader- 2nd in command of school operations on a day to day basis or in the absence of the school leader. Operates under the authority of and accountable to the School leader
- Office Manager- Serves as backup to School Leaders, Accountable to leadership for performance of operations.
- Department Heads- Supervisors of Curriculum and Academics, accountable to the Assistant School Leader
- Lead Teachers- Monitor Grade Level Team Effectiveness, accountable to the Department Heads.

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

Athenian Academy	K	1	2	3	4	5	6	7	8	Total
Year 1	36	36	36	36	22	22 T=1	22	22 T=1	22	254
(T)Teacher	T=2	T=2	T=2	T=2	T=1		T=1		T=1	T=13
Year 2	54	54	54	54	44	44 T=2	44	44 T=2	44	436
	T=3	T=3	T=3	T=3	T=2		T=2		T=2	T=22
Year 3	72	72	72	72	66	66	66	66	66	618
	T=4	T=4	T=4	T=4						T=31
Year 4	72	72	72	72	66	66 T=4	66	66 T=4	66	618
	T=4	T=4	T=4	T=4	T=4		T=4		T=4	T=31
Year 5	72	72	72	72	88	66 T=4	66	66 T=4	66	640
	T=4	T=4	T=4	T=4	T=5		T=4		T=4	T=32

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



Recruiting Resources included but are not limited to:

Teacher to Teacher Job Posting  
Local Educational Media Resources  
Personal and Professional Referrals  
Education Weekly

Management/ESP resumes pool of qualified candidates  
Indeed.com  
LinkedIn

- The School Leader may at any time request assistance from the ESP/Management Company to assist with recruitment.
- Minimum Qualifications:
- Two years of teaching experience highly preferred with a proven record of high student achievement, measured by recent VAM scores or standardized tests showing evidence of learning gains.
- A Bachelor's degree with a GPA of at least 3.0 from a competitive college or university.
- Must hold a Florida Certification for the appropriate teaching field applied.
- Spotless employment record
- (2) letters of recommendation from previous employer within a three year timeframe
- Evidence of Effective or Highly Effective performance evaluation Once the School Leader has been hired and completed all of the necessary employment processes; he/she will immediately begin seeking qualified instructional staff.
- Employment Orientations will begin no later than 3 weeks prior to the first day of school each school year.
- Under the authority of the Governing Board, the ESP/Management Company works directly with the Greek Education Consulate to recruit Greek Teachers through the teacher exchange program. Additionally, with governing board approval, the ESP/Management Company is responsible for completing the J1 Visa process and documentation for Greek exchange teachers.
- The ESP/Management Company assists with transportation, housing and orientation of New Greek teachers to the USA.
- Spanish teachers are hired locally and consistent with the same process of other instructional staff procedures.



## Section 12: Human Resources and Employment

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

Athenian Academy acknowledges the following and abides by these:

- A charter school shall select its own employees
- Charter school employees shall have the option to bargain collectively. Employees may collectively bargain as a separate unit or as part of the existing district collective bargaining unit as determined by the structure of the charter school.
- Teachers employed by or under contract to a charter school shall be certified as required by chapter 1012. A charter school governing board may employ or contract with skilled selected noncertified personnel to provide instructional services or to assist instructional staff members as education paraprofessionals
- Employ teachers who have undergone background screening as provided in s. 1012.32. Members of thin the same manner as defined in chapter 1012, and as provided by State Board of Education rule for charter school governing boards.
- A charter school may not knowingly employ an individual to provide instructional services or to serve as an education paraprofessional if the individual's certification or licensure as an educator is suspended or revoked by this or any other state. A charter school may not knowingly employ an individual who has resigned from a school district in lieu of disciplinary action with respect to child welfare or safety, or who has been dismissed for just cause by any school district with respect to child welfare or safety. The qualifications of teachers shall be disclosed to parents.
- A charter school shall employ or contract teachers and also the governing board of the charter school shall also undergo background screening in a manner similar to that provided in s. 1012.32.
- A charter school shall disqualify instructional personnel and school administrators, as defined in s. 1012.01, from employment in any position that requires direct contact with students if the personnel or administrators are ineligible for such employment under s. 1012.315.
- The governing board of a charter school shall adopt policies establishing standards of ethical conduct for instructional personnel and school administrators. The policies must require all instructional personnel and school administrators, as defined in s. 1012.01, to complete training on the standards; establish the duty of instructional personnel and school administrators to report, and procedures for reporting, alleged misconduct by other instructional personnel and school administrators which affects the health, safety, or welfare of a student; and include an explanation of the liability protections provided under ss. 39.203 and 768.095.
- A charter school, or any of its employees, may not enter into a confidentiality agreement regarding terminated or dismissed instructional personnel or school administrators, or personnel or administrators who resign in lieu of termination, based in whole or in part on misconduct that affects the health, safety, or welfare of a student, and may not provide instructional personnel or school administrators with employment references or discuss the personnel's or administrators' performance with prospective employers in another educational setting, without disclosing the personnel's or administrators' misconduct. Any part of an agreement or contract that has the purpose or effect of concealing misconduct by instructional personnel or school administrators





which affects the health, safety, or welfare of a student is void, is contrary to public policy, and may not be enforced.

- Before employing instructional personnel or school administrators in any position that requires direct contact with students, a charter school shall conduct employment history checks of each of the personnel's or administrators' previous employers, screen the instructional personnel or school administrators through use of the educator screening tools described in s. 1001.10(5), and document the findings. If unable to contact a previous employer, the charter school must document efforts to contact the employer.

The Athenian Academy Charter School will be an **"at Will Employer**. Teachers will be offered a 10 month contract term outlining the job duties, employment expectations, professional conduct, salary, benefits, and terms of probationary period, prohibited acts, and evaluation procedures, an Acknowledgment of policies, notification of ability to participate in collective bargaining and job description.

#### DUTY TO REPORT

All employees of the school have an affirmative duty to report all cases of a suspected violation of this policy. In particular, all employees must report misconduct by other school personnel (including instructional personnel and school administrators), which affects the health, safety, or welfare of a student. Any person acting in good faith in the reporting of any instance of child abuse, abandonment or neglect shall be immune from any civil or criminal liability, which might otherwise result by reason of such action.

Continuing Education: Under certain circumstances, Employee may be eligible for expense reimbursement and pay for attending an educational seminar. To qualify for this benefit, prior to attending the seminar, the Employee must provide (1) a copy of the written materials describing the seminar; and (2) a written statement providing the reason the seminar would benefit both the school and the Employee to: [either the President of the Board, School Leader or other designee] for their signature and approval. All instructional staff is required to attend a minimum of FOUR professional development trainings between September and May. Training either online or face to face must be taken on professional development days designated by Athenian Academy and may or may not be in conjunction with the School District calendar of professional development. Employees are required to provide proof of attendance and submit it to the School Leader within (5) days of attendance. The employee agrees that ongoing professional development is a requirement of The Athenian Academy teacher evaluation plan and failure to meet the professional development requirements stated in this contract will result in an unsatisfactory rating on the professional development category of the teacher evaluation.

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

**Athenian Academy Charter School uses the Florida Consortium for Charter Schools Teacher and Administrator Evaluations. Both the teacher and administrator evaluation plans are in compliance with Florida Statute 1012.34 and Senate Bill 736**

The governing board is responsible for evaluating the School Leader's performance and the School Leader is responsible for evaluating the performance of the teachers and administrators.

Teachers who are scored as "Effective" will meet with the School Leader to develop a professional development plan targeted to areas of weakness. A teacher improvement plan will be developed with the teacher with specific goals and objectives and in addition, a set timeline will be put in place for completion. Teachers who score "Effective" will receive a base salary increase of 2.5% to begin with the following year contract

Teachers who score Highly Effective will be given opportunities increased responsibilities, set goals for future leadership roles and will be expected to mentor at least one colleague who scored in the effective range. Teachers who score highly effective will receive a 5.0% base salary increase to begin with the following year contract.

Teachers who score "Developing" will be placed on conditional probation for one year. The terms of the probation will require targeted professional development and no salary increase will be awarded. The teacher will be monitored closely by the School Leader and "check points" are placed within the timeline for improvement.

Teachers who score "Unsatisfactory" will not be given an opportunity to renew their contract with the school.

Administrators who are scored as "Effective" will meet with the governing board to develop a professional development plan targeted to areas of weakness. An improvement plan will be developed with the administrator with specific goals and objectives and in addition, a set timeline will be put in place for completion. Administrators who score "Effective" will receive a base salary increase of 2.5% to begin with the following year contract.

Administrators who score Highly Effective will be considered for a bonus at the discretion of the board. The bonus is not part of the base salary. Administrators who score highly effective will receive a 5.0% base salary increase to begin with the following year contract.

Administrators who score "Developing" or "Unsatisfactory" will not be given an opportunity to renew their contract with the school.

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

Athenian Academy Salary Schedule	\$ 2,180.00	Master's degree in area of certification
5.000% Highly Effective Staff Members		
2.500% Effective Staff Members	\$ 3,350.00	Doctorate degree in area of certification
0.000% 1 Needs Improvement/ Developing		
0.000% unsatisfactory		Initial Teacher Salary \$37,000.00
Advanced degree In area of certification		
Annual Performance Adjustments		

Full Time Employees working 30 plus hours per week are eligible for "up to" \$500.00 per month benefit allocation for Medical, Dental

Eligible Employee may participate in the school's 401K plan administered by John Hancock as follows: Upon completion of (1) year of employment after the completion of the 90 day probationary period; the school will match employee contributions to the 401k plan 100% up to 6% of the annual salary.



**BONUS** : Employees who demonstrate above and beyond job performance will be eligible for an all-expense paid opportunity to visit The Ron Clark Academy in Georgia for the (2) day teacher training session!

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

Under the Florida Civil Rights Act, an employer may not make inquiries of or impose qualifications on prospective employees on the basis of race, color, religion, sex, pregnancy, national origin, age, handicap, or marital status (FL Stat. Sec. 760.01 et seq.). The Act covers employers with 15 or more employees.

Applicants submit their resume via email or mail to the school administration. All resumes are reviewed.

Qualified candidates are called for a face to face interview.

Qualified applicants are assigned to a classroom to teach a lesson under the supervision of an administrator.

Once an applicant has been chosen, the applicant completes all of the appropriate employment information, is fingerprinted and background checked.

Upon successful clearance, applicants are offered a written, nonrenewable, one year contract

Employee renewals are considered based upon satisfactory performance and evaluation.

Athenian Academy prospective employees agree to a background check that includes the following:

Verification of Social Security number and past addresses

Criminal and civil records searches

Driving records

Verification of education and past employment

Verification of professional licenses

Reference checks

Fingerprinting and background checks are a mandatory condition of employment; no contact with students will be allowed until successful completion of both.

Immediate Terminations:

Discriminatory acts towards employees or hiring candidate

Physical or sexual abuse

Falsifying time records or other key documents; willful or negligent violation of safety or security rules

Violation of company policies

Unauthorized disclosure of the company's confidential information

Refusal to perform work assigned by a supervisor

Destroying or damaging company property

Misappropriation or embezzlement

Drug abuse or gambling on school premises

- E. *If personnel policies have been developed, include as Attachment R. If personnel policies and procedures have not been developed provide a clear plan, including timeline, for the development and approval by governing board.*
- F. *Explain how the governing board and school leadership would handle unsatisfactory leadership, teacher, or staff performance, as well as leadership or teacher turnover.*
- Athenian Academy believes in making every effort to retain highly effective teachers. Understanding that there are times when employees experience external circumstances that negatively impact performance,



the school will at the discretion of the administration and governing board implement the following procedures before termination of employment:

A conference is held with the administrator to discuss what needs improvement.

Employees are given the opportunity to explain.

The administrator and the employee will develop an action plan to bring about the required improvement; specific goals and a timeline for improvement will be included.

Administration will monitor the employee's improvement plan and assist with improvement strategies.

When the deadline for improvement has expired, the employee and the administration will meet to discuss future employment options.

If the employee is the School Leader, the governing board will follow a similar procedure and assign on sight administration to monitor progress. This plan is based upon social and behavioral difficulties rather than performance.

Athenian Academy abides by Florida Law in regard unsatisfactory performance evaluations:

**NOTIFICATION OF UNSATISFACTORY PERFORMANCE.**—if an employee who holds a professional service contract as provided in s. 1012.33 is not performing his or her duties in a satisfactory manner, the evaluator shall notify the employee in writing of such determination. The notice must describe such unsatisfactory performance and include notice of the following procedural requirements:

(a) Upon delivery of a notice of unsatisfactory performance, the evaluator must confer with the employee who holds a professional service contract, make recommendations with respect to specific areas of unsatisfactory performance, and provide assistance in helping to correct deficiencies within a prescribed period of time.

(b) The employee who holds a professional service contract shall be placed on performance probation and governed by the provisions of this section for 90 calendar days following the receipt of the notice of unsatisfactory performance to demonstrate corrective action. School holidays and school vacation periods are not counted when calculating the 90-calendar-day period. During the 90 calendar days, the employee who holds a professional service contract must be evaluated periodically and appraised of progress achieved and must be provided assistance and in-service training opportunities to help correct the noted performance deficiencies. At any time during the 90 calendar days, the employee who holds a professional service contract may request a transfer to another appropriate position with a different supervising administrator; however, if a transfer is granted pursuant to ss. 1012.27(1) and 1012.28(6), it does not extend the period for correcting performance deficiencies.

### **Employee Turnover:**

Department Heads and key, team leaders are cross trained in all administrative, non-confidential aspects of the school. In the event

That an employee is unable to perform their duties or has been terminated immediately, several staff members are able to adequately assume the position until a replacement is hired.

### Section 13: Professional Development

- A. Describe the school's professional development expectations and opportunities for administrators and instructional personnel, including the following: Athenian Academy utilizes the resources for professional development through "The Florida Consortium of Public Charter Schools". In addition, employees may choose professional development offered through the school district, community or other online resources.

Administrators and Instructional Staff are required to enroll in "The Florida Principal and Teacher Academy" "The Florida Principal and Teacher Academy As part of the FCPCS Professional Development System, FCPCS created the Florida Principal and Teacher Academy to offer charter school instructional personnel and school-based administrators the ability to earn in-service points in specific areas that address the employee's professional growth needs, without having to rely solely on professional development opportunities offered by the school district. The Florida Principal and Teacher Academy offers "on demand" online courses through that charter school personnel may access at their convenience and from any computer at any time. Charter school personnel will be able to select specific courses that meet their individual professional needs."

Educational Impact (EI), an online professional development provider, has partnered with FCPCS to provide the professional development components offered through the Florida Principal and Teacher Academy. These online courses address the Florida Educator Accomplished Practices (FEAPs), as well as the Florida Principal Leadership Standards (FPLS). EI has loaded the FEAPs and the FPLS indicators, as well as the performance indicators for the two most commonly used evaluation systems--Marzano and Danielson--into their online system. The online professional development courses and videos offered by Educational Impact are aligned to all of these performance indicators. The FCPCS Professional Development System is a viable, useful, and practical plan for all charter schools to utilize in implementing their school-wide professional development plan because they are aligned to the most commonly used evaluation systems used in Florida. Charter schools will not need to rely solely on their district's professional development offerings, or postsecondary course offerings, to meet the professional development needs of instructional and administrative personnel.

Courses for Instructional Personnel and Administrators includes 72 available courses for Elementary, Middle and High School teachers and Administrators

Florida Annual State Charter School Conference - administrators will attend state conference on an annual basis.

*New Administrator Development Program - As applicable within the first 10-months of employment beginning*

*July 1 – June 30<sup>th</sup>* newly assigned administrators will participate in approved professional development programs for school leaders. Including, but not limited to:

- budget training
- observing and evaluating personnel
- data-driven decision-making
- curriculum development
- identifying and using best practices
- Integrating technology for the 21<sup>st</sup> century.

**Clinical Educator Training** for experienced educators (Level 2) *Annually* – This training provides quality support for developing administrators for the classroom or other educational environments such as the student services area. The Clinical Educator Program is designed to assist experienced educators as they exercise the very critical task of supporting and mentoring developing professionals in a variety of settings. This course helps develop skills for coaches and mentors in a formative observation, clinical supervision, feedback skills, and professional development planning for increased instructional effectiveness. The Florida Performance Measurement System’s formative and summative processes are incorporated.

**Classroom Walk-through Training** - *Annually* - Provides school leaders with strategies and tools to effectively structure classroom visits and follow-up reflection. Reflective thinking about one's practice provides an effective strategy for change and improvement by fostering a process of communication between the instructional leaders and the teacher to increase the focus on student achievement. The process provides a powerful strategy for increasing student achievement; a strategy for classroom visits that focuses on teaching and learning; methodology for analyzing the classroom for feedback purposes, and use of reflective conversation for providing feedback.

**Budget Training for Administrators** – *Biannually and as needed Aug - Jan* - This training addresses school budgeting as it pertains to the school’s operating budget and internal accounting policies and procedures, Red Book requirements, and checks and balances to ensure a sound budget.

**Master Scheduling for Administrators** – *Annually* - Administrators are trained on creating an efficient and effective master schedule that meets the national, state and district course requirements, that is financially sound and that meets class size reduction requirement

**Differentiated Instruction for Administrators** – *Annually - 3 sessions* - This training helps administrators to understand how to facilitate DI by teaching teachers and coaches to use data to differentiate and individualize instruction and to create effective targeted instruction and tutoring to increase student achievement and maximize instructional time.

**Data-Driven Decision-Making** – *Quarterly* -Administrators learn how to analyze, extrapolate and disaggregate school data from a variety of sources and to use this data to create effective school improvement plans and increase student achievement.

**Developing the School’s Improvement Plan** – *Annually* - This session teaches school administrators to develop a sound and effective school improvement plan to ensure an equitable and high-quality school improvement plan. This process includes data analysis, goal setting, budget planning, and professional development planning and reflective practices.

**Technology for the Next Generation** - *Biannually* - Administrators participate in hands-on technology workshops to learn how to integrate technology into the classroom. This includes use of Promethean Boards, Safari Montage, Document Imaging Cameras, Mimeo boards, and academic software programs and utilization of a variety of online resources. The purpose is to ensure schools are growing with technology to ensure students and teachers are prepared for the expectations of the 21<sup>st</sup> century and national technology standards.

**Principal Chat Sessions** - *Quarterly* - Administrators meet by level (secondary, elementary) to go over pertinent topics and to share best practices. These sessions include curriculum development, standards implementation, scheduling, educational changes, innovative programs, and more. Experienced administrators share their best practices for using student achievement data with newly appointed assistant principals.

**Safety and Security – Annually Aug** - Safety and Security training will prepare administrators to prevent and protect the school and students, to handle emergency situations, to recognize potential threats, to train school staff on daily safety procedures, and to write an annual school safety plan.

**Instructional Staff required to complete the following online courses:**

**Creating a Student-Centered Learning Environment: Estimated Completion Time: 6 Hours EI T1 FEAP: Learning Environment**

In this course, you will learn what it means to have a student centered learning environment. Key elements are establishing a culture for learning, getting to know your students, providing choices, creating active learning activities and structuring student-centered projects.

**Understanding Literacy Stages and Assessment: Estimated Completion Time: 3 Hours EI T51 FEAP: Assessment**

Course Overview: Separating oral language, reading and writing is almost impossible because they work together and in part, develop together. As students pass through the stages of literacy, the elements in a literacy program should adapt and change to complement student growth. In this course, you will learn the basics of literacy development and the balanced literacy diet. Explore assessment and progress monitoring with an emphasis on oral reading fluency.

**Designing Lessons to Inspire Thinking and Learning Estimated Completion Time: 5 Hours EI T321 FEAP: Instructional Design and Lesson Planning**

In this course, you will learn what it means to have a student centered learning environment. Key elements are establishing a culture for learning, getting to know your students, providing choices, creating active learning activities and structuring student-centered projects

**Assessment for Learning: Estimated Completion Time: 5.5 Hours EI T314 Assessment**

This course will deepen your understanding of formative assessments, demonstrate various ways to quickly check for comprehension and explain how to involve students in self-assessing. You will be empowered to take corrective steps in the learning process by using assessments for learning. You will also be guided through the process of selecting the right assessment for each situation.

**Raise the Rigor with Higher Level Thinking Skills: Estimated Completion Time: 5.5 Hours EI T2 FEAP: Instructional Delivery and Facilitation**

Learning theories remind us that the person who is doing the thinking is the person doing the learning. Are your students truly engaged in challenging activities that require them to think, evaluate, justify and synthesize? This 4.5 hour course includes classroom examples, ideas for questioning, a review of Bloom's Taxonomy and a compare/contrast strategy that can be adapted for every grade level.

**On Going Professional Development Throughout the School Year:**

2 or more grade-level planning sessions per week

Frequent in-class observations and team teaching

Close, collaborative scrutiny of actual lessons

The school will ensure that the appropriate staff members attend any required school district or state trainings.

D1. *Identify the person or position responsible for overseeing professional development activities.*

**The School Administration provides oversight of professional development through assigned access** to reports of teacher/administrator progress through the courses. The reports are detailed with the amount of time spent on each course, the completion rate and final grades for the course.



### Core Components

The core components of the Athenian Academy Professional development activities are:

**Targeted:** the content is relevant to the teacher's areas of interests, weakness or used to enhance the teacher's strengths.

**Aligned:** the assigned courses are aligned with the school's mission and vision for high academic achievement.

**Content:** the content is both subject knowledge and subject-specific

**Activities:** the courses feature common types of activities including discussion, experimentation, analysis and reflection

**Collaboration:** the courses give teachers an opportunity to work together and refine new approaches

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

The first step in evaluating the effectiveness of anything, including professional development is to first determine the goals and objectives of the activity. The professional development, either school wide or individually assigned has two goals; (1) Teacher Improvement and (2) Student Improvement. Obviously, the objective is to improve teacher performance with an end result of student improvement.

The demining factor of effectiveness are how did the professional development activity affect the student and did the activity benefit them in any way? If the activity had a positive impact either academically or socially, the professional development was effective. The level of effectiveness and positive results assists in determining the future use of the specific activity or if alternate activities should be assigned.

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

New teachers are required to begin the school year two full days prior to returning teachers for new teacher orientation. Administrators train the teachers in regard to all of the school operations, job duties and policies. And: *New teachers or first year teachers employed by Athenian Academy must complete the following course no more than 30 days after hire date:*

*Surviving and Thriving as a First Year Teacher Estimated Completion Time: 5.5 Hours EI T70 FEAP:*

#### Continuous

#### Professional Improvement

Follow the journey of four new teachers as they navigate through their first year of teaching. Observe them in action from September to the end of the school year. They each face different challenges as they set classroom expectations implement instructional strategies and deal with the difference between their expectations and reality. See how each teacher worked through issues and reflected on their journey with insight from mentors along the way. Learn from their experiences as you observe them dealing with common challenges and anxieties that face many new teachers.

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



**Athenian Academy teachers are contractually required to take a minimum of (4) professional development courses per school year.** The required courses are listed below. These courses align with the framework, mission and vision of our school model. The courses are self-paced and are online for the convenience of the teachers. Teachers are required to document any professional development off site on scheduled teacher professional days.

Athenian Academy sets aside (2) professional development (non-student) days for required, school-wide parent-teacher conferences. The remainder of the pre-planned days is dedicated to on or off site professional development.

#### Section 14: Student Recruitment and Enrollment

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

- Each charter school shall maintain a website that enables the public to obtain information regarding the school; the school's academic performance; the names of the governing board members; the programs at the school; any management companies, service providers, or education management corporations associated with the school; the school's annual budget and its annual independent fiscal audit; the school's grade pursuant to s. 1008.34; and, on a quarterly basis, the minutes of governing board meetings.
- The charter school shall enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In such case, all applicants shall have an equal chance of being admitted through a random selection process.
- Students with disabilities and students served in English for Speakers of Other Languages programs shall have an equal opportunity of being selected for enrollment in a charter school.
- A student may withdraw from a charter school at any time and enroll in another public school as determined by district school board rule.
- The capacity of a high-performing charter school identified pursuant to s. 1002.331 shall be determined annually by the governing board of the charter school. The governing board shall notify the sponsor of any increase in enrollment by March 1 of the school year preceding the increase

**Athenian Academy believes that the number one recruitment tool is the establishment of a good reputation because without it, all of the marketing in the world can be costly and useless.** Simply stated, the school must not only talk the talk, but walk the walk. In general, parents who are considering a charter school are looking for something different or better than the options currently available their children.

Students residing within a reasonable distance of the charter school, as described in paragraph (20)(c). Such students shall be subject to a random lottery and to the racial/ethnic balance provisions described in subparagraph (7)(a)8. or any federal provisions that require a school to achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the same school district.

At a minimum, the school will use the following and adapt as needed to meet enrollment targets:

- Visibility in the Community: Family friendly events, open houses, informational meetings.
- Public Relations: Attending Chamber of Commerce Meetings, involvement in community planning meetings
- Community Culture: Providing activities and services that meet the needs of local families
- Marketing Materials: Providing marketing materials in Spanish for the 30% Spanish speaking citizens in the community and additional languages required by law.
- School Newsletters: Detailed information about a "tuition free" school choice and the advantages of World Language instruction for children in elementary and misled school programs.

- Inclusive: Ensuring that distributed written materials detail the inclusive nature of the school in regard to special needs and ELL student opportunities.
- Attractive Facilities and Clear Signage: Generating interest in the community.
- Transportation: Ensuring that transportation is not a barrier to families interested in enrolling in the school.
- Reputation: Maintaining a school environment that is welcoming and family friendly to all eligible students
- Parent Organizations: Providing parent's opportunities to become involved in the school and assist the school with providing the community with the programs that are most desired.

- B. *Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other local public schools in accordance with section 1002.33(7)(a)8., F.S. **Athenian Academy does not discriminate on any basis; in fact, the entire model of the multilingual approach itself promotes diversity.** The school enrollment process is lottery based, eliminating any preferences in enrollment other than those allowable by Florida law. The school participates in the Free and Reduced lunch program in an effort to eliminate a low income status becoming an obstacle to enrollment.*

The school provides transportation to assist in eliminating distance from becoming a barrier to enrollment. The philosophy of the school model is; equal opportunity and common goals. The multilingual focus of the school encourages cross cultural awareness.

The school-wide classroom management system has 2 key components; individual responsibility and community or whole classroom responsibility. By holding all members of the classroom accountable to uphold the rules of the classroom, it promotes unity rather than placing blame and responsibility on individual students.

Curriculum and reading materials promote cultural awareness and when appropriate, digital resources are available in multiple languages.

- C. *Describe the school's proposed enrollment policies and procedures, including an explanation of the enrollment timeline, any preferences for enrollment and lottery process. Provide proposed enrollment application as Attachment S.*

#### Admission of Students; Student Selection Procedures

As per Florida Statute 1002.33, a lottery will be conducted at each grade level to select students for enrollment. All lotteries will be conducted in a manner that ensures each eligible student receives an equal chance of being selected. Applicants will be selected in random order until all applications have been ordered. In order of selection (with consideration of any applicable preference), applicants will be offered admission until all seats have been filled. The remaining students' names will be placed on an ordered waiting list in which their name was selected.

Athenian Academy Charter School shall establish a regular schedule for the random selection of applications, and post this along with the enrollment schedule. The deadlines and process shall be clearly explained on the school's website.

Non-Discrimination Consistent with Policy 1.5, state and federal statutes, the school will not discriminate against any student on the basis of race, color, religion, gender, age, national or ethnic origin, marital status, disability or handicap, sexual orientation or any other legally protected class. All students who are

eligible to apply shall be included in the student selection lottery, and have an equal chance of being selected.

Publication of the enrollment process will include a non-discrimination statement.

**Student Preferences** The following students will be given a priority in the admission process under State law: Students who were enrolled with the organization the year before.

Students whose parents are staff members with the organization

Students whose parents are on the Founding Governing Board

Students who have siblings enrolled with the organization.

Students who are the children of an active duty member of any branch of the United States Armed Forces

**Selection Process** The selection process will be either held in public with witnesses to the selection or process or be conducted by a third party to ensure all students have an equal chance of being selected for enrollment

On the dates specified within the enrollment schedule, the school shall abide by the following selection process:

All applicants will be placed into the lottery

All completed applications received within the enrollment period up until the enrollment deadline will be included in the lottery.

**Openings;** The Athenian Academy, in accordance with direction from the Governing Board will determine the number of openings to be filled within the lottery process. The number of openings will be determined based on the contractual limits of the Charter

Contract, facility limits, and enrollment limits.

**Students by Grade Level**

The school shall either use a computerized system which conducts a lottery within the following parameters, or names will be written onto uniform slips of paper and placed into containers by grade levels for selection.

First, students who are allowed preference will be selected and rank ordered, followed by the remaining students at that grade level, who will be added to the rank ordered list. The top number of students on the rank ordered list equal to the number of openings will be offered a position at the school. All remaining students will be added to the waiting list in the order selected.

This process will be repeated for each grade level until all students have been ordered.

**Parent Notification**

After the lottery has been conducted the Athenian Academy shall ensure that the parents of the students who are being offered positions are properly notified. In addition, those students who are placed on the waiting list will be so notified.

**Parent Acceptance**

Parents will receive notification that they are being offered a position at the school following the student selection lottery.

Parents will be given a deadline of 72 hours to respond to the school to confirm or decline the position at the school.

**Maintenance of Waiting List**

In the event that more students apply to the school than openings are available, the remaining students will be added to the waiting list in the rank order selected in the lottery process. If a waiting list exists prior to a student lottery being conducted, positions will first be filled by the existing waiting list. Students selected in



lotteries subsequent to the first enrollment lottery will be added to the bottom of the waiting in the order they were selected.

The school shall maintain the waiting list, and any time an opening becomes available, the school shall contact the next student on the waiting list to offer a position at the school to the family.

*The school's lottery process will follow the timeline of School District.*

## Section 15: Parent and Community Involvement

- A. *Briefly explain the general plan to engage parents in the life of the school (in addition to any proposed governance roles described in previous sections of this application, if applicable) as well as plans for regular communication with parents about school matters. This could include building family-school partnerships to strengthen support for learning, volunteer opportunities, or activities the school will seek from, or offer to parents. This must include the governing board's appointment of a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes, s. 1002.33(7)(d)1., F.S. **The board president appoints a parent liaison at the beginning of each school year.** The liaison's contact information is included in the parent handbook and is published on the school's website.*

Grievance procedures are outlined in the parent/student handbook.

The school encourages the formation of Parent Teacher Student Association and allows such organizations to use the school's name in connection to their organization. The school requests 100% membership from school staff in an effort to open more opportunities to communicate with parents outside of the typical school day.

The school encourages the formation of a Student Advisory Council and helps facilitate the effective operations.

The school encourages parent representation on the governing board and makes parents aware when positions become available.

The school encourages parents to volunteer a minimum of 20 hours per school year (per family).

Teachers open opportunities for parents to become "room moms" or participate in story time for young students.

Parents are encouraged to participate in field trips, school events and after school sports.

The school asks for voluntary information regarding small business owners so that the school might have the opportunity to use their services if needed for example, to cater the teacher appreciation luncheon.

The school interacts with approved parent groups via social media, for example; a PTA Face book page  
Parent/teacher conferences

Book Fairs where parents volunteer to supervise the children purchasing book

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

Mrs. Maria Poulos; President of The Pan-Hellenic Association of Florida; Mrs. Poulos visits the students and attends special programs; Is very generous in donating authentic Greek costumes for our students for various special programs the school participates in each year.

Adamantia Klotsa; The Consulate General of the Greek Education Department both in Tampa and Washington DC.- Speaks to students regularly about Greece and political issues in Greece. Students have a unique opportunity to attend question and answer sessions with a prominent "woman" in the political arena of Greece.



Owners of local businesses in downtown Tarpon Springs, Florida.; Field trips to Tarpon Springs offers students opportunities to "mingle" with the Greek community of Tarpon Springs.

*Chris Alahouzos*; Mayor of Tarpon Springs, Florida; students have opportunities to attend community events where the Mayor is speaking on various issues.

*Gus Bilirakis*- Florida House of Representatives; a supporter of the school and was instrumental in assisting the school founders implement the First Greek Immersion School in the USA.

*Former Governor Charlie "Christodoulou" (Crist)*; the "Chancellor of the Athenian Academy Charter School; the ceremonial head.

WPSO (1500 AM) is a radio station broadcasting a Greek variety format. It is licensed to New Port Richey, Florida, owned by Angelatos Broadcasting.- The radio station attends school programs and advertises for Greek programs in schools. In addition, the radio station interviews students about the Greek programs at the school.

Mr. George Poumakis- Founder of Athenian Academy, The first Greek Immersion Charter School in the United States of America. - Founded the 2nd Charter School in Pinellas County. Mr. Poumakis is invited to all school events, speaks to students regarding the history of Athenian Academy and the benefits of the Greek language.

The proud heritage of the Greek people and their gratitude for the opportunity to live in America is evident in all of their interactions with The Athenian Academy and measured by their consistent support. Several times throughout the school year, students and their families are invited to attend Greek functions; dinners where Greek dignitaries are present, award ceremonies for the efforts of schools promoting the Greek language and culture, students participate yearly in the Greek Independence Day Parade.

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

If the site is not yet acquired:

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

The building will be concrete tilt-wall with steel & concrete floor construction. It will be designated by the Florida Building Code as Type IIB sprinkled with non-combustible structural components and impact glass. The school will be comprised of K-8 classrooms, 2 language/ music labs, 1 science lab, 1 art lab, 1 testing & computer lab, a large multi-purpose room and an outdoor Airasium (hard covered play area and basketball court).

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

These costs are based on the proposed land purchase price with actual historical data of job costs from comparable charter school facilities from our experienced charter school development team. Athenian is working with that local developer/contractor and non-profit lender for the purchase and construction of the new facility. Once completed, the new facility will be leased back to the school

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

The proposed land is currently zoned for charter school educational facilities. The developer/contractor has proven abilities in securing the necessary local government approvals for charter school purposes with a track record of timely completion of excellent facilities meeting the needs of the school.

This facility will comply with the Florida Building Code pursuant to Section 1013.37, Florida Statutes or with applicable State minimum building codes pursuant to Chapter 533, Florida Statutes, as well as State minimum Fire Prevention Codes pursuant to Section 633.025, Florida Statutes, as adopted in Sarasota County, Fl.

Athenian will implement methods to ensure it is compliant with Florida's laws related to class size by ensuring the facility is equipped with the number of classrooms required to accommodate the number of classes and students. Additionally the annual budget adopted by the Board of Directors, shall include sufficient certified teachers to achieve the student – teacher ratios required by law.

K – 3 18 students per class

4 – 8 22 students per class

Charter schools are permitted to use the "school wide" average related to class size.

Core curricula courses for class size reduction will adhere to the requirements set forth for all grade levels and all student populations including ESOL, ESE, and ELL students set forth by the Florida Department of Education.

The school will comply with any and all laws and requirements in place and as they are revised. Charter schools are required to comply with the constitutional class size maximums, except that the calculation for compliance pursuant to s. 1003.03, F.S., shall be the average at the school level

The school will allow the sponsor to conduct site visits to review and document compliance with applicable health and safety requirements. Other inspection agencies may include: The Health Department and Children and Family Services to do inspections of the kitchens and related spaces; The Department of Labor and Employment to inspect for OSHA compliance. Athenian will show proof of the annual inspections prior to the first day of operations and will obtain and keep current all necessary permits, licenses and



certifications related to fire, health and safety within the building and on school property. Athenian will produce all documents showing that the facility meets health, safety, and zoning standards that are established by the City, the Health Department, and other agencies.

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

June 2016 -- July 2016	Land Acquisition, Site and building preliminary designs
August 2016	Complete Site Civil Engineering
September 2016	Submit Civil Engineering documents for approvals and complete Building Construction Plans
October 2016	Submit Building Plans for Permit
December 2016	Building permits Issued
January 2017	Construction Start
July 14, 2017	Certificate of Occupancy obtained and submitted to School Board

- I. *Describe the back-up facilities plan.* Athenian plans to have a Certificate of Occupancy in place no later than fifteen (15) days prior to the opening of the school year in 2017. Should there be any delays in the charter approval, permitting and/or construction process, Athenian may request a deferral allowing us to open the school the following year (2018). Athenian may also utilize the option of locating a short-term alternative facility, suitable for school use until the .new. Facility is completed and ready to open.



## Section 17: Transportation Service

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

Athenian Academy acknowledges Florida Statutes and purchases its own buses and will provide transportation to all Sarasota County students within a reasonable distance from the school. ( The school will conduct a survey to determine the highest areas of need for transportation to determine reasonable distance and then map out routes to accommodate the majority of families requiring transportation) families living outside the reasonable route may transport students to the closest bus stop to their home.

Parents participating in transportation will be notified of the morning and afternoon bus stop times.

No fees will be charged for transportation

Bus Code of Conduct is included in the parent handbook and will comply with the Sponsor's bus rules and guidelines

The school will ensure that the buses are in compliance with all safety regulations.

All Bus Drivers must comply with the Florida laws related to transporting children and operating a school bus.

Transportation of charter school students shall be provided by the charter school consistent with the requirements of chapter 234. The governing body of the charter school may provide transportation through an agreement or contract with the district school board, a private provider, or parents. The charter school shall ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the charter school as determined in its charter.

**Section 18: Food Service**

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

The school will participate in the National School Lunch Program

The school will allow students to bring lunch from home however; no heating or refrigeration services will be available.

The school has a food allergy plan in place for students with life threatening food allergies.

If possible, the school will contract with the Sarasota County School District to provide hot lunches to our students.

The schools will if necessary, pay associate fees to the school district for food and delivery services.

The school does not collect money for lunches, parents set up an online account for fees related to school lunches.

The school does not sell food items to students or provide vending machine service to students.

The school does not allow carbonated beverages to be consumed during school hours.

The school provides a list of items that includes fruits, vegetables and low salt items as a guide for parents for lunch, snacks, "and" classroom celebrations when food is requested.



## Section 19: School Safety and Security

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

School property will be gated and locked when not in use.

All entrance doors will require a swipe badge to enter the school.

The reception area will be designed to limit access to students using double doors. Visitors can only gain entrance by an employee "Buzzing" them into the student area.

All hallways and common areas are equipped with security cameras.

Students in grades K-3 are required to use a buddy system when traveling throughout the school.

The school conducts monthly fire drills, duck and covers drills and lock down drills. Procedures are located in the Team Handbook for employees and reviewed frequently.

The school will follow the guidelines for school closings according to the Lee County School District in regard to severe weather closings.

The school conducts bus evacuation drills.

All visitors are required to present valid identification and wear a visitors badge when on the school campus.

Volunteers are background checked and fingerprinted.

The school is equipped with an intercom system that can be heard in all areas of the school for emergency announcements.

Door Keys and Swipe badges are numbered and assigned to specific employees.

Vendors are on an approved list and subject to background checks.

Students are under the direct supervision of one or more staff members during transitions and on the playground.

Playground equipment is safety rated for school use.

The school conducts employee screening and fingerprinting for the protection of the students; the school will not employ any individual deemed inappropriate in any Sarasota County Public School.

The school will employ a security officer to maintain a safe environment and campus when the student population deems appropriate.



Section 20: Budget

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

These budgets contain all projected revenue and expenses except for:

- Public Charter School Grant: Because the competitive nature of this grant creates uncertainty as to availability, this potential source of revenue is omitted from these budgets. If grant funds are received, the primary focus will be classroom technology, equipment, furnishings and supplies, as well as staff development activities.
- Supplemental Federal Funds (IDEA, Title I, etc): Even though the school expects to qualify for these funds, they are supplemental to the academic program, each with a specific focus and cannot be used to supplant other expenses of the school. Therefore, these budgets demonstrate that the school will be adequately funded without these funds.

These budgets are presented with revenues and expenses classified in compliance with Financial and Program Cost Accounting and Reporting for Florida Schools (Redbook).

The documents included are:

Attachment	Title
W.1 – W.6	FEFP Revenues
X	5 Year Budget
Y	Start-up Budget
Z	Other Funding

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

Building Hope Foundation has committed to finance \$20,000 in start-up costs as part of a 20-year construction loan with a 5-year lease option buyout for the acquisition of land, construction of a facility, funding of \$20,000 for startup expenses and purchasing of FFE for year 1 and year 2. Yearly lease expense, which includes all of the items listed above, will be set at \$1,000 per student.

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

- \* D. Provide a detailed narrative description of the line-item revenue and expenditure assumptions on which the operating and start-up budget are based. The budget narrative should provide sufficient

information to fully understand how budgetary figures were determined.

Revenue assumptions are as follows:

FEFP

Please see Attachments W.1 – W.6. FY18 revenue is based on the latest available Revenue Estimating Worksheet. Subsequent years reflect annual increases of 0.5%.

In Kind (Greek Teacher Salaries & Benefits)

Salaries of Greek Teacher will be paid by Greek Government. Please see attachment Z.4

In Kind (ESP)

ESP will donate \$75,000 of fees for Year 1. Please see attachment Z.3

In Kind (SFS)

School Financial Services will donate one third of finance and human resource fees for Year 1. Please see attachment Z.1.

Proceeds From Long-Term Debt - Start-up Loan

Building Hope Foundation has committed to finance \$20,000 in start-up costs as part of a 20-year construction loan with a 5-year lease option buyout for the acquisition of land, construction of a facility, funding of \$20,000 for startup expenses and purchasing of FFE for year 1 and year 2. Yearly lease expense, which includes all of the items listed above, will be set at \$1,000 per student.

Please see Attachment Z.2.

Capital Outlay

\$250 / student, with eligibility commencing in 4th year.

Salaries and Related Costs assumptions include:

Salaries

Please see Attachment X.2 for positions and salaries by year. Teachers are adequate to comply with the Class Size Reduction Amendment, provide electives, and support student progression. ESE teachers are budgeted at about 16:1. ESOL services are provided by core teachers who are ESOL certified teacher at a ratio of 40:3. The average teacher salary is budgeted at \$40,350.

Retirement

Retirement through a 401K plan administered by John Hancock is budgeted, at the current rate of 6% of salaries upon completion of (1) year of employment after the completion of the 90 day probationary period.

Payroll Taxes

This consists of Social Security at 7.65%, and Florida Unemployment at 2.7%, capped at \$7,000.

Health Insurance

The budget is based on premium of \$500 per month per employee, with the school paying 100% of the premium, and 50% of employees electing coverage (\$500 \* 50%).

## Workers Compensation

Budgeted at 1%.

## Instructional Costs

### Contracted Services

Services provided primarily in support of IEP's, such as OT/PT, speech therapy, etc. Budgeted at \$500 per ESE student.

### Supplies

Consumables, budgeted at \$40 per student plus \$175 per teacher.

### Textbooks

Budgeted at \$250 per new student, plus \$25 per returning student.

### Furniture & Equipment

Please see the schedule below for estimated for furniture and equipment:

All of year 1 and year 2 furniture and equipment expense has been eliminated from the budget as it will be paid for by Building Hope Foundation as part of the 20-year construction loan.

### Computers & Software

Below is an estimate for computers and other technology equipment:

All of year 1 and year 2 computer and technology equipment expenses have been eliminated from the budget as it will be paid for by Building Hope Foundation as part of the 20-year construction loan.

Assumes yearly software cost of \$100 per student.

### Substitutes

Substitutes @ 8 days per teacher @ \$75 per day.

### Facilities Acquisition

#### Rents

Yearly lease expense will be set at \$1,000 per student. The loan is a 20-year construction loan with a 5-year lease option buyout for the acquisition of land, construction of a facility, funding of \$20,000 for startup expenses and purchasing of FFE for year 1 and year 2.

### Fiscal Services

#### Contracted Services – Finance

Ranging from 2.9% to 2.6% of net FEFP, this represents back-office accounting services.

#### Contracted Services - HR

The fee for HR services is 1.25% of gross salary.

### Food Services

#### Food Service Workers

Assumes school will be a satellite location of the district meal services at a 45% participation rate. School

will be responsible for serving meals. Food service workers are budgeted at \$9.50/hour, 4 hours/day, 183 days per year. Staffing needs are determined by a ratio of 150 meals/day/food service worker. Staff ranges from 1 food service worker in FY18 to 2 food service workers by FY22.

#### Transportation

##### Bus Drivers

Assumes 25% participation rate. Ranging from 2 bus drivers in FY18 to 4 bus drivers by FY22 at a rate of \$10/hour, 4 hours/day, 183 days/year.

##### Busses

Assumes 25% participation rate. School will purchase busses to satisfy participation rate at a ratio of 50 students/bus. School plans to purchase busses estimated at \$25,000 per bus.

##### Board Administration

##### Contracted Services - ESP

The fee for ESP services is 10% of net FEFP less fees for finance and HR contracted services.

##### Contingency

3% of net FEFP for unanticipated expenses.

##### District Fee

5% of FEFP, capped at 250 students.

##### Staff Training

##### Contracted Services

Budgeted at \$500 per teacher and administrator with 1/3 of year 1 allocation being expensed in Startup, and \$500 per teacher and administrator per year in subsequent years.

The remaining line items are small and self-explanatory.

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

At the point a revenue shortfall is identified, the charter school board and administration will immediately begin planning the appropriate response. A significant enrollment deficit will, of course, require a budget amendment.

A critical factor in preparing the budget amendment is the interrelationships between line items. For example, adding (or deleting) one student impacts supplies, textbooks, possibly contracted ESE services, etc; adding (or deleting) a section of students also impacts teachers, substitutes, etc; administrative costs would be affected only by large enrollment changes.

Time is a critical factor in effectively coping with revenue shortfalls. Prompt, effective action can limit both the duration and depth of budget cuts necessitated. Further, the negative effect on employee morale and community perception of the charter school is minimized.

Finally, the nature and cause of the enrollment change, and the charter school's response, will be evaluated. This will allow the charter school to possibly avoid future revenue losses, or to improve responses to future events.

A budget at approximately 78% of enrollment is attached.

- \* F. Explain in detail the year one cash flow contingency plan, in the event that revenue projections are





not met (or not met on time).

The budget approved with the application will become the approved budget for the start-up period and Year 1 of operations. This budget will be subject to continual and intense monitoring to identify any inaccuracies in assumptions. The budget will be updated frequently, after each significant event but, in the early stages of development, at least once weekly.

Examples of events which will impact the budget include updated enrollment numbers, changes in the local economic environment, hiring staff, new legislation, ordering furniture, etc. We recognize that the budget must be managed in the entire environment, and is not limited to the result of actions of the charter school. While the omission, or erroneous estimates of quantities required, or unrealistic price estimates of an item will all create budget variances, so too will the construction of a housing development (or another school) within walking distance of the charter school.

In addition to the process described, beginning with the September financial statements, the board will receive a monthly projection of both cash and budget performance, including projected cash balances or deficits and proposed budget amendments. After the first year, this projection will be provided to the board as needed or as requested by the board.

The budget monitoring process is a powerful tool in surviving revenue being less or later than budgeted. The following specific strategies are designed to respond to budget revenue shortfalls.

First, during the start-up period, and until the charter school is fully operational, the projected budget compared to the approved budget will be an agenda item during each charter school board meeting, as well as in any meetings between School Financial Services and school staff.

Also, budgeted expenditures will be deferred until justified, and approved in segments. For example, the school's budgeted enrollment of 640 students is comprised of 32 sections. Furniture, textbooks, computers, etc., will be ordered to match enrollment gains. Similarly, teachers and other staff will be interviewed and identified, with provisional identification of employees, but hiring will be authorized only after the need is established.

Third, where possible, vendor payments will be postponed. School Financial Services, for instance, has committed to defer the collection of fees if that payment would cause the charter school to either be unable to pay another vendor or create an overdraft in the charter school's cash (See Attachment Z.1). Further, the deferral of fees changes to forgiveness of fees if that fee causes or exacerbates a deficit for the fiscal year. Since most vendors will be unwilling to forego payment, this stratagem will be available with only a limited number of vendors, but the benefit is very significant. The charter school believes these measures will be adequate to cope with any revenue shortfalls which occur.

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

See Attachment X.3 and Y.3



## Section 21: Financial Management and Oversight

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

Athenian Academy recognizes and abides by :

- **BOARD AUTHORITY.**—The board decides matters relating to the operation of the school, including budgeting, curriculum, and operating procedures, subject to the charter. The board is responsible for performing the duties provided in s. 1002.345, including monitoring the corrective action plan. The board of directors must comply with s. 1002.33(26).
- A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.
- An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.
- In order to provide financial information that is comparable to that reported for other public schools, charter schools are to maintain all financial records that constitute their accounting system:
- In accordance with the accounts and codes prescribed in the most recent issuance of the publication titled "Financial and Program Cost Accounting and Reporting for Florida Schools";
- Charter schools shall provide annual financial report and program cost report information in the state-required formats for inclusion in district reporting in compliance with s. 1011.60(1). Charter schools that are operated by a municipality or are a component unit of a parent nonprofit organization may use the accounting system of the municipality or the parent but must reformat this information for reporting according to this paragraph.
- A charter school shall provide the sponsor with a concise, uniform, monthly financial statement summary sheet that contains a balance sheet and a statement of revenue, expenditures, and changes in fund balance. The balance sheet and the statement of revenue, expenditures, and changes in fund balance shall be in the governmental funds format prescribed by the Governmental Accounting Standards Board. [A high-performing charter school pursuant to s. 1002.331 may provide a quarterly financial statement in the same format and requirements as the uniform monthly financial statement summary sheet.](#)
- A charter school shall maintain and provide financial information as required in this paragraph. The financial statement required in subparagraph 3. must be in a form prescribed by the Department of Education.
- The governing board of the charter school shall annually adopt and maintain an operating budget.
- The governing body of the charter school shall exercise continuing oversight over charter school operations.
- The governing body of the charter school shall be responsible for:
  - 1. Ensuring that the charter school has retained the services of a certified public accountant or auditor for the annual financial audit, pursuant to s. 1002.345(2), who shall submit the report to the governing body.
  - 2. Reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan.

The school Principal/Administrator will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. The schools on-site administration/faculty and staff will report directly to the Principal, who then reports to the Governing Board. The ESP, contracted by the Board, will provide bookkeeping and financial forecasting services to the Governing Board for its oversight and approval.

The Board, at minimum, will be responsible for:

- reviewing and approving a preliminary annual budget prior to the beginning of the fiscal year;
- reviewing quarterly or monthly financial statements, which include a balance sheet and statement of revenue, expenditures and changes in fund balance, at each public Board meeting;
- annually adopting and maintaining operating budget for the school;
- retaining the services of a certified public accountant/auditor to conduct the annual independent financial audit;
- reviewing and approving the audit report, including audit findings and recommendations;
- reporting to all applicable legal agencies including the charter school's sponsor; and
- Overseeing the school's Principal and all financial matters delegated to the Principal.

The Principal will ensure that the DMT and the person collecting monies related to each Athenian Academy Charter School, Inc. school will, together, count money collected in the office and sign off on the total received; the DMT maintains the ledger and reconciles the bank accounts, and is not a signor on checks; and that the Principal will review and approve each bank deposit and cash receipt reconciliation.

All schools receiving Charter School Program (CSP) Grant funding are required to adhere to the following for grant purchases exceeding \$750

- Two (2) or more persons are required for approval of CSP purchases over \$750.
- If the school does electronic banking and cannot show two authorized check signatures on purchases over \$750, two signatures must be on a written purchase requisition form

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

#### Check Signing Authority

Authorized signatories on all bank accounts shall be:

President of the Board of Directors

Principal

Assistant Principal

Or other designee approved by the Board of Directors

Operating Accounts - All checks require any two (2) of the above named authorized signatories. No check may be signed by an individual who is also the payee.

Internal Accounts - All internal funds checks must be signed with two (2) signatures. No check may be signed by an individual who is also the payee.

Except as noted below, all checks and contractual agreements for \$25,000 and more require specific approval of the Board of Directors. Checks for \$25,000 and more require the signature of an authorized board member and the Principal. Notwithstanding the above, normal recurring operating expenses which



are reflected in the school's annual budget shall be exempt from requiring specific Board approval. Examples of expenses include, but are not limited to mortgage and insurance payments. Petty Cash Each school will maintain a maximum of \$200.00 in its petty cash fund.

Prior approval from the School Principal or designee must be obtained before expenses will be reimbursed. All disbursements must be recorded on a petty cash disbursement form and a receipt must be attached. Funds spent without the approval of the School Principal or designee may not be reimbursed.

Only reimbursements with proof of receipts of \$100.00 or less may be reimbursed from petty cash. Petty cash expenditures may not exceed \$20.00 without written approval from the School Principal, or designee.

Reimbursements over \$100.00 shall be handled through a purchase requisition form.

The DMT shall write a purchase requisition form for petty cash at the beginning of each fiscal year. The DMT shall be responsible for all petty cash disbursements and receipts.

The DMT shall reconcile petty cash quarterly, or when the fund is less than

\$25.00. The DMT shall replenish the fund by issuing a purchase requisition with all expenses listed and properly coded.

No loans, temporary or otherwise, are to be made to employees from petty cash funds.

The Principal shall randomly audit the petty cash account at least twice per fiscal year.

Athenian Academy Charter School, Inc. schools shall utilize the standard state codification of accounts, as contained in the Financial and Program Cost Accounting and Reporting for Florida schools, as a means of codifying all transactions pertaining to its operations.

#### Bank Accounts

The Board of Directors shall approve all banking and financial institutions used by each school. The President of the Board of Directors, Principal or designee is authorized to conduct all financial transactions in accordance with the policies set by the Board of Directors. Each school shall establish two (2) bank accounts, which shall include an operating account and internal funds account and any other accounts deemed necessary by the Board of Directors.

#### Operating Account

All funds generated by the Florida Education Finance Program and other revenue shall be deposited into the operating account for the corresponding school. The operating account shall be used to fund all operating expenses of the school, as approved in the school's budget, including but not limited to, facility costs, payroll and supplies.

#### Internal Funds Account

All funds generated by school personnel of a particular school are for the benefit of that school or a school-sponsored activity. The internal funds account shall be used to fund school expenses as determined by the School Principal or designee.

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

#### Audited Statements

Each year Athenian Academy Charter School, Inc. shall retain an independent auditor to conduct an annual audit of each school's financial statements. The audit shall be submitted to the respective Sponsor on or before the contractual date required by each district.

A minimum of (60) days prior to the sponsor's date of request of audit documents, each year each school's governing board president shall:

Establish factors to use for the evaluation of audit services to be provided by a licensed certified public accounting firm qualified to conduct audits in accordance with government auditing standards as adopted by the Florida Board of Accountancy. Such factors shall include, but are not limited to, ability of personnel, experience, ability to furnish the required services, and such other factors as may be determined by the committee to be applicable to its particular requirements.

Publicly announce requests for proposals. Public announcements must include, at a minimum, a brief description of the audit and indicate how interested firms can apply for consideration.

Provide interested firms with a request for proposal. The request for proposal shall include information on how proposals are to be evaluated and such other information the committee determines is necessary for the firm to prepare a proposal.

Evaluate proposals provided by qualified firms. If compensation is one of the evaluation factors, it shall not be the sole or predominant factor used to evaluate proposals.

Rank and recommend in order of preference no fewer than three firms deemed to be the most highly qualified to perform the required services after considering all of the evaluation factors. If fewer than three firms as it deems to be the most highly qualified.

The Board of Directors shall inquire of qualified firms as to the basis of compensation, select one of the firms recommended by the audit committee, and negotiate a contract; using one of the following methods (a Board of Directors may allow a designee to conduct negotiations on its behalf):

If compensation is not one of the evaluation factors, and is not used to evaluate auditing firms, then the Board of Directors shall negotiate a contract with the firm ranked first.

If compensation is one of the evaluation factors, and is used to evaluate auditing firms, then the Board of Directors shall select the highest-ranked qualified firm or must document in its public records the reason for not selecting the highest-ranked qualified firm.

The Board of Directors may select a firm recommended by the audit committee and negotiate a contract with one of the recommended firms using an appropriate alternative negotiation method for which compensation is not the sole or predominant factor used to select the firm.

In negotiations with firms under this section, the Board of Directors may allow a designee to conduct negotiations on its behalf.

The method used by the Board of Directors to select a firm recommended by the audit committee and negotiate a contract with such firm must ensure that the agreed-upon compensation is reasonable to satisfy the requirements of F.S.218.39 and the needs of the Board of Directors.

If the Board of Directors is unable to negotiate a satisfactory contract with any of the recommended firms, negotiations shall continue in accordance with this section until an agreement is reached.

Every procurement of audit services shall be evidenced by a written contract embodying all provisions and conditions of the procurement of such services. For purposes of this section, an engagement letter signed and executed by both parties shall constitute a written contract. The written contract shall, at a minimum, include the following;

A provision specifying the services to be provided and fees or other compensation for such services

A provision requiring that invoices for fees or other compensation be submitted in sufficient detail to demonstrate compliance with the terms of the contract.

A provision specifying the contract period, including renewals and conditions under which the contract may be terminated or renewed.

Renewal of a contract shall be in writing.

### State of Financial Emergency

If a school's internal audit or annual financial audit reveals a state of financial emergency as defined in F.S. 218.503 or deficit financial position, the auditor shall notify the Athenian Academy Charter School Board of Directors, the Sponsor and the Department of Education. The internal auditor shall report such findings in the form of an exit interview to the chair of the Board of Directors and his/her designee within seven working days after finding the state of financial emergency or deficit position. A final report shall be provided to the entire Board of Directors, the Sponsor and the Department of Education within fourteen working days after the exit interview. If the school is in a state of financial emergency, the school shall file a detailed financial recovery plan with the Sponsor.

- D. Describe the method by which accounting records will be maintained. The Principal shall be responsible for the handling and expending of all school funds. Accurate records of all transactions shall be kept and reports on expenditures shall be given to the Board of Directors on a quarterly basis.

Every purchase shall be recorded on a requisition form. All requisition forms must be approved by the Principal or designee prior to being ordered. In the sole discretion of the Principal, emergency purchases may be made with verbal permission, but must be followed up with the appropriate requisition form.

Checks will be issued for invoices. Invoices must be attached to a purchase requisition form and are approved by the Principal or designee.

A copy of every purchase requisition shall be maintained on file and shall be matched to the order when items are received. All packing slips shall be verified against purchase orders when items arrive.

Expenditures from school funds shall be approved by the Principal and based upon the annual budget. The Board of Directors shall be notified of expenditures not included on the annual budget or that have exceeded the amount budgeted. All expenditures shall be paid for by check, except those approved by the Principal to be paid from a petty cash fund.

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

Every year a budget for each school shall be developed in accordance with Financial and Program Cost Accounting and Reporting for Florida Schools ("Redbook") and presented to the Board of Directors. The proposed budget shall cover projected revenue and expenses needed to operate the school on a day-to-day basis.

The Board of Directors shall meet during any regular meeting, special meeting or workshop to review, discuss and/or approve the budget. After the budget is approved by the Board of Directors, the Board Liaison shall forward a copy of the approved budget to the School's Sponsor by their respective contractual due date.

Following adoption of the annual budget by the Board of Directors, all amendments to the budget must be approved by the Board of Directors. Athenian Academy Charter School, Inc. schools that have been designated as "high performing" shall provide quarterly financial statements to the Sponsor, as defined in Florida law, which shall include a balance sheet, a statement of revenues and expenditures and changes in fund balance prepared in accordance with Generally Accepted Accounting Principles and in a format to include a detail of all revenue and expenditure activities compared to budgeted amounts relating to its operations. At the conclusion of each quarter the ESP shall prepare the quarterly report and provide it to the Board of Directors for review. Following review by the Board of Directors, the Financial Manager shall

provide the report to the Sponsor. Schools that have not been designated as “high performing” shall submit monthly financial statements to the Sponsor, as defined in Florida law.

#### Yearly

Program Cost Accounting Report The schools shall provide to the sponsor program cost report information in the state-required formats for inclusion in district reporting in compliance with s. 1011.60(1). This report shall be submitted to the respective Sponsor on or before the contractual date required by each district.

#### Un-audited Statements

Certain districts may require its schools to submit un-audited financial reports for the period of July 1 – June 30 of each year. In the event a district may require un-audited financial reports, the report shall be formatted by revenue source and expenditures, and detailed by function object, and submitted to the Sponsor no later than the contractual date due each year. At the conclusion of each fiscal year the ESP shall prepare the un-audited statements and provide them to the Board of Directors for review. Following review by the Board of Directors, the ESP shall provide the report to the Sponsor.

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

*(The ESP will handle these services)*

- G. *Describe how the school will store financial records.*

The school will comply with public records law; the definition of a public record in Section 119.011(12), F.S., is broad and all-inclusive. The statute reads as follows: “Public records” means all documents, papers, letters, maps, books, tapes, photographs, films, sound recordings, data processing software, or other material, regardless of the physical form, characteristics, or means of transmission, made or received pursuant to law or ordinance or in connection with the transaction of official business by any agency.

Records in Support of Financial or Performance Audits – These records will be retained in accordance with the following guidelines provided by the Florida Office of the Auditor General: Records must be retained for at least three fiscal years (most financial records must be retained for a minimum of five fiscal years in accordance with guidelines of the Department of Financial Services and the Office of the Auditor General). If subject to the Federal Single Audit (pursuant to 31 USC, Section 7502, and OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations, Subpart E) or other federal audit or reporting requirements, records must be maintained for the longer of the stated retention period or three years after the release date of the applicable Federal Single Audit or completion of other federal audit or reporting requirements. Finally, if any other audit, litigation, claim, negotiation, or other action involving the records has been started before the expiration of the retention period and the disposition of the records, the records must be retained until completion of the action and resolution of all issues which arise from it. However, in no case can such records be disposed of before the three fiscal year minimum.

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

The Athenian Academy Charter School will comply with School District Policies:

**Commercial General Liability Insurance: At a minimum, the commercial general liability insurance provided by the charter school shall conform to the following requirements:**



(1) The charter school's insurance shall cover the school for those sources of liability (including, but not by way of limitation, coverage for operations, products/-completed operations, independent contractors, and liability contractually assumed).

(2) The minimum limits to be maintained by the charter school (inclusive of any amounts provided by an umbrella or excess policy) shall be \$1 million per occurrence/\$3 million annual aggregate.

(3) Except with respect to coverage for property damage liability, the commercial general liability coverage shall apply on first dollar basis without application of any deductible or self-insured retention. The coverage for property damage liability may be subject to a maximum deductible of \$1,000 per occurrence.

(4) The charter school shall include the Board and its members, officers and employees as an "additional insured" on the required commercial general liability insurance. The certificate of insurance shall be clearly marked to reflect "The School Board, its member officers, employees and agents as additional insured  
**Automobile Liability Insurance** Automobile liability insurance provided by the charter school shall conform to the following requirements:

(1) The charter school's insurance shall cover the school for all sources of liability, including coverage for liability contractually assumed.

(2) Coverage shall be included on all owned, non-owned and hired autos used in connection with the operation of the charter school. If the charter school does not own or lease any vehicles in the operation of the school, it shall submit a statement to such effect with the annual insurance certificate submission.

(3) The minimum limits to be maintained by the charter school (inclusive of any amounts provided by an umbrella or excess policy) shall be \$1 million per occurrence.

(4) The charter school shall include the Board and its members, officers, and employees as an "additional insured"

(5) If the school contracts with a private vendor for student transportation services, the school shall ensure that the vendor obtains the automobile liability insurance required by this subsection and the school shall submit to the Board a certificate of insurance demonstrating 1009 such coverage

**Workers' Compensation/Employers' Liability:** The workers' compensation/employers' liability insurance provided by the charter school shall conform to the following requirements:

(1) The charter school's insurance shall cover the school (and to the extent its subcontractors and its subcontractors are not otherwise insured, its subcontractors and sub-subcontractors) for those sources of liability which would be covered by the latest edition of the standard workers' compensation policy, as filed for use in Florida by the National Council on Compensation Insurance, without restrictive endorsements. In addition to coverage for the Florida Charter Schools Policy 2.28 of Workers' Compensation Act, where appropriate, coverage is to be included under the Federal Employers' Liability and any other applicable federal or state law.

(2) Subject to the restrictions found in the standard workers' compensation policy, there shall be no maximum limit on the amount of coverage for liability imposed by the Florida Workers' Compensation Act or any other coverage customarily insured under Part One of the standard workers' compensation policy. The minimum limits for employers' liability (inclusive of any amount provided by an umbrella or excess policy) shall be \$1 million by accident/each accident, \$1 million by disease/each employee, and \$1 million annual aggregate. Should the charter school lease employees, it shall provide certified proof that the corporation from which it leases services maintains Workers Compensation coverage in compliance with this Policy.

**Professional Liability/Educator's Legal Insurance:** The charter school shall provide coverage, subject to reasonable commercial availability, in the form of school leader's errors and omissions liability insurance conforming to the following requirements:

(1) The professional liability/educator's legal liability insurance shall be on a form acceptable to the Board and shall cover the charter school for those sources of liability typically insured by professional





liability/educator's legal insurance arising out of the rendering or failure to render professional services in the performance of the charter, including all provisions of indemnification which shall be part of the charter.

(2) The insurance shall be subject to a maximum deductible not to exceed \$100,000 per claim. (3) The minimum limits to be maintained by the charter school (inclusive of any amounts provided by an umbrella or excess policy) shall be \$3 million per claim/annual aggregate.

**Fidelity Bond:** The charter school shall provide a blanket fidelity bond or crime policy covering all employees on an occurrence basis in the amount of not less than \$100,000.

**Property Insurance:** The charter school shall maintain hazard insurance on buildings and property it owns during the term of its charter.

The charter school shall maintain flood insurance if located in a Special Flood Hazard Zone. The School shall provide proof of this insurance to the School District.

**Applicable to All Coverage** The insurance provided by the charter school shall apply on a primary basis and any other insurance or self-insurance maintained by the Board or its members, officers, employees or agents, shall be in excess of the insurance provided by or on behalf of the school. With the exception of the property insurance, and except as

Otherwise specified, the insurance maintained by the charter school shall apply on a first dollar basis without application of deductible or self-insurance retention

Compliance with the insurance requirements shall not limit the liability of the charter school, its subcontractors, its subcontractors, its employees or its agents to the Board or others. Any remedy provided to the Board or its members, officers, employees or agents by the insurance shall be in addition to and not in lieu of any other remedy available under this charter or otherwise. The charter school shall require its subcontractors and its subcontractors to maintain any and all insurance required by law. Except to the extent required by law, the charter does not establish minimum insurance requirements for the subcontractors or sub-subcontractors. Neither approval by the Board nor failure to disapprove the insurance furnished by the charter school shall relieve the school of the school's full responsibility to provide the insurance required by this Policy.



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

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

Task	Completed	To Be Completed	Date
Applying for and securing appropriate legal status (e.g. status as a state corporation, federal non-profit)	X Will operate under the established Corporation		
Identifying and securing facility	X Please see application		
Recruiting and hiring staff (leaders, teachers, and other staff)		X Upon approval of application	
Staff training		x	April 2017
Finalizing curriculum and other instructional materials			May 2017
Governing board training			May 2017 New Board Members
Policy adoption by Board (if necessary)	x		
Recruiting students		X Upon approval of the application	
Enrollment lottery, if necessary		April-May 2017	
Establishing financial procedures	x		
Securing contracted services	x		
Fundraising, if applicable Not Applicable			
Finalizing transportation and food service plans		x	April 2017
Procuring furniture, fixtures and equipment		x	June 2017
Procuring instructional materials			June 2017

This addendum to the Model Florida Charter School Application is required of any applicant seeking any of the following:

Replication of existing schools or school models\*

School operation or management via contract with a third-party education service provider (ESP\*\*)

\*An applicant may be considered to be replicating an existing school design if: 1) the proposed school is substantially similar overall to at least one school, AND 2) the individuals or organization involved in the establishment and operation of the proposed school are deeply involved in the operation of the similar school(s). For example, a plan to implement a specific program, such as a widely-used curriculum, would not be categorized as the replication of an existing school design.

\*\*An ESP is any third-party entity, whether non-profit or for-profit, that provides comprehensive education management services to a school via contract with the school's governing board.

Complete each section as applicable:

Addendum A – Applicants seeking to replicate an existing school or school model

Addendum A1 – Applicants seeking to replicate a high-performing charter school per s. 1002.331, F.S.

Addendum B – Applicants contracting with a third-party ESP

Applicants must complete all applicable sections of the addendum. Some applicants will be required to complete multiple addenda. Schools replicating a high-performing charter school pursuant to s. 1002.331, F.S., are not required to complete Addendum A.



### Addendum A1: HIGH-PERFORMING REPLICATIONS

- A. Identify the High-Performing Charter School that is submitting the application and include as Attachment AA the Commissioner of Education letter pursuant to s. 1002.331(5) F.S., designating such school as High-Performing.

#### **Athenian Academy Charter School**

#### **Replication Application**

**527151**

**2289 N. Hercules Ave.**

**Clearwater, Florida 33763**

**[www.athenianacademy.org](http://www.athenianacademy.org)**

#### **Florida Statutes 1002.331 High-performing charter schools.**

**(3)(a) A high-performing charter school may submit an application pursuant to s. 1002.33(6) in any school district in the state to establish and operate a new charter school that will substantially replicate its educational program. An application submitted by a high-performing charter school must state that the application is being submitted pursuant to this paragraph and must include the verification letter provided by the Commissioner of Education pursuant to subsection**

- B. Identify the High-Performing Charter School that the applicant intends to replicate, if different from the school identified in the previous question.
- C. Describe how the proposed school will be substantially similar to the high-performing school that is being replicated.

The Athenian Academy Charter School (PINELLAS COUNTY) (527151). Please note\* The founding board members attempted to duplicate the school model in Pasco County and while the school bares the "name" of Athenian, the school broke all ties with the Pasco school in 2009. Unfortunately, the Pasco school made management and operational decisions that were in opposition to the original schools mission, vision. The original Athenian Academy was founded on principles of integrity that the Pasco school failed to value which resulted in a complete separation in "all" association other than the name of the school.

**[The Pinellas School received recognition of "high performing" in 2014 from the Florida Commissioner of Education.](#)**

The school has been making continuous academic improvement since the year 2007.  
School Grades Athenian Academy School Grades [www.fldoe.org](http://www.fldoe.org) (PINELLAS COUNTY)  
2014 (A) 2013 (B) 2012 (A)

I believe it is worthy to mention that the original charter was written in 1999 and since that time, the school has undergone many changes; the first is the fact that we are no longer an "Immersion program" rather, multilingual focus program. This fact is mainly related to the NCLB laws prohibiting our Greek teachers from teaching anything other than Greek language and culture. Our Greek teachers are considered "experts infield" because they speak native Greek however, Florida certifications would be required for the Greek Teachers to teach math or science; this is not feasible because the J1 Visa only allows a 3-5 year stay in the USA. In the early years of the school, half of the school day was taught in Greek. Beginning in 2006, the



school converted to a multilingual approach, teaching Greek 30 minutes per day and added the Spanish language in 2007.

This application is intended to be a replication, and will be modeled after the Athenian Academy in Pinellas County, Florida. The world of education has changed a great deal in the past 16 years and the Athenian Academy has evolved with the changes. The basic model of the program, the multilingual focus and the school culture have all undergone positive changes that align with a more modern 21 century world. Sixteen years ago, the idea of teaching students as young as 5 years old was new and at best “unconventional but the school remained committed to achieving its goal and will remain committed to these goals in the future. The school is very fortunate to have built very positive relationships over the years and has a tremendous amount of support from the Greek community in Florida as well as the Greek communities in Athens and Crete. The school model has evolved into a more student centered environment, has kept current with the educational . mandates and trends however, the core of our program and focus has not changed nor will it change; it is working and we have done a great job proving that fact.

- D. If the applicant's projected student population is substantially different than the student population in the high-performing school that is being replicated, describe any modifications to the educational program that are necessary to ensure student success.
- E. Explain how the organization or individuals involved in the establishment and operation of the proposed school are significantly involved in the operation of the high-performing school that is being replicated.

The original Athenian Academy's business manager will continue to be involved in school operations. The original Athenian Academy's School Leader will provide educational consulting to the replicated school. Key individuals have been identified to transfer to the replicated school so that the model and methods will remain consistent with the original school's Mission and Vision.



### Addendum B: EDUCATION SERVICE PROVIDERS

An Education Service Provider (ESP) is an organization, either for-profit or nonprofit, that contracts with a charter school or a network of charter schools to provide comprehensive educational and business services. In addition to Addendum B, applicants must also complete Form IEPC-M1A if the governing board plans to contract with an ESP. The following section allows the applicant to demonstrate the ESP's track record of success and its ability to provide services for a new school(s).

#### \* ESP Selection

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

**Expansion into another County**

**Enrollment Projections**

**Established working relationship**

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

The current business manager of the Athenian Academy in Pinellas County has an established working relationship with the governing board. The services performed as the business manager will expand into a full ESP service in Sarasota County.

The new ESP will be operated by individuals who have a proven track record of academic achievement results and transparent, ethical and accurate business operations.

The governing board has had experience with a larger management company (The Leona Group) and prefers to deal with smaller management and individuals who have the mission and vision of the school as their priority rather than financial gain.

Additional options were considered and the board voted unanimously to contract with Theopisiti LLC.

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

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

The "existing" business manager will expand into a full ESP for the Sarasota County School.

The board has authorized the current School Leader to join the management team to provide the educational aspects of the new school facilities.

#### \* ESP Background

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

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

The mission of Theopisiti LLC is to support charter school governing boards with sound, transparent business services and educational expertise that results in high academic achievement.



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The vision of Theopisti LLC is to operate with high quality, honest and transparent business practices that will create a strong presence and solid reputation for Charter School Management in Florida. The chief officers of

Theopisti LLC have served in all aspects of Charter Schools and have a deep understanding of the critical nature of implementing the desires and strictly follow the direction of the governing boards within the limits of the laws of Florida.

Theopisti recognizes its responsibility to provide educational guidance and expertise to support the unique and innovative mission and vision of individual charter schools.

Theopisti advocates a spirit of partnership with School District Sponsors to promote high academic achievement thorough standards based education, inclusion for all students in the least restrictive environment and open enrollment polices that allow equal educational opportunities for all eligible children.

**Mr. Alex Veloudos: President of Theopisti LLC**

- Financial and operational management
- Facilities management
- Human resources management
- Payroll assistance
- Budget monitoring
- Maintenance and use of facilities
- Grants

- Prepares timely reports for local, state, and federal governing bodies.
- Financial reporting,
- Marketing
- Makes loan arrangements with board approval
- Oversees purchasing;
- Coordinates an independent audit;
- Prepares budget reports for local, state, and federal agencies

Compliance with local, state, and federal regulations and the school's charter contract.

**Kathy Hershelman Educational Consultant Theopisti LLC**

- Curriculum
- Professional development
- Student assessments
- Hiring and training staff
- School improvement
- Family and community involvement
- Research-based practices
- Data-based decision making
- Pedagogical, structural, and Behavioral management

- Teaching methods that motivate.
- Peer coaching, capacity building
- Inclusive Classrooms
- Progress monitoring
- Classroom operational or management
- Assistance through mentoring, coaching, or other services provided to teachers.

**Paige Tavoularis: Office Manager Data Management Professional Development Safety Enrollment**

Administrative training or development for school personnel in leadership positions (principals, grade-level chairs, and lead teachers)

\* ESP Track Record

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

Theopisti LLC does not desire to manage schools outside of Florida. The foundation of Theopisti is a slow growth model that will promote accessibility, high quality services and successful business relationships with charter schools and District Sponsors. Therefore, Theopisti LLC does not have a five year growth



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model; it will consider each management opportunity within the limits of company's ability to provide comparable services to all schools.

- B. Provide a comprehensive listing of ESP-operated charter schools (current and past) by completing form IEP-C-M1A, which can be found at <http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference> and attach as Attachment DD.
  - C. Explain the ESP's success in serving student populations similar to the target population of the school. Describe the ESP's demonstrated academic track record (provide specific academic results on all schools using Form IEP-C-M1A, attached as Attachment DD).
  - D. List and explain any management contract terminations as well as any charter revocations, non-renewals, withdrawals or non-openings that the ESP has experienced in the past five (5) years.
- \* Legal Relationships
- A. Describe how the school's governing board is independent from the ESP and self-governing, including evidence of arm's-length negotiating.

Athenian Academy Board members, Athenian Academy Board employees, and their respective spouses and immediate family members do not have any direct or indirect ownership, employment, contractual or management interest in any ESP that contracts with the Athenian Academy

The ESP agreement was executed at arm's-length, negotiated an agreement between an informed Athenian Academy Board and the ESP. Prior to the Athenian Academy Board's approval of the ESP agreement,

The Athenian Academy Board obtained a legal opinion from its legal counsel, which includes the representations that legal counsel has reviewed the Proposed Educational Service Provider Agreement'

No provision of an ESP agreement shall interfere with the Athenian Academy Board's duty to exercise its constitutional, statutory, contractual and fiduciary responsibilities governing the operation of the Athenian Academy.

No provision of an ESP agreement shall prohibit the Athenian Academy Board from acting as an independent, self-governing public body, or allow public decisions to be made other than in compliance with the Open Meetings.

The ESP agreement shall not restrict an Athenian Academy Board from waiving its governmental immunity or require an Athenian Academy Board to assert, waive or not waive its governmental immunity.

The Athenian Academy Board approved the ESP agreement with a formal vote at a public board meeting reflected in the meeting minutes. Prior to the Athenian Academy Board's vote on the ESP agreement, the Academy Board provided a reasonable opportunity for public comment on the proposed ESP agreement

- B Explain whether the school has or will have any legal or contractual relationships with any subsidiaries or





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other entities or individuals that are affiliated<sup>4</sup> with or owned in whole or in part by the ESP. If so, identify the nature of those entities' business activities and describe how the governing board will ensure that any such relationships will not pose a conflict of interest or hinder the board's authority or ability to terminate the contract with the ESP.

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

The ESP Theopisti does not supervise employees.

The proposed ESP agreement under which an Educational Service Provider provides persons to perform work at the Academy may not contain a non-competition, no-hire, or similar provision prohibiting or restricting the Academy from hiring instructional staff that performs work at the Athenian Academy.

The ESP does not currently lease employees to Charter Schools or hold any supervisory position for employees.

**Services Theopisti LLC provides for Staffing:**

1. Recruitment of School Leader/Principal
2. Conduct initial interview of School Leader/Principal
3. Narrow a list of qualified School Leader Candidates
4. Arrange meeting with the Governing Board
5. Governing Board is responsible to select and approve final School Leader/Principal Candidate
6. Only upon request of the governing board: Theopisti will assist with School Staff Recruitment

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

- D1. Ensure that such agreements are or will be separately documented and not part of or incorporated in the school management contract and do not hinder the governing board's authority and practical ability to terminate the management agreement and continue operation of the school.

- D2. Provide evidence that the agreement was or will be reviewed by the governing board's independent legal counsel or attorney and subject to a fair market analysis.

- D3. Describe how such agreements will be repaid. Repayments should be reflected in the budget.

\* Organizational Structure

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

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<sup>4</sup> The term "affiliated" means and includes one or more corporations or entities under the same or substantially the same control of a group of business entities which are connected or associated so that one entity controls or has the power to control each of the other business entities. The term "affiliated" includes, but is not limited to, the officers, directors, executives, shareholders active in management, employees, and agents of the affiliated corporation. The ownership by one business entity of a controlling interest in another business entity or a pooling of equipment or income among business entities shall be prima facie evidence that one business is affiliated with the other.



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The School will be governed by its Governing Board in a manner that is consistent with the terms of the Charter Contract so long as such provisions are in accordance with state, federal, and local law. The Governing Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School, the fulfillment of the contract, and approval of the School's budgets. The Governing Board will be responsible for policy and operational decisions of the School, and, consistent with the terms of the Charter Contract Nothing shall prevent the Governing Board from delegating decision-making authority for policy and operational decisions to officers, employees, and agents of the School. However, such delegation will not relieve the Governing Board of its obligations under the law, should the School fail to satisfy those obligations. The Governing Board will govern the School in a manner that ensures that it will satisfy its legal obligations, including, but not limited to: compliance with all applicable Laws, the Charter Contract, and fidelity to the program and policies described and submitted in the Application. This includes the exercise of continuing oversight over the School's operations. No member of a Governing Board will have a financial relationship to an education service provider.

	ESP	School Leader or Designee	Governing Board	Governing Board Approval
Setting Performance Goals	ESP will assist school leadership with best practices and strategies however, it is the responsibility of the governing board to "set" performance goals	x	X	x
Selecting Curriculum	ESP may assist school leadership with researching appropriate, standards based curriculum	x		x
Selecting Professional Development programs	ESP will consult with school leadership and facilitate professional development as needed	x		
Data Management & Selecting Interim Assessments	ESP will assist school leadership as needed to research appropriate Interim Assessments and provide data management training per request of the school or governing board	X		
Determining Promotion Criteria			X	
Student Recruitment	Assists with marketing and community involvement activities	x	X	
School Staff Recruitment & Hiring	ESP will recruit School Leader and narrow candidates for final board approval	X	x	x



Human Resources (HR) services (payroll Benefits, etc.)	x			
Fundraising	This is not a function of the ESP	x	x	
Managing Community Relations	x			
Selecting and Providing Information Technology	Assist The Board	x	x	
Procuring Vendors	ESP will provide options for final board approval		x	x
Other Operational and Administer Services ,if Applicable	ESP, under the direction Of the board		x	x

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

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

The ESP contract will be reviewed yearly or more often if needed.

The ESP will be evaluated on a rubric specified with the duties assigned.

The governing board will review the rubric and determine each area as; (1) Meets Expectation (2) Fails to Meet Expectations

If the ESP is meeting the expectations the board will place the contract renewal on the agenda for the next public board meeting and vote to renew.

If the ESP fails to meet expectations in any category, the board will inform the ESP in writing and allow 15 days to respond in writing.

The written response from the ESP will be reviewed by the board and a determination will be made to:  
Except the written response and renew the contract

Place the ESP on 60 day probation with outlined improvement expectations outlined by the board

Terminate the Contract with the ESP

In addition to performing all of the duties described in the chart of responsibilities the governing board expectations are as follows:



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Support the mission and vision of the Athenian Academy Charter School

Perform no act that will damage the reputation of the school or the Sponsoring district

Perform no act outside the authority of the governing board

Fully comply with the laws of Florida in regard to charter school operations

Fully comply with the sponsoring school district's charter contract with the school

Promote the advancement of quality charter schools

The governing board will contract with Theopisti LLC and its educational consultants as follows:

8% of the monthly FEFP net for business related management

2% of the monthly FEFP net for educational management services

The governing board will assume that the contracts are renewable yearly as determined by satisfactory evaluation of services provided.

In the event that the ESP decides to terminate its contract with the governing board, it may be done individually and a 60 day notice will be given to the governing board.

The board will contract independently with the ESP and will have no employee/employer relationship. Fees will be paid separately to the business operations manager and to the educational consultants. The ESP will be responsible for any IS or tax related obligations holding the governing board harmless of responsibility for the ESP's failure to meet tax obligations.

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

#### Athenian Academy Board Administrative and Fiduciary Responsibilities

The ESP Agreement, the Athenian Academy Board shall budget adequate resources to fulfill its Contract requirements, which may include, but are not limited to: oversight of the ESP Agreement, negotiation and fulfillment of the Contract and any amendments.

The Athenian Academy Board shall be responsible for determining the budget reserve included in the Academy's annual budget and any budget amendments. In addition, the Athenian Academy Board is responsible for implementing fiscal policies that will assist the Athenian Academy in attaining the stated budget reserve amount(s).

No provision of an ESP Agreement shall alter the Academy Board's legal obligation to direct that the deposit of all funds received by the Athenian Academy be placed in the Athenian Academy's depository account as required by law. The

Signatories on the Athenian Academy Board accounts shall solely be Athenian Academy Board members or properly designated Athenian Academy Board employee(s)

The ESP Agreement includes financial reporting services provided by the ESP, the ESP Agreement shall require the ESP to provide the Athenian Academy Board monthly financial statements that (at a minimum) include: a balance sheet, an object-level detailed statement of revenues, expenditures and changes in fund balance that includes a comparison of

Budget-to-actual information and an explanation of variances

ESP Agreements shall contain this method for paying fees or expenses: (i) the Athenian Academy Board will pay or reimburse the ESP for approved fees or expenses upon properly presented documentation and approval by the Athenian Academy Board



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ESP Agreements shall contain a provision that all finance and other records of the ESP related to the Athenian Academy will be made available to the Athenian Academy and the Athenian Academy's independent auditor.

ESP Agreements shall not permit the ESP to select and retain an independent auditor for the Academy. If an ESP purchases equipment, materials and supplies on behalf of or as the agent of the Athenian Academy, the ESP Agreement shall provide that such equipment, materials and supplies shall be and remain the property of 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 the ESP

ESP agrees to a provision that if the ESP procures equipment, materials and supplies at the request of or on behalf of the Athenian Academy, the ESP shall not include any added fees or charges with the cost of equipment, materials and supplies purchased from third parties

The Athenian Academy's execution, delivery and performance of the Agreement does not permit or require an improper delegation of the Athenian Academy Board's:

- (A) Statutory and fiduciary responsibilities under applicable law; or
- (b) Obligations and duties under the Contract

Grant Solicitation in consultation and with Board approval,

The ESP will solicit grants available for the funding of the School from the various government and private and institutional sources that may be available. Such grants will include, but are not limited to federal grants programs and various continuation grants for charter schools

ESP will coordinate the solicitation of Capital Outlay Funds, if available, from the appropriate state or local agencies. Similarly, ESP will coordinate the solicitation of other state, federal, or local government funds earmarked for school facilities development, improvement, or acquisition as well as other sources of funding that may become available to charter schools from time to time.

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

Revocation or Termination of Contract.; If the Athenian Academy's Charter Contract issued by Sponsoring District is revoked, terminated or a new charter contract is not issued to the Athenian Academy after expiration of the Athenian Academy's Contract, the Agreement shall automatically terminate on the same date as the Athenian Academy's Contract is revoked, terminated or expires without further action of the parties.

The parties acknowledge and agree that the Athenian Academy, it's Board and its members, officers, employees, agents or representatives (collectively School) are deemed to be third party beneficiaries for purposes of this Agreement. As third party beneficiaries, the [ESP] hereby promises to indemnify, defend and hold harmless the school from and against

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all demands, claims, actions, suits, causes of action, losses, judgments, liabilities, damages, fines, penalties, demands, forfeitures, or any other liabilities or losses of any kind whatsoever, including costs and expenses (not limited to reasonable attorney fees, expert and other professional fees), of settlement and prosecution imposed upon or incurred by the school, and not caused by the sole negligence of the school, which arise out of or are in any manner connected with the Board's approval of the Athenian Academy's application, the school board's consideration of or issuance of a Contract, the [ESP's] preparation for or operation of the Athenian Academy, or which are incurred as a result of the reliance by the school upon information supplied by the [ESP], or which arise out of the [ESP's] failure to comply with the Contract or applicable law. The parties expressly acknowledge and agree that the school may commence legal action against the [ESP] to enforce its rights as set forth in the Agreement.

It is the expectation that the ESP contract will renew yearly upon successful evaluation of services and by a majority vote of the governing board (not to exceed the term of the charter contract).