

## APPLICATION COVER SHEET

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

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

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

NAME OF CONTACT PERSON: *Reverend Patrick Miller*

TITLE/RELATIONSHIP TO NONPROFIT: *President*

MAILING ADDRESS: *1680 18<sup>th</sup> Street, Sarasota, FL 34234*

PRIMARY TELEPHONE: (941) 955.8834 ALTERNATE TELEPHONE: (941) 284.7220

E-MAIL ADDRESS: *pmiller64@verizon.net*

NAME OF EDUCATION SERVICE PROVIDER (if any): *None*

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

Projected School Opening: *August 2015*

School Year	Grade Levels	Total Projected Student Enrollment	Student Enrollment Capacity (if known)
First Year	K through 3	120	144
Second Year	K through 4	150	188
Third Year	K through 5	180	232
Fourth Year	K through 5	180	232
Fifth Year	K through 5	180	232

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

*Rev. Patrick A. Miller*  
Signature  
*Rev. Patrick A. Miller*  
Printed Name

*President*  
Title  
*7-31-14*  
Date

# TABLE OF CONTENTS

I. EDUCATIONAL PLAN	1
Section 1: Mission, Guiding Principles and Purpose	1
Section 2: Target Population and Student Body	9
Section 3: Educational Program Design	14
Section 4: Curriculum Plan	18
Section 5: Student Performance, Assessment and Evaluation	44
Section 6: Exceptional Students	50
Section 7: English Language Learners	58
Section 8: School Climate and Discipline	60
II. ORGANIZATIONAL PLAN	68
Section 9: Governance	68
Section 10: Management	72
Section 11: Education Service Providers	76
Section 12: Human Resources and Employment	79
Section 13: Student Recruitment and Enrollment	81
III. BUSINESS PLAN	84
Section 14: Facilities	84
Section 15: Transportation Service	87
Section 16: Food Service	88
Section 17: Budget	89
Section 18: Financial Management and Oversight	91
Section 19: Action Plan	92
IV. STATEMENT OF ASSURANCES	93

## V. LIST OF ATTACHMENTS

---

94

Attachment 8.B.	–	HUCLA Student Code of Conduct
Attachment 9.A	–	IRS Tax Exemption Letter
Attachment 9.B	–	Bylaws
Attachment 9.D	–	Organizational Chart
Attachment 9.F	–	Board Training Programs
Attachment 9.G.	–	Governing Board Members
Attachment 10.A.	–	Job Descriptions
Attachment 13.E	–	Family Engagement Plan
Attachment 14.A.	–	Site Plan
Attachment 14.B.	–	Site Specifications
Attachment 14.D	–	Modular Classroom Lease Quotes
Attachment 17.A.	–	Budget
Attachment 18	–	HUCLA Financial Controls and Procedures

## EXECUTIVE SUMMARY

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

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

HUCLA will welcome and be committed to students and parents of all socio-economic, ethnic and cultural backgrounds and exceptional students where appropriate based on accommodation requirements. In particular, HUCLA will operate in a new facility specifically designed to support teaching and learning of students and parents in a 2.5 miles radius of the School.

Our unique program features implementation of a rigorous Integrated Curriculum with the arts and data driven Road Maps for Success personalized learning plan (RMS) for each student in which teachers will provide individualized differentiated instruction based on assessments done at the beginning of the year and ongoing throughout the school year. Furthermore, students will be provided with an extended school day, to provide additional time for learning and after school programs to receive remedial tutorial sessions, enrichment opportunities, and extracurricular activities.

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

HUCLA will partner with both parents and the community to implement its educational program. Since parental involvement is a major component for "success and nothing less", there will be many opportunities for parents to be involved. At HULCA, parents are expected to complete volunteer hours, attend monthly meetings and sign communication logs, but there will also be numerous resources available to parents that include but are not limited to:

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



## **I. Educational Plan**

### **Section 1: Mission, Guiding Principles, and Purpose**

#### **A. Provide the mission statement for the proposed charter school.**

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

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

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

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

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

To meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system, HUCLA's guiding principles are as follows:

HUCLA, in accordance with the stipulations in Florida Statutes 1002.33(2)(a), will enroll any student in Sarasota County regardless of race, ethnic and national origin, gender or religion including, but not limited to, those students meeting the criteria of the Individuals with Disabilities Education Act, English for Speakers of Other Languages, Title II of the Americans with Disabilities Act, and Section 504 of the Rehabilitation Act of 1973.

#### **Rigorous Integrated Curriculum**

The School will offer K-5 students enhanced and individualized opportunities in all of the core academic areas: Reading/Language Arts, Math, Science and Social Studies. Reading/language arts, music, art, and technology will be integrated throughout the curriculum. Students in the North Sarasota have not performed well on standardized testing in both reading and mathematics. The scores in mathematics, however, have been the lowest in Sarasota. There is a very high correlation between mathematics and music; there are some who say that music is mathematics with a beat! Students at HUCLA will use this relationship to excel in both genres.

## Progress Monitoring

HUCLA will use the Response to Intervention (RTI) model to provide data base interventions. Data results from curricula based measures easyCBM (Curriculum Based Measures), baseline assessments, FAIR (Florida Assessments for Instruction), and state assessments will be used to inform teaching strategies and to establish the Road Map to Success, personalized learning plans (RMS).

## The Road Map to Success

Based on data driven results of each student's assessments, HUCLA will develop, in collaboration with the parents, and implement a RMS for each student. The RMS will identify the specific goals needed for skill/concept mastery based on data results and observations.

## Parent and Community Involvement

Parents and community are an integral part of student achievement. To ensure that each student achieves "success and nothing less", HUCLA will team with parents and community to implement the following proven successful activities using research reported in the Association for Supervision and Curriculum Development Educational Leadership Journal, **Building a Community for Learning Rethinking Parent Involvement**, *Judith A. Vandegrift and Andrea L. Greene* (Volume 50 | Number 1)

These activities will include but not be limited to the following:

### Professional Development in working with Parents and Community

- Train HUCLA staff to support parents' efforts to work with their children and to identify different learning preferences to help both parents and students learn while having fun.
- Knowledge and understanding of the Positive Behavior Support Plan (PBSP)

### School/Home Communications

- Prior to enrollment in the school, parents will have an opportunity to participate in open house and parent information meetings where explanations of the curriculum, school requirements, and parental involvement activities will be explained. Parents will have an opportunity to choose among the educational programs in the District throughout the year.
- Initially make home visits where needed to get parents involved
- Use flyers to inform parents about programs and school-wide activities
- Publish a monthly newsletter with suggestions for home activities
- Send daily communication Agenda Books home with students to enable parents to help and keep current with their children's work. Have parents or guardians sign and return them.
- Hold quarterly progress monitoring meetings to discuss the Road Map to Success plan's effectiveness

### Parental Contract and Home Visits

- Contract with parents to commit to attend monthly meetings; and volunteer hours. Record volunteer hours with the goal of increasing time parents spend at the school.

- Execute a rewards program to acknowledge and publicly honor their achievements
- Increase parent participation and improve student attendance by displaying photos of teaching learning activities and projects throughout the school with a brief caption identifying and describing the skills and concepts learned. Written permission from parents will be obtained prior to photos being taken.

Form a HUCLA school advisory council (SAC) consisting of the Principal, teachers, parents and community members. SAC will execute the following:

- SAC will conduct a quarterly needs assessment of all parents and HUCLA staff to identify their needs and communicate with them.
- Develop and implement bi-monthly training workshops and activities based on findings from the needs assessments to dispel parents' negative images of school; help parents gain the self-confidence they need to feel comfortable helping their children with academics and interacting with school staff and build the base of support they need to dedicate time and energy to their children's education.
- Establish a Parent Center and parent support groups
- Form committees of parents and teachers to select the topics and events of training activities from literacy to how to use manipulatives to help with homework.
- Conduct workshops to demonstrate how reading and writing strategies will be integrated into subject content areas (science, math problem solving, social studies,)
- Create and monitor the effectiveness of the Positive Behavior Support Plan (PBSP) which will guide day-to-day classroom management and school-wide to help with successful achievement

Prior to enrollment in the school parents will have an opportunity to participate in open house and parent information meetings where explanations of the curriculum, school requirements, and parental involvement activities will be explained. Parents will have an opportunity to choose among the educational programs in the District throughout the year.

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

HUCLA will provide a rigorous academic curriculum which has been designed for academic success. The facility housing HUCLA will be new and specifically designed to accommodate the program. The enhanced support from technology will be reflected in each learning space. Because parents and the community are integral parts of the comprehensive package, their proposed presence will also be reflected in the layout of the facility. A Parent/Community Center will encourage participation. The learning space design will support a student-centered environment which nurtures skills of collaboration, critical thinking, communication, and intrinsic motivation.

The Governing Board has control and responsibility over the budget and approval of expenditures. It is also responsible for the results produced in the School based on the charter. The Board will review monthly financial statements and academic progress reports to ensure they are consistent with the goals of the charter. The Board will also ensure that the school has adequate resources to meet achievement of high standards for academic performance. The Board works collaboratively with the School to establish strategic goals. The School will establish a strategic plan and provide monthly updates on the progress of the plan. The School

presents benchmark results and action plans to the Board. The Board will monitor and review the school's results on standardized tests and progress monitoring tests at each Board meeting.

- ***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 every year spent in the charter school.***

HUCLA will utilize baseline assessments and progress monitoring assessments incorporated in subject areas as well specific areas using monitoring tools such as Florida Assessments for the Instruction of Reading (FAIR) and easyCBM (Curriculum Based Measures). The School will use Journeys reading/language arts. It records each student's key reading behaviors and conceptual understanding which shows progress and success. This curriculum has on-level, below level and advanced leveled readers. HUCLA expects a year's growth in reading each year. Reading Response to intervention will be conducted for students based on progress monitoring. The Road Map to Success will reflect this data and keep each teacher and parents informed of progress. Daily communication logs will be sent home to parents to keep parents informed of their child's daily progress as well. Every two months, parents will receive an update of their child's progress. It will be generated by easyCBM and FAIR. This will be in addition to the daily reports keeping parents informed of classroom performance and assessments.

## **Grading**

1. Quarterly report Cards will be used to grade student performance. The teacher will assign each student a grade. HUCLA will be using the district's grading policy, and report cards. Elementary subjects graded are Language Arts (includes Reading, Writing, Speaking and Listening, and Language), Mathematics (K –Cardinality and Counting) (Grades K-5 Operations and Algebraic Thinking, Numbers and Operations, Measurement and Data, Geometry), Social Studies, Science, Art, Music and Physical Education.
2. The grades reflecting achievement for academic subjects in grades 1-5 will be:
  - A= 90-100% Outstanding Progress
  - B= 80-89% Above Average Progress
  - C= 70-79% Average Progress
  - D= 60-69% Lowest Acceptable Progress
  - F= 0-59% Failure
  - NA= Not accessed at this time
3. Grades K and 1 will use a Performance Grade Key based on student mastery of Florida Standards. The Performance Grade Key uses the following rubric:
  - 4= Exceeds the standard
  - 3= Meets the standard
  - 2= Progressing towards the standard

- 1= Beginning demonstration of the standard
4. The academic grades reflecting achievement for art, music and physical education in Grades 2-5 will use the following rubric:
    - O= Outstanding
    - S= Satisfactory
    - U= Unsatisfactory
  5. Evaluation of achievement will include progress toward mastery of Next Generation Sunshine State Standards and / or Florida Standards.
  6. The academic grade represents the progress made on a student's instructional level; it does not reflect achievement on grade level. The instructional level will be indicated by the designation on, above or below. These designations will be reflected in grades 1-5 quarterly. The designation will include the student working on mastery of Next Generation Sunshine State Standards and Florida Standards predominately for that level.
  7. Student effort will be indicated by the following codes:
    - E= Excellent Shows outstanding participation. Strives beyond class assignments and homework and is highly motivated and well organized.
    - S= Satisfactory Usually participates. Completes class assignments and homework and is attentive.
    - U= Rarely participates. Frequently does not complete assignments and is inattentive and poorly organized.
  8. Teacher comments can be generated for each subject.
  9. Grading system will be explained on the report card.
  10. Parent-teacher conferences will be scheduled as requested by parents/ and or teachers.

HUCLA teachers will make contact with all parents/guardians at the beginning of the school year. At any time during the grading period that a student is in danger of failing, the teacher will make a documented contact with the parent/ guardian by phone, conference, or written notification. HUCLA will frequently monitor student progress. FLKRS at the beginning of Kindergarten, FAIR three times a year for Grades K-5, easyCBM three times a year for Grades K-5, classroom subject area tests, technology based assessments and projects will be used to keep students and parents informed of progress throughout the year.

The State Assessment along with progress monitoring, using assessments incorporated in subject areas, as well as specific progress monitoring tools, such as FAIR and easyCBM.

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

- ***Improve student learning and academic achievement.***

HUCLA will meet high standards of student achievement by implementing the following:

- Implement HMH Journey's Core reading/language arts curricula, Go Math, ScienceFusion, and Harcourt Social Studies. Art, music and technology will be integrated into the core subject areas. The curricula will be delivered using a thematic approach. Thematic instruction organizes the curricula around themes. Students will acquire knowledge in the context of a coherent "whole." They will connect what they are learning to the real world. The thematic approach will help the home, school and community to foster confident, knowledgeable, productive, responsible and life-long learning citizens.
- Use RTI and easyCBM to facilitate progress monitoring. Data results from these tools will yield information necessary for effective planning. Results and analysis of baseline data, pre- and post- assessments, subject area assessments, as well as results from progress monitoring tools such as FAIR and easyCBM will be used to establish the levels of functioning of each student. HUCLA will use Response to Intervention (RTI) model to provide data base interventions. Data results from curricula based measures easyCBM, baseline assessments, FAIR, and state assessments will be used to inform teaching strategies and to establish the RMS.
- The RMS will provide guidance toward development of individualized student goals and objectives. It will be developed by the teacher and the parent. Results and analysis of baseline data, pre-post assessments, subject area assessments, as well as results from progress monitoring tools such as FAIR and easyCBM will be used to establish the levels of functioning of each student. The levels of functioning will include levels of performance in academic and social/emotional areas. Observations, anecdotal records and parent surveys will be used to obtain information for these areas. Teachers, parents, and administrators will view areas of mastery and deficiency. Data and information from the levels of functioning will be used to establish goals, objectives, and timelines for mastery of outcomes. Students are expected to achieve mastery of Florida Standards.
- ***Increase learning opportunities for all students, with a special emphasis on low-performing students and reading***

HUCLA will integrate reading and writing into all content areas as a way to increase learning opportunities. Using our thematic approach, students will be given additional reading opportunities to use critical thinking and problem solving skills. Through professional development, teachers will learn strategies to plan for quality instruction for their students using differentiated instruction in their lessons plans. Teachers will also monitor and track each student's progress using the RTI model and the Road Map to Success.

**The Supplemental Reading Intervention Solutions Earobics Pre-K-3** built on the Common Core State Standards and a proven research-based intervention that is diagnostic and prescriptive for students will

be used to help struggling students. It will provide explicit, systematic individualized instruction in the foundational skills of phonological and phonemic awareness, phonics, fluency, reading comprehension, vocabulary acquisition and use, and writing.

HUCLA will emphasize achievement of reading skill mastery as the key to academic achievement in all other subject content areas. HUCLA students will have 120 minutes of uninterrupted instruction each day. Additionally, reading and writing will be infused throughout our integrated curriculum.

<b>Intensive level instructional Plan</b>	<b>On level Instructional Plan</b>	<b>Above Level Instructional Plan</b>
120 minutes uninterrupted English language arts block	120 minutes uninterrupted English language arts block	120 minutes uninterrupted English language arts block
45 minutes of remediation session daily	45 minutes of remediation/enrichment session daily	45 minutes of enrichment session daily

### **Additional Help**

After school tutorial

To further supplement regular classroom work, an after-school program will be offered to all children and a variety of art, music, sports, and computer programs.

- ***Encourage the use of innovative learning methods.***

HUCLA will deliver educational best practices and utilize data analysis for individualized student learning. Using data provided from our HMH curriculum, the reports generated will help drive instruction needed for the Road Maps to Success.

HUCLA will pursue grant funding for state of the art technological tools for high levels of achievement, remediation, and enrichment.

- ***Require the measurement of learning outcomes.***

Assessment results of the previous year and baseline assessments will be analyzed to provide teachers with data for the measurement of learning outcomes for each individual student. This data will be used to effectively set goals. Teachers will also use this information to differentiate instruction and to help students master specific skills and content in the Florida Standards. Benchmarks, FAIR, and easyCBM will be given and the data will be used for measurement of learning outcomes for each student. Throughout the school year, data will be reviewed to measure learning outcomes. By reviewing the data, further goals will be established and monitored for success. The Individual Road Maps to Success will be revised, and meetings with administration and parents will be conducted. HUCLA will analyze students' State assessment scores for grades 3-5 and Stanford 10 diagnostic data results to determine whether or not students gained a year's growth. For annual academic growth in reading and math, we have targeted greater than to equal to one year's increase each school year.

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

Not applicable



## Section 2: Target Population and Student Body

### A. Describe the anticipated target population to be served.

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

Horizons Unlimited Creative Learning Academy (HUCLA) will welcome and be committed to provide excellent educational programs and related services ("success and nothing less") to students and parents of all socio-economic, races, genders and ethnic/cultural backgrounds. The School will accept all students in grades in grades K-5 who live within 2.5 mile radius as reflected in the projected student enrollment below:

#### PROJECTED STUDENT ENROLLMENT

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
K-3	120				
K-4		150			
K-5			180		
K-5				180	
K-5					180

#### MAXIMUM STUDENT ENROLLMENT

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
K-3	144				
K-4		188			
K-5			232		
K-5				232	
K-5					232

- Students served in Exceptional Student Education (ESE). All necessary accommodations that do not impose an undue hardship will be made by the School to include students with disabilities
- Students served in programs for English for Speakers of Other Languages (ESOL)
- All students who submit an application unless the number of applications exceeds the capacity of the class, grade level or building. In this case HUCLA will conduct a lottery.

HUCLA will be located in the North Sarasota community of North Sarasota. It is HUCLA's intent that each student experience "Success and Nothing Less."

HUCLA's goal is for every student to make one year's growth in Reading and Math each year. To assist in this goal and to master the Florida Standards, HUCLA will execute the following:

- Implement an integrated curriculum using the following Houghton Mifflin Harcourt (HMH) curricula to meet the individual needs of on-level, below level and upper level functioning students:
  - Journeys Common Core K–6 reading ELA program with rigorous Common Core instructional design
  - Earobics (k-5) Reading Intervention Solutions
  - Go Math Common Core K-8
  - Destination Math (K-8) Math Intervention Solutions
  - ScienceFusion
  - Harcourt Social Studies

These curricula guides are aligned with Florida Standards. The integrated curriculum approach will incorporate reading/language arts and writing throughout the curriculum using a thematic approach. Art and music will be integrated into the subject areas. Technology integration and digital learning across the curriculum will provide innovative ways to reinforce skills and concepts. Leveled reading with differentiated instruction will be used in each subject area to achieve academic excellence in the mastery of the Florida Standards.

### **Progress Monitoring**

EasyCBM will deliver assessment and reporting features to drive data-based decision making. The benchmark measures provide valid and reliable universal screening of all students up to three times a year. Progress monitoring measures include alternate forms that help make informed instructional decisions. Data results from easyCBM will target individual student needs to establish the appropriate intervention needed for each student and rate of growth information.

EasyCBM is an on line assessment tool designed to: identify students at risk, monitor effectiveness of intervention groups, progress monitor groups or individual students, and generate reports which inform teachers of specific assessment objectives for each item on the test. Reading measures are based on recommendations from the National Reading Panel. Math measures are based on the National Council of Teachers of Mathematics (NCTM) Curriculum Focal Point Standards.

Reading and Math include testing of State Standards. The easyCBM assessment reports to the Journeys Common Core Reading Program. Data from these reports will identify areas of mastery and deficiency in addition to base line data and progress monitoring assessments incorporated in subject areas, as well as specific progress monitoring tools, such as Florida Assessments for Instruction in Reading (FAIR) and Curriculum Based Measures (easyCBM). The teacher along with the parents will develop for each student **The Road Map to Success (RMS)**, a personalized learning plan. The RMS will include the following: student performance levels, goals, methods, and an anecdotal record of progress toward goal attainment. FAIR and the easyCBM test will be given three times during the year, giving multiple opportunities to ensure student success.

Quarterly progress monitoring meetings will be held to discuss the effectiveness of the RMS.

Logs that inform parents of student progress will be sent home daily. Students will return the log to the teacher with the parent's signature.

### **Parental Involvement**

To encourage and support parental involvement, and accountability, HUCLA will implement the following activities that will include but not be limited to the following:

#### **Professional Development in working with Parents and Community**

- Train HUCLA staff to support parents' efforts to work with their children and to identify different learning preferences to help both parents and students learn while having fun
- Knowledge and understanding of the Positive Behavior Support Plan (PBSP)

#### **School/Home Communications**

- Prior to enrollment in the school, parents will have an opportunity to participate in open house and parent information meetings where explanations of the curriculum, school requirements, and parental involvement activities will be explained. Parents will have an opportunity to choose among the educational programs in the District throughout the year
- Initially make home visits where needed to get parents involved
- Use flyers to inform parents about programs and school-wide activities
- Publish a monthly newsletter with suggestions for home activities
- Send daily communication Agenda Books home with students to enable parents to help and keep current with their children's work. Have parents or guardians sign and return them
- Hold quarterly progress monitoring meetings to discuss the Road Map to Success plan's effectiveness

#### **Parental Contract and Home Visits**

- Contract with parents to commit to attend monthly meetings; and volunteer hours. Record volunteer hours with the goal of increasing time parents spend at the school
- Execute a rewards program to acknowledge and publicly honor their achievements
- Increase parent participation and improve student attendance by displaying photos of teaching learning activities and projects throughout the school with a brief caption identifying and

describing the skills and concepts learned. Written permission from parents will be obtained prior to photos being taken.

Form a HUCLA school advisory council (SAC) consisting of the Principal, teachers, parents and community members. SAC will execute the following:

- SAC will conduct a quarterly needs assessment of all parents and HUCLA staff to identify their needs and communicate with them.
- Develop and implement bi-monthly training workshops and activities based on findings from the needs assessments to dispel parents' negative images of school; help parents gain the self-confidence they need to feel comfortable helping their children with academics and interacting with school staff and build the base of support they need to dedicate time and energy to their children's education.
- Establish a Parent Center and parent support groups
- Form committees of parents and teachers to select the topics and events of training activities from literacy to how to use manipulatives to help with homework.
- Conduct workshops to demonstrate how reading and writing strategies will be integrated into subject content areas (science, math problem solving, social studies,)
- Create and monitor the effectiveness of the Positive Behavior Support Plan (PBSP) which will guide day-to-day classroom management and school-wide to help with successful achievement

The school can serve a maximum of 232 students in grades K-5. It is anticipated that The Horizons Unlimited Christian Academy, as well as other preschool programs in the community will be feeder schools to HUCLA. It is important to know that the impetus for the school was from parents desiring an educational alternative. Informal surveys of community members substantiated a significant need for the School.

The Sarasota, Florida Comparison Farmer Markets' Demographic data reports there are 2,679 or 5.2% of the Sarasota county population under 5 and 2,354 or 4.5% of the population in the 5-9 age range in the target area.

HUCLA will market preschool programs in to households in a 2.5 mile radius of the school as well as preschool programs throughout the Sarasota area to provide parents with an additional option to choose the educational service they deem would most appropriately meet their child's need. HUCLA will market through a series of print news articles, televised talk shows, and announcements through civic and social organizations promoting the school. A detailed marketing and recruitment plan will support presentations at community forums and web-based content in addition to marketing and recruiting through the District choice program.

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

Initially, HUCLA will serve students in grades K-3, in two classrooms for each grade, 18 students per classroom. This structure will allow us to serve a total of up to 36 students at each grade level per year, without sacrificing the Mission, student intimacy levels, or the quality of the educational experience. In year two we will add two 4<sup>th</sup> grade classes. In year 3, we add two 5<sup>th</sup> grade classes. During the first few years of operation, HUCLA will operate in temporary schoolhouses. Each temporary schoolhouse can house two classrooms of up to 22 students each. Therefore, the total student enrollment is expected to scale in the first five years of operation as set forth on the following chart:

#### PROJECTED STUDENT ENROLLMENT

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
K-3	120				
K-4		150			
K-5			180		
K-5				180	
K-5					180

#### MAXIMUM STUDENT ENROLLMENT

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
K-3	144				
K-4		188			
K-5			232		
K-5				232	
K-5					232

For budgeting purposes, however, we have assumed 15 students per classroom even though we can serve more students. Utilizing the temporary schoolhouse structure outlined above, we can increase our enrollment by up to 33% before reaching capacity and without materially increasing our cost of facilities.

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

See above.

### Section 3: Educational Program Design

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

HUCLA will follow the daily schedule and calendar for the District, which is 180 days. School will begin at 7:30 am and end at 4:15 pm. Additionally, the after school and tutorial program will begin at 4:15 and end at 5:00. The school wants to ensure that their students and families have all the support they need. The Daily schedule is described below:

Time	Activity
7:30 – 7:45	Morning Announcements
7:45 – 9:45	English Language Arts Block
9:45 – 11:15	Math Block
11:15 – 11:55	Computer Lab
11:55 – 12:40	Lunch
12:40 – 1:20	Remedial/Special Projects Block*
1:20 – 2:20	Science/ Social Studies
2:20 – 3:15	Specials Rotations**
3:15 – 4:05	Reading Remediation/Enrichment
4:05 – 4:15	End of day Wrap-up

\*Remediate in other subject areas or work on special projects..

\*\*PE, Arts and Music rotation

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

Based on proven research practices, HUCLA's educational program is designed to help each student master the Florida standards. The educational program is based on research studies of effective instructional practices that enable students to achieve academic excellence in their own methods of learning. The following research based practices will be used:

- Houghton Mifflin Harcourt Journeys Common Core K-6 Reading Program with rigorous Common Core instructional design
- Earobics (k-5) Reading Invention Solutions
- Go Math Common K-8
- Destination Math (K-8) Math Invention Solutions
- ScienceFusion
- Harcourt Social Studies
- Integrated Curriculum

Our educational program design will include but not be limited to the following:

Professional development in the following areas:

- Florida Standards
- Integrated Curriculum
- Classroom management
- PBS plan
- Progress Monitoring
- The Road Map to Success a Personalized Learning Plan (RMS)
- Technology
- ESE and ESOL updates and refreshers

At the beginning of school, HUCLA will conduct professional development workshops to inform staff of best practices and identify staff needs. Professional development will be implemented based on staff needs. An action plan will be implemented and monitored for adjustments and adaptations as needed. Future professional development will be planned according to analysis of classroom observations and teacher requests. HUCLA will participate in District workshops, webinars, web-based, and CD professional development activities, study groups as well as contract with proven effective expert service facilitators to provide training that meets the needs of staff, students, and parents. Evaluation of effectiveness will be based on teacher improvement and student performance gains.

In addition to professional development, assessment and progress monitoring will inform instruction. HUCLA will gather baseline data from FAIR (Florida Assessments for the Instruction of Reading) and easyCBM (Curriculum Base Measures) at the beginning of the school year. These tests will also be used for progress monitoring throughout the school year. The Road Map to Success a personalized learning plan for each student (RMS) will guide the goals, objectives, optimal, effective, and engaging differentiated instruction and learning activities. The Road Map to Success will also guide monthly progress monitoring needed for each student to achieve “success and nothing less” as they progress toward academic excellence in achieving the Florida Standards.

Throughout the year, various instructional strategies will be used that help teachers in meeting the learning needs of all students. Differentiated instruction will provide specialized teaching strategies for below level, on level, and above level students. Instructional strategies will include but not be limited to the following: close reading, scaffolding, integrated instruction, metacognition, cooperative learning, differentiated instruction, activating background knowledge, asking questions, problem solving, modelling, guided practice, flexible grouping, and graphic organizers.

Technology will be integrated throughout the HMH curriculum in reading/language arts (Journeys and Earobics), math (GO Math and Destinations), science (scienceFusion), social studies (Harcourt), easyCBM (assessment tool). All teachers will integrate computers in their lesson plans as a tool to reinforce, remediate, and build skills, foster proficiency, practice concepts learned, problem solve, discover new ideas, promote interactive learning, enhance instructional resources, and develop research skills. Parents will be invited to the computer lab to join their children so that they can upgrade their computer skills and assist their children at home in the learning process.

It is the expectation at HUCLA that our administration will be highly visible. Administration plans to be in and out of classrooms on a regular basis. He or she will be walking through to see what teachers will be teaching and what students are learning. Administration will meet with teachers to discuss their evaluations based on established goals. The Schools’ administration will monitor progress and provide support and professional development where and when needed. Student achievement results will be reviewed and discussed.

HUCLA will implement an integrated curriculum in which reading and writing will occur across the curriculum content areas of math, science, and social studies, art, music, and technology. Strategies learned during the reading/language arts block will be applied in all subject areas. This approach will encourage critical thinking and problem solving skills necessary to meet the rigor of Florida Standards.

An example of an integrated unit using the rainforest is as follows:

Reading- Students will research endangered animals in the rainforest.

Language Arts- Students will write about how to save the animals in the rainforests.

Math- Students will graph the amounts of rain that falls in a given amount of time in the rainforest.

Science- Students will learn about the Ecosystems (rainforest).

Social studies-Students will locate rainforest on a map.

Art- Students will make jungle animals out of cardboards.

Music- Students will role play how animals move and help each other in nature.

Technology- Students will use the computer for research.

### **C. Describe the research base for the educational program.**

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

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

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

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



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

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

HUCLA's provision of the following educational services aligns with its' mission:

- The School's use of an integrated curriculum proven to be effective in enhancing student achievement-The Houghton Mifflin Harcourt curricula guide textbooks, technology and assessment tools that HUCLA will be using include teaching strategies and differentiated instruction that align with Florida Standards and HUCLA's goal of academic excellence.
- On-going and varied assessments which provide data for levels of performance for each student to inform development of a Road Map to Success that guides instruction
- Technology integration across the curriculum and reading and math tutorials
- Provision of enrichment and extra-curricular activities in reading, math, and science using a variety of methods (e.g. projects, clubs, drama, and other performing arts)
  - Parental involvement
  - Parent resource center
  - Parent workshops based on parent needs assessments
  - Parent newsletters

**E. Explain how the services the school will provide to the target population will help them attain the Florida Standards, as required by section 1002.33, F.S.**

HUCLA will implement a research based curriculum. The reading/language arts, math, science, and social studies components are aligned with Florida Standards. Data from baseline and curricula assessments and progress monitoring will inform instruction and provide the basis for the Road Map to Success. Academic achievement commensurate with the Florida Standards will be attained.

**F. If the school intends to replicate an existing school design. Provide evidence that an existing design has been effective and successful raising student achievement. Describe the applicant's capacity to replicate an existing school design.**

Not Applicable

## **Section 4: Curriculum Plan**

### **A. Describe the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve the Florida Standards.**

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

HUCLA's motto is "success and nothing less." To achieve the Florida Standards through execution of its mission, HUCLA will implement an integrated curriculum using the following Houghton Mifflin Harcourt (HMH) curricula to meet the individual needs of on-level, below level and upper level functioning students:

- Journeys Common Core K–6 reading ELA program with rigorous Common Core instructional design
- Earobics (K-5) Reading Intervention Solutions
- Go Math Common Core K-8
- Destination Math (K-8) Math Intervention Solutions
- ScienceFusion
- Harcourt Social Studies

These curricula guides are aligned with Florida Standards. The integrated curriculum approach will incorporate reading/language arts throughout the curriculum using a thematic approach. Art and music will be integrated into the subject areas. Leveled reading with differentiated instruction will be used in each subject area to achieve academic excellence in the mastery of the Florida Standards.

Journeys Common Core is a K–6 results-driven instructional reading program with rigorous Common Core instruction integrated into every unit and lesson. Its vocabulary instruction is designed to enable students to become excellent readers and writers. It engages students and builds comprehension skills with materials leveled to ensure all readers receive the proper support and rigorous challenge. The on, below, advanced, ELL leveled readers and vocabulary resources provide support to students at their individual instructional level. This enables students to apply comprehension skills and strategies from the core lessons.

Reading the informational text on age, grade and level helps students think and respond through writing and additional activities. Students revisit two or three targeted areas to analyze text on a deeper level. Extra support is given to students who may not be quite ready to analyze on their own.

Journeys Common Core will also be used to provide intervention for struggling students where appropriate. Its proven instruction with scaffolding and differentiation in every lesson with digital tools, mobile apps and interactive whiteboard lessons will be useful with HUCLA's target population.

**Features of Journeys Common Core include:**

- Common core alignment helps all readers attain the Florida Reading Standards
- Age grade appropriate leveled reading for below level, on level, and advanced level readers with proper support and rigorous challenge
- Focus on high-quality complex text and expanded instruction in academic vocabulary
- Text-dependent questions that guide students in citing text evidence
- Dig deeper depth of support helps students to analyze text before their second read
- Teacher maintenance of assessments records of each student informs parents of their child's leveled reader individual progress.
- Designed to record each student's key reading behaviors and conceptual understanding which shows progress towards success.
- Reading, including Foundational Skills, Writing, Speaking and Listening, Language, vocabulary, grammar, and spelling
- Builds students' knowledge base through lesson topics and cross-content domains
- Short focused research
- Digital Resources
  - Common Core Reading Practice and Assessment Application, offering practice questions, quizzes, and performance tasks that provide real-time reporting
  - HMH Readers Application, featuring the Journeys Leveled Readers database
  - myWriteSmart, an online writing tool creating a space for collaboration with teachers and peers
  - Digital Teacher Gateway and ePlanner, allowing for comprehensive, easy planning and tracking ePub Vocabulary in Context flip cards, strengthening academic vocabulary anytime, anywhere

**The Supplemental Reading Intervention Solutions Earobics Pre-K-3** built on the Common Core State Standards and a proven research-based intervention that is diagnostic and prescriptive for students will be used to help struggling students. It will provides explicit, systematic individualized instruction in the foundational skills of phonological and phonemic awareness, phonics, fluency, reading comprehension, vocabulary acquisition and use, and writing.

HUCLA will emphasize achievement of reading skill mastery as the key to academic achievement in all other subject content areas.

The Journeys Common Core and Supplemental Reading Intervention will help students achieve mastery of the following Language Arts Florida Standards:

**Language Arts Florida Standards K-5**

The kindergarten through fifth grade curriculum will include the following:

**Strand: READING STANDARDS FOR LITERATURE**

Cluster 1: Key Ideas and Details

Cluster 2: Craft and Structure

Cluster 3: Integration of Knowledge and Ideas

Cluster 4: Range of Reading and Level Text Complexity

**Strand: READING STANDARDS FOR FOUNDATIONAL SKILLS**

Cluster 1: Print Concepts

Cluster 2: Phonological Awareness

Cluster 3: Phonics and Word Recognition

Cluster 4: Fluency

**Strand: READING STANDARDS FOR INFORMATIONAL TEXT**

Cluster 1: Key Ideas and Details

Cluster 2: Craft and Structure

Cluster 3: Integration of Knowledge and Ideas

Cluster 4: Range of Reading and Level of Text Complexity

**Strand: WRITING STANDARDS**

Cluster 1: Text Types and Purposes

Cluster 2: Production and Distribution of Writing

Cluster 3: Research to Build and Present Knowledge

**Strand: STANDARDS FOR SPEAKING AND LISTENING**

Cluster 1: Comprehension and Collaboration

Cluster 2: Presentation of Knowledge and Ideas

**Strand: LANGUAGE STANDARDS**

Cluster 1: Conventions of Standards English

Cluster 3: Vocabulary Acquisition and Use

**Mathematics**

HUCLA will use the HMH program. Go Math Common Core Edition K-8 is a comprehensive curriculum with instructional depth for students to succeed in achieving the rigor of the Mathematics Florida Standards (MAFS). Go Math's features provide the following:

- Aids in mastery of the MAFS with Interactive and engaging Write-in Student Edition.
- Provides interactive conceptual and procedural development.
- Ensures students can access content at appropriate levels of depth and rigor.
- Affords effective and easy-to-use online tools for planning, student engagement, teaching, and assessment.
- Uses e-Readers, tablets, and Online Editions for interactive instruction.

- Offers teachers global delivery options, and device accessibility in planning instruction and managing their classrooms
- Gives teachers comprehensive instructional support and the opportunity to focus on the depth of learning in the classroom
- Helps teachers confidently reach every student
- Promotes comprehensive understanding of (MAFS) and mathematical practices using a comprehensive digital path
- Provides digital and print resources
- Supplies formative and summative assessments assignable by the teacher
- Makes available a Personal Math Trainer where students can practice in a free-play mode.

### **Houghton Mifflin Harcourt Supplemental Math Intervention Solutions Destination Math K-8**

Destination Math is a comprehensive K–12 math program that transforms math instruction and bolsters student understanding through a highly interactive web-based learning. Individualized instruction, ongoing progress monitoring, and guided pathways help reach all students, including: ELL, Special Ed, and Gifted to achieve “success and nothing less.”

It’s alignment to the State standard and support to the Common Core maximizes student achievement through individualized learning paths.

Destination Math K-8 features the following:

- Aligns to state and national standards
- Accelerates math achievement at all levels with proven success
- Built on sound pedagogical research with input from students and educators
- Helps students achieve problem-solving proficiency with step-by-step explicit instruction
- Delivers the right content at the right time through individualization and performance monitoring using assessment and prescription
- Integrates with in-classroom devices for effective whole-group and small-group instruction
- Enables extended learning outside the classroom with 24/7 access
- Reaches ELL students with Destino Matemáticas, the full Spanish version

### **K-5: Mathematics MAFS: Mathematics Standards**

The Go Math Curriculum will help students achieve mastery of the MAFS as it is aligned with them. Measurement and data and geometry are incorporated at each grade level.

#### **Grade K**

##### **Domain: COUNTING AND CARDINALITY**

Cluster 1: Know number names and count sequence

Cluster 2: Count to tell the number of objects

Cluster 3: Compare numbers

##### **Domain: OPERATIONS AND ALGEBRAIC THINKING**

Cluster 1: Understand addition as putting together and adding to, and understand subtraction and taking apart and taking from

**Domain: NUMBER AND OPERATION BASE TEN**

Cluster 1: Work with number 11-19 to gain foundation for place value

**Domain: MEASUREMENT AND DATA**

Cluster 1: Describe and compare measurable attributes

Cluster 2: Classify objects a count the number in each category

**Domain: GEOMETRY**

Cluster 1: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres.)

Cluster 2: Analyze, compare, create, and compose shapes

**Grade 1**

**Domain: OPERATIONS AND ALGEBRAIC THINKING**

Cluster 1: Represent and solve problem involving addition and subtraction

Cluster 2: Understand and apply properties of operations and the relations between addition and subtraction

Cluster 3: Add and subtract within 20

Cluster 4: Work with addition and subtraction equations.

**Domain: NUMBER AND OPERATION BASE TEN**

Cluster 1: Extend the counting sequence

Cluster 2: Understand place value

Cluster 3: Use place value understanding and properties of operations to add and subtract

**Domain: MEASUREMENT AND DATA**

Cluster 1: Measure length indirectly and by iterating length units

Cluster 2: Tell and write time

Cluster 3: Represent and interpret data

**Domain: GEOMETRY**

Cluster 1: Reasoning with shapes and their attributes

**Grade 2**

**Domain: OPERATIONS AND ALGEBRAIC THINKING**

Cluster 1: Represent and solve problems involving addition and subtraction

Cluster 2: Add and subtract within 20

Cluster 3: Work with equal groups of objects to gain foundations for multiplication

Cluster 4: Work with addition and subtraction equations.

**Domain: NUMBER AND OPERATION BASE TEN**

Cluster 1: Understand place value.

Cluster 2: Use place value understanding and properties of operations to add and subtract

**Domain: MEASUREMENT AND DATA**

Cluster 1: Measure and estimate length in standard units.

Cluster 2: Relate addition and subtraction to length

Cluster 3: Work with time and money

Cluster 4: Represent and interpret data

**Domain: GEOOMETRY**

Cluster 1: Reason with shapes and their attributes

**Grade 3**

**Domain: OPERATIONS AND ALGEBRAIC THINKING**

Cluster 1: Represent solve problems involving multiplication and division

Cluster 2: Understand properties of multiplication and the relationship between multiplication and division

Cluster 3: Multiply and divide within 100

Cluster 4: Solve problems involving the 4 operations, and identify and explain pattern in arithmetic

**Domain: NUMBER AND OPERATION BASE TEN**

Cluster 1: Use place value understanding and properties of operations to perform multi-digit arithmetic

**Domain: NUMBER AND OPERATIONS-FRACTIONS**

Cluster: Develop of understanding of fractions as numbers

**Domain: MEASUREMENT AND DATA**

Cluster 1: solve problems involving measurements and estimation of intervals of time, liquid volumes, and masses of objects

Cluster 2: Represent and interpret data

Cluster 3: Geometric measurement: understand concepts of area and relate area to multiplication and to addition

Cluster 4: Geometric measurement: recognize perimeter as an attribute as plane figure and distinguish between linear and area measures

**Domain: GEOMETRY**

Cluster 1: Reason with shapes and their attributes

**Grade 4**

**Domain: OPERATIONS AND ALGEBRAIC THINKING**

Cluster 1: Use the 4 operations with wholes numbers to solve problems

Cluster 2: Gain familiarity with factors and multiples

Cluster 3: Generate and analyze patterns

**Domain: NUMBER AND OPERATION BASE TEN**

Cluster 1: Generalize place value understanding for multi-digit whole numbers

**Domain: NUMBER AND OPERATIONS-FRACTIONS**

Cluster 1: Extend understanding of fraction equivalences and ordering

Cluster 2: Build fraction from unit fractions by applying and extending previous understandings on whole numbers

Cluster 3: Understanding decimal notation and compare decimal fraction

**Domain: MEASUREMENT AND DATA**

Cluster 1: Solve problems involving measurements and conversion of measurements from a larger unit to a smaller unit

Cluster 2: Represent and interpret data

Cluster 3: Geometric measurement: understand concepts of angles and measure angles

**Domain: GEOMETRY**

Cluster 1: Draw and identify lines and angles, and classify by properties of their lines and angles

**Grade 5**

**Domain: OPERATIONS AND ALGEBRAIC THINKING**

Cluster 1: Write and interpret numerical expressions.

Cluster 2: Analyze patterns and relationships.

**Domain: NUMBER AND OPERATIONS IN BASE TEN**

Cluster 1: Understand the place value system.

Cluster 2: Perform operations with multi-digit whole numbers and with decimals to hundredths.

**Domain: NUMBER AND OPERATIONS- FRACTIONS**

Cluster 1: Use equivalent fractions as a strategy to add and subtract fractions

Cluster 2: Apply and extend previous understandings of multiplication and division to multiply and divide fractions

**Domain: MEASUREMENT AND DATA**

Cluster 1: Convert like measurement units within a given measurement system.

Cluster 2: Represent and interpret data.

Cluster 3: Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

**Domain: GEOMETRY**

Cluster 1: Graph points on the coordinate plane to solve real-world and mathematical problems.

Cluster 2: Classify two- dimensional figures into categories based on their properties.

**K-5 Science**

ScienceFusion is a comprehensive state-of-the-art K-8 science program aligned to the Next Generation Science Framework. It is designed for building inquiry, STEM, and optimized for learning in the classroom, at home, on a laptop, a tablet, or science textbook. The digital curriculum, virtual labs, hands-on activities, and write-in science textbook develops important critical thinking skills for student success.

The Next Generation Science Standards (NGSS) were finalized in April of 2013. The K–12 standards were developed in a collaborative, state-led process. NGSS are based on the Framework for K–12 Science



Education developed by the National Research Council. ScienceFusion was built upon the same framework for science education.

ScienceFusion promotes a student-centered approach for:

- Incorporating math and writing in each science lesson
- Learning science concepts and vocabulary Building inquiry, STEM, and 21st-century skills
- Incorporating graphic organizers for summary and organization
- Active reading with features to teach students how to analyze and interact with content Labs and Activities for Every Lesson

The ScienceFusion lab program contains hands-on activities for every lesson. Inquiry lessons (Grades K–5).

Features of the ScienceFusion Curriculum include:

- Levelled reader library to reinforce, enrich, and extend the concepts for every unit of ScienceFusion. Teacher Guide with three levels of support for every unit below-level, on-level/enrichment, and above-level/challenge readers with differentiated Instruction.
- Age- and grade-level-appropriate informational text
- Instructional strategies to help students think deeply about the text and respond to reading through writing and additional activities while working with the text
- Digital Lessons and Virtual labs to meet the unique needs of HUCLA's students
- Reach a wide range of learning styles and abilities in an
- Engaging fun format with simulations, animations, and video based projects to achieve goals

ScienceFusion gives students a meaningful way to interact with science. It provides students with the opportunity to ask questions, think critically, and make informed decisions. Students will develop a foundation for success in science, school and life as they respond to rigorous tasks that require them to inquire, think, predict, analyze, and apply concepts and principles.

Units covered in Grades K-5 include the following themes:

#### **Grade K**

Unit 1: Doing Science  
Unit 2: Animals  
Unit 3: Plants  
Unit 4: Habitats  
Unit 5: Day and Night  
Unit 6: Earth's Resources  
Unit 7: Weather and the Seasons  
Unit 8: Matter  
Unit 9: Energy  
Unit 10: Motion

#### **Grade 2**

Unit 1: Work Like a Scientist

#### **Grade 1**

Unit 1: How Scientists Work  
Unit 2: Technology and Our World  
Unit 3: Animals  
Unit 4: Plants  
Unit 5: Environments  
Unit 6: Earth's Resources  
Unit 7: Weather and Seasons Unit  
Unit 8: Objects in the Sky  
Unit 9: All About Matter  
Unit 10: Forces and Energy

#### **Grade 3**

Unit 1: Investigating Questions

Unit 2: Technology and Our World  
 Unit 3: All About Animals  
 Unit 4: All About Plants  
 Unit 5: Environments for Living Things  
 Unit 6: Earth and Its Resources  
 Unit 7: All About Weather  
 Unit 8: The Solar System  
 Unit 9: Changes in Matter  
 Unit 10: Energy and Magnets

#### **Grade 4**

Unit 1: Studying Science  
 Unit 2: The Engineering Process  
 Unit 3: Plants and Animals Unit  
 Unit 4: Energy and Ecosystems  
 Unit 5: Weather  
 Unit 6: Earth and Space  
 Unit 7: Properties of Matter  
 Unit 8: Changes in Matter  
 Unit 9: Energy Unit  
 Unit 10: Electricity  
 Unit 11: Motion

Unit 2: The Engineering Process  
 Unit 3: Plants and Animals  
 Unit 4: Ecosystems and Interactions  
 Unit 5: Changes to Earth's Surface  
 Unit 6: People and Resources  
 Unit 7: Water and Weather  
 Unit 8: Earth and Its Moon  
 Unit 9: Matter  
 Unit 10: Simple and Compound Machines

#### **Grade 5**

Unit 1: How Scientists Work  
 Unit 2: The Engineering Process  
 Unit 3: Cells to Body Systems  
 Unit 4: Living Things Grow and Reproduce  
 Unit 5: Ecosystems  
 Unit 6: Energy and Ecosystems  
 Unit 7: Natural Resources  
 Unit 8: Changes to Earth's Surface  
 Unit 9: The Rock Cycle  
 Unit 10: Fossils  
 Unit 11: Earth's Oceans  
 Unit 12: The Solar System and the Universe  
 Unit 13: Matter  
 Unit 14: Light and Sound  
 Unit 15: Forces and Motion

The ScienceFusion Curriculum will help kindergarten through fifth grade students achieve mastery of Science Next Generation Sunshine State Standards which include the following bodies of knowledge of:

Body of Knowledge

Earth and Space Science

Life Science

Nature of science

Physical Science

#### **K-5: Social Studies**

Harcourt Social Studies is a comprehensive K–5 curriculum completely aligned to the national standards. Its research-proven content provides rigor and depth in an easy-to-read, highly visual format that connects with all types of learners.

Students learn the social studies themes and skills they need to become informed, participating citizens who consider diverse points-of-view, use critical thinking skills, and are active in their communities.

It is designed to engage and motivate every student through stories of intriguing people, exciting places, and fascinating events that make social studies relevant to their lives and enable them to gain a global perspective. The engaging hands-on activities and technology explorations provide high-interest level tools to foster interactive learning. Teachers use tools to turn interactive learning into content knowledge for every student in class.

Teachers, parents, and volunteers will be able to help all students succeed as they use the Leveled Readers, the Homework and Practice Books, Online Assessments, and teacher resources to plan and implement differentiation.

Features of the Social Studies K-5 Curriculum include:

### **Reading Skill Development**

Reading in the social studies entails a variety of instructional strategies that provide access to the vocabulary and meanings embedded in social studies concepts, ideas, and themes. Students learn valuable connections between their lives and the social studies by successfully interacting with written texts and visual materials, including primary sources and artifacts.

- Unit and Lesson Openers
- Preview the Vocabulary
- Reading Social Studies
- Review and Assessment

### **Skills Lessons**

Skills lessons will help develop thoughtful, participating citizens and reinforce democratic values. It gives students the opportunity to use Social Studies skills to acquire, analyze, and apply knowledge. These are the skills that are at the core of helping them become 21st-century global citizens

- Biographies
- Citizenship
- Points-of-view
- Primary Sources
- Study Skills
- Citizenship Skills
- Critical Thinking Skills

### **Leveled Readers**

Leveled Readers (Grades K–5) will be used to extend unit themes and content. Each Student Edition unit has three independent Leveled Readers correlated to unit content:—below-level/intervention, on-level, and above-level to meet the needs of all students.

- Eight-Page Teacher Guide
- Online Leveled Reader Database

### **Hands-on Engagement**

- Reader's Theatre
- Time Links TimeLine
- Interactive Write-on Resources
- Social Studies in Action Resources for the Classroom

### **Integrative Technology**

- The Learning Site
- On Line Edition e-Book
- On Line e-Planner

**Differentiated Instruction**

- Leveled Practice Activities
- Reading Support and Intervention
- Success strategies and Support for English Language Learners
- Vocabulary Picture Cards
- Homework and Practice Books

**Social Studies Trade Book Libraries recommended by the National Council of Social Studies**

- Content-Area Reading
- Key Social Studies topics
- Independent Reading

**Current Events**

- Online age-appropriate current events site for K–5 students and teachers. stories written for different levels of readers
- Up-to-date calendar with holidays and annual events

Reading Skill Development and Reinforcement of Each unit is organized around a Big Idea, a major social studies concept that is illustrated with real-world photography or artwork, sets the stage for each unit. What to Know Essential Questions will guide students and set a purpose for reading, while the Unit Preview uses visuals to introduce time, place, and key people for a solid foundation for up-coming new content.

Reading Social Studies focuses on a specific reading skill to help students get the most out of the content. Accompanied by a graphic organizer for active learning, students learn Why it Matters, and are guided through a clear 3-step process of learn, practice, and apply. Within lessons, Reading Focus Skills are explicitly addressed and assessed. Write-On/Wipe-Off Cards present the Reading Focus Skill graphic organizer from each unit, and these placemat-sized cards will be used for interactive lessons and review.

Skill Lessons That Develop Citizen Participation will be used to help develop thoughtful, participating citizens and reinforce democratic values. Biographies, Point-of-View, Primary Sources, Citizenship Skills, Study Skills, and Critical Thinking Skills, encourage students to acquire, analyze, and apply knowledge to solve problems, make thoughtful decisions, pose questions of their own, and tell fact from opinion. These skills are at the core of helping them to become 21st-century global citizens.

Hands-on, Minds-on Engagement in Social Studies in addition to print and technology, social studies will be delivered through engaging projects and activities. Teachers will implement short and long-term projects to meet goals and objectives. Interactive resources such as time-links, atlases, desk maps, and map transparencies will be used to provide activity-centered instruction.

Technology Integration and digital learning will provide innovative and flexible digital teaching and learning. Interactive eBooks, audio texts, online leveled readers, and the Learning Site will provide fun ways to reinforce and extend the content for students. Online Assessments, e-Planners, video selections, and electronic interactive presentations provide teachers with the tools to plan, teach, and assess.

HUCLA will use the Harcourt Social Studies as a platform for oral language development to reach all learners including its diverse population of English language learners and students with special needs. Additional resources such as the Reading Support and Intervention, Success for English Language Learners, Picture Word Cards, or online Audio Texts will be used to meet their needs towards mastery of the Social Studies Next Generation Sunshine State Standards.

The Kindergarten through fifth grade curriculum encompasses the following social studies big ideas:

- American History
- Civics and Government
- Economics
- Geography

### **Progress Monitoring**

HUCLA will implement the HMH **easyCBM progress monitoring assessment and learning management system to measure academic growth in reading and mathematics**. As students move through the RTI tiers, easyCBM will deliver assessment and reporting features to drive data-based decision making. The benchmark measures provide valid and reliable universal screening of all students up to three times a year. Progress monitoring measures include alternate forms that help make informed instructional decisions.

Detailed, easy-to-read reports will provide key levels of reporting for all stakeholders -- teachers, parents, and administrators. All team members can view student or group data in real-time to foster development and implementation of intervention plans. Features include:

- **Computer administration options** – Student performance and progress are managed in real time through the computer-based measurement and evaluation system. Provides instant feedback on assessments.
- **Comprehensive Reporting** – The data utilization system includes a number of reports that fulfill class instructional functions including: identification of students at risk; monitoring effectiveness of interventions; organization of students into manageable skill groups; progress monitoring of groups of students; diagnostic displays of errors; target aim lines for improvement; and movement of students across instructional tiers.
- **Item-level data - The *easyCBM*'s** item-level reporting allows teachers to pinpoint instructional areas of concern and intervention for each student or group.
- **Ease of use** - The operating system is flexible and has built-in professional development. It allows users to become familiar with the benchmarks and progress monitoring system to ensure valid data-driven decisions.
- **Active research and development** – Riverside's ongoing partnership with the University of Oregon ensures an active program of research and development toward improvements in formative assessment systems.
- **Aligned to Standards - *easyCBM*** measures are aligned to State standards, National Council of Teachers of Mathematics (NCTM) focal points, and the Common Core standards

The math assessments currently available on **easyCBM™** are based on the NCTM Curriculum Focal Point Standards in Mathematics.

The reading assessments available on the system are based on the 'Big Five' constructs of reading reported in the 2000 National Reading Panel report. These constructs are key to the success of students in reading.

By integrating these products, HMH provides teachers with the tools to identify at-risk students, link to appropriate instructional content at different tiers, and monitor individual student progress. With *easyCBM*, teachers and administrators can collate data-driven reports and actionable recommendations for intervention targeted to students' areas of need within the Journeys program.

"Combining *Journeys* and *easyCBM* into one complete reading solution gives teachers the ability to teach concepts critical to the Common Core, and the tools necessary to adequately test and monitor each student's progress." This provides parents and educators with instructional resources tailored to individual student needs and challenges."

### **Response to intervention (RTI)**

Houghton Mifflin provides an additional online component to assist with the RTI process. Response to intervention (RTI) is an educational approach to instruction, assessment, and intervention designed to provide effective, data-based interventions for struggling students.

### **Tier I**

In Tier I of RTI, universal screening is conducted to determine the current level of performance for all students. While focusing on the core curriculum, teachers will use this assessment data to determine who would benefit from differentiated instruction to address individual needs.

***easyCBM* features the followings benchmark and progress monitoring assessments for all students:**

- Provides a benchmark system that allows screening of students up to three times a year— fall, winter and spring.
- Includes alternate forms that enables tracking of growth (AYP accountability) and making of instructional decisions.
- Provides a snapshot of a school, grade, or classroom.
- Provides progress-monitoring assessments that effectively facilitate differentiated instruction.
- Delivers item-level data to pinpoint student strengths and weaknesses within a content area.

Data results will be used to develop the individualized Road Map to Success for each student. It will guide the goals, objectives, optimal, effective, and engaging differentiated instruction and learning activities. The Road Map to Success will also guide monthly progress monitoring needed for each student to achieve "success and nothing less" as they progress toward academic excellence in achieving the Florida Standards.

## Tier 2

Tier 2 of RTI progress monitoring provides the evidence base required to make instructional decisions for more specific and intensive intervention to improve student achievement. *easyCBM* provides real-time data to efficiently and effectively connect each student with valid interventions.

- Features progress-monitoring measures and item analysis reports to pinpoint instructional areas of concern for each student or group.
- Eases the task of assigning small-group instruction and focuses instructional interventions with more accuracy.
- Provides instant access to results, eliminating the need for data entry.
- Includes rate-of-growth information needed to determine instructional progress.

## Tier 3

Tier 3 is the most intensive level of the RTI framework. More frequent measures quantify the impact of a specifically designed intervention program for the struggling student by evaluating the rate of improvement over time.

### **EasyCBM will enable the following:**

- Allows teachers to strategize a program of frequent progress monitoring.
- Provides the detailed data required to target an individual student needs.
- Provides data that directs the process of intensive intervention needed for students at this RTI level.

### **Parent Involvement Accountability and Training**

To assist in achieving academic excellence, HUCLA will involve parents to help students succeed. HUCLA will implement proven successful parental involvement activities using research reported in the Association for Supervision and Curriculum Development *Educational Leadership Journal*, **Building a Community for Learning Rethinking Parent Involvement**, Judith A. Vandegrift and Andrea L. Greene (Volume 50 | Number 1)

### **Professional Development in working with Parents and Community**

- Train HUCLA staff to support parents' efforts to work with their children and to identify different learning preferences to help both parents and students learn while having fun
- Knowledge and understanding of the Positive Behavior Support Plan (PBSP)

### **School/Home Communications**

- Prior to enrollment in the school, parents will have an opportunity to participate in open house and parent information meetings where explanations of the curriculum, school requirements, and parental involvement activities will be explained. Parents will have an opportunity to choose among the educational programs in the District throughout the year
- Initially make home visits where needed to get parents involved
- Use flyers to inform parents about programs and school-wide activities
- Publish a monthly newsletter with suggestions for home activities

- Send daily communication Agenda Books home with students to enable parents to help and keep current with their children's work. Have parents or guardians sign and return them
- Hold quarterly progress monitoring meetings to discuss the Road Map to Success plan's effectiveness

#### Parental Contract and Home Visits

- Contract with parents to commit to attend monthly meetings; and volunteer hours. Record volunteer hours with the goal of increasing time parents spend at the school
- Execute a rewards program to acknowledge and publicly honor their achievements
- Increase parent participation and improve student attendance by displaying photos of teaching learning activities and projects throughout the school with a brief caption identifying and describing the skills and concepts learned. Written permission from parents will be obtained prior to photos being taken.

Form a HUCLA school advisory council (SAC) consisting of the Principal, teachers, parents and community members. SAC will execute the following:

- SAC will conduct a quarterly needs assessment of all parents and HUCLA staff to identify their needs and communicate with them.
- Develop and implement bi-monthly training workshops and activities based on findings from the needs assessments to dispel parents' negative images of school; help parents gain the self-confidence they need to feel comfortable helping their children with academics and interacting with school staff and build the base of support they need to dedicate time and energy to their children's education.
- Establish a Parent Center and parent support groups
- Form committees of parents and teachers to select the topics and events of training activities from literacy to how to use manipulatives to help with homework.
- Conduct workshops to demonstrate how reading and writing strategies will be integrated into subject content areas (science, math problem solving, social studies,)
- Create and monitor the effectiveness of the Positive Behavior Support Plan (PBSP) which will guide day-to-day classroom management and school-wide to help with successful achievement

#### Opportunities for Extended Student Learning

- The school day will be extended to the following hours: 7:30 – 4:15.
- To further supplement regular classroom work, an after-school program will be offered to all children and a variety of art, music, sports, and computer programs.

#### Professional Development

To implement the Integrated Curriculum with the Florida Standards, teachers and staff will be provided with back to school preplanning orientation. Continuous on-going professional development training will be provided in areas of reading/language arts, math instruction, classroom management, progress monitoring, and differentiated instruction based on identified needs from quarterly comprehensive needs assessment and principal classroom observations and evaluations.

An annual professional development plan will be implemented based on a quarterly needs assessment



of staff. An action plan that delineates goals, objectives, activities, and timelines with documented evidence of completion will be implemented and monitored for adjustments and adaptations as needed. HUCLA will participate in District workshops, webinars, web-based, and CD Rom professional development activities, study groups as well contract with proven effective expert service facilities to provide training that meets the needs of staff, students and parents. Evaluation of effectiveness will be based on achievement of the implemented action plan, teaching improvement, classroom observations, teacher requests, and student performance gains, and classroom observation and teacher requests. Analysis of the results will determine planning and implementation of training to meet continued needs.

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

Vellutino, Scanlon, Zhang, and Schatschneider (2008) noted we could change the futures of roughly one-half of the students who begin kindergarten at risk of becoming struggling readers by providing expert tutorial services; 1st grade teachers could do the same by providing expert tutorials or "very small" group lessons (with three or fewer students).

In their studies of the RTI process, Scanlon and colleagues (2010) found that researchers have typically provided at least 50 30-minute tutorial sessions for at-risk kindergartners and 75–150 30-minute tutorials or very small group sessions for at-risk 1st graders. When layered on top of 90 minutes of high-quality classroom reading lessons, expert tutorials (Phillips & Smith, 2010; Vellutino, Scanlon, Sipay, et al., 1996) or very small group reading instruction (Mathes et al., 2005) resulted in 98 percent of all 1st graders reading on level. Findings also indicate students remain on level at least through 3rd grade with no additional support. This means that once we ensure that all students have access to sufficient high-quality reading lessons, few will meet the federal definition of students with learning disabilities or dyslexia.

One study of struggling readers who were also second language learners noted that the key factor in how much progress students made was the number of texts each student read at 98 percent or higher accuracy (Ehri, Dreyer, Flugman, & Gross, 2007). The researchers also noted that students who worked with teachers, as opposed to paraprofessionals, read far more of these high-success texts and therefore were far more likely to make accelerated progress in reading. American Association of Curriculum Development Educational Leadership March 2011, Vol. 68, Number 6 "What At-Risk Readers Need"

HUCLA plans to accomplish this in the primary grades with its at-risk readers.

Journeys Common Core (c) 2014 reflects a comprehensive model of literacy that incorporates scientifically-based research and empowers educators and students.

A Study of the Instructional Effectiveness of Houghton Mifflin Harcourt Florida Journeys Common Core 2014. (Report Number 435 July 2012)

This study sought to determine the effectiveness of **Houghton Mifflin Harcourt Florida Journeys Common Core ©2014**, an elementary school reading program published by Houghton Mifflin Harcourt. The study was carried out with classes at grades 2, 3, and 4. The teachers were using the program for the first time and received no special instruction in using the program Two research questions guided the study:

**Question 1: Is Houghton Mifflin Harcourt Florida Journeys Common Core ©2014 effective in improving the reading and language skills of elementary school students?**

A test which included both literature and language skills and strategies was developed to assess students at the beginning and end of a field test of the program. Statistical analyses of students' scores at three grade levels showed that the students increased their scores statistically significantly on the assessment.

**Question 2: Is Houghton Mifflin Harcourt Florida Journeys Common Core ©2014 ©2014effective in improving the reading and language skills of lower performing as well as higher performing elementary school students?**

Statistical analyses of higher and lower pretest scoring students' scores at grades 2, 3, and 4 showed that for the lower pretest scoring students the increase was statistically significant. For the higher pretest scoring students the average scores increased significantly in grades 3 and 4. However, at grade 2 there was not a significant increase in test scores. At all three grades the higher pretest group did not show as great an increase as the lower pretest scoring group. This was due in part because a number of students scored quite high on the pretest and thus there was a ceiling effect on the posttest.

**On the basis of this study, both research questions can be answered positively.**

- The **Houghton Mifflin Harcourt Florida Journeys Common Core ©2014** is effective in improving the reading and language skills of elementary school students.
- The **Houghton Mifflin Harcourt Florida Journeys Common Core ©2014** is effective in improving the reading and language skills of lower performing as well as higher performing elementary school students.

### **Houghton Mifflin Harcourt (HMH) Go Math**

HMH utilized past evidence based research to identify and establish five major research strands that were incorporated into the GO Math! program: Writing to Learn, Vocabulary, Scaffolding, Metacognition and Graphic Organizers. The five major research strands served as the foundation for the development of the HMH GO Math! Student Edition.

The first strand, Writing to Learn, was developed on the basis of past research involving writing to elaborate on processes of problem-solving and writing about problem -solving in general. Research has shown that writing about mathematical problem –solving can enhance problem-solving performance and overall conceptual understanding (Putnam, 2003; Williams, 2003); provide an additional source of communication (Baxter, Woodward, & Olsen, 2005); allow for reflection of learning (Burns, 2004); aid in learning mathematics (Russek, 1998); and reduce math anxiety (Furner & Duffy, 2002; Russek, 1998; Taylor & MacDonald, 2007).

The second strand, Vocabulary, was supported by evidence looking at vocabulary to communicate mathematically (Martinez & Martinez, 2001; Rubenstein & Thompson, 2002, & Thompson & Rubinstein, 2000); increase mathematics achievement (Earp, 1970; Marzano, 2004; Stahl & Fairbanks, 1986); and connect concepts and terminology ( Renne, 2004; Thompson & Rubinstein, 2000, Usiskin, 1996).

Scaffolding, the third identified research strand, was based on past research of scaffolding to deepen conceptual understanding in mathematics ( Baker, Schimer, & Hoffman, 2006; Barton & Heidema, 2002; Williams, 2008); meet the needs of individual students (Barton & Heidema, 2002; Kirkpatrick et al., 2001); and build student confidence and independence (Anglileri, 2006; Hyde, 2006; Williams, 2008).

The fourth strand, Metacognition, was identified as a major strand by previous research on metacognition as a means to build mathematical problem-solving (Reys, Suydam, Lindquist, & Smith 1998; Roberts & Tayeh, 2006); improve mathematic performance (Lucangeli, Corndoli, and Tellarini, 1998; NCTM, 2000; Rogrow, 1999); and improve student attitude towards mathematics (Campione Brown & Connell, 1998; Maqsud, 1998; Muin, Sumarmo, & Sabandar, 2006).

The final strand, Graphic Organizers, was chosen because of the extensive research on using graphic organizers to sort information (Braselton & Decker, 1994; Monroe & Pendergrass, 1997; Reys, Suydam, Undquit, & Smith, 1998); support various student learning styles (Hyerle, 1996; Shores & Chester, 2009).

Overall, GO Math! blends student-centered and teacher directed approaches to a mathematics education aligned with the CCSS. The curriculum aims to enhance achievement in mathematics by improving the student's understanding, achievement levels, and test scores. GO Math is designed to support both students and teachers while they advance throughout the year with abstract and concrete material. The program is supplemented with technology to promote a hands-on, comprehensive, and personalized experience.

Research question: How do students using GO Math! compare from pretest to posttest on mathematical outcome measures?

Students using the GO Math! program showed a significant increase from pretest to posttest on the Iowa Test of Basic Skills. The difference between pretest and posttest was 21 scaled score points. This difference is equal to a gain of 1.2 on the grade equivalence scale. Each grade level also had significant gains from pretest to posttest when analyzed individually. HOUGHTON MIFFLIN HARCOURT GO Math! EFFICACY STUDY YEAR ONE FINAL REPORT; submitted by Cobblestone Applied Research & Evaluation, Inc. Rebecca M. Eddy, Ph.D.; Nancy Hankel, M.A, Monique H. Matelski, M.A, Amy Lou Cluff, Ashley Hunt & Kelly Murphy, M.A. February 26, 2014

The integration of the Arts with the content subject areas increases student achievement. Arts Integrated Curriculum Helps Students Overcome Challenges of Poverty; Ronald Treanor, Woodrow Wilson Elementary School, New Jersey Story posted January, 2008 (Results updated December, 2011) In 2010, the school outperformed the state in every test at every grade level, despite serving a significantly higher percentage of students in poverty overall (74% compared to 30%). One hundred (100% of fourth grade students met proficiency scores in science and math in 2010.

In public schools in Asheville and Buncombe, North Carolina, students learn math skills through clog dancing and explore the solar system through modern dance. In these schools, teachers deliver the core curriculum through the arts. This approach is based on the research report *Champions of Change: The Impact of the Arts on Learning* (Fiske, 1999). This report offers clear evidence that sustained involvement in particular art forms—music and theater—is highly correlated with success in mathematics and reading. Furthermore, at-risk students do particularly well both academically and personally in these types of programs (Blake, 2001).

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

Students need to "learn to use the tools to solve problems and generate new ideas and knowledge" concluded Morrison & Lowther (2005, 9.7).

- C. Describe the school's reading curriculum. Provide evidence that reading is a primary focus of the school and that there is a curriculum and set of strategies for students who are reading at grade level or higher and a separate curriculum and strategy for students reading below grade level. The reading curriculum must be consistent with effective teaching strategies and be grounded in scientifically-based reading research.**

Journeys Common Core is a K–6 results-driven instructional reading program with rigorous Common Core instruction integrated into every unit and lesson. Its vocabulary instruction is designed to enable students to become excellent readers and writers. It engages students and builds comprehension skills with materials leveled to ensure all readers receive the proper support and rigorous challenge. The on, below, advanced, ELL leveled readers and vocabulary resources provide support to students at their individual instructional level. This enables students to apply comprehension skills and strategies from the core lessons.

Reading the informational text on age, grade and level helps students think and respond through writing and additional activities. Students revisit two or three targeted areas to analyze text on a deeper level. Extra support is given to students who may not be quite ready to analyze on their own.

Journeys Common Core will also be used to provide intervention for struggling students where appropriate. Its proven instruction with scaffolding and differentiation in every lesson with digital tools, mobile apps and interactive whiteboard lessons will be useful with HUCLA's target population.

**Features of Journeys Common Core include:**

- Common core alignment helps all readers attain the Florida Reading Standards
- Age grade appropriate leveled reading for below level, on level, and advanced level readers with proper support and rigorous challenge
- Focus on high-quality complex text and expanded instruction in academic vocabulary
- Text-dependent questions that guide students in citing text evidence
- Dig deeper depth of support helps students to analyze text before their second read
- Teacher maintenance of assessments records of each student informs parents of their child's leveled reader individual progress
- Designed to record each student's key reading behaviors and conceptual understanding which shows progress towards success
- Reading, including Foundational Skills, Writing, Speaking and Listening, and Language
- Builds students' knowledge base through lesson topics and cross-content domains
- Short focused research
- Digital Resources
  - Common Core Reading Practice and Assessment App, offering practice questions, quizzes, and performance tasks that provide real-time reporting
  - HMH Readers App, featuring the Journeys Leveled Readers database
  - myWriteSmart, an online writing tool creating a space for collaboration with teachers and peers

- Digital Teacher Gateway and ePlanner, allowing for comprehensive, easy planning and tracking ePub Vocabulary in Context flip cards, strengthening academic vocabulary anytime, anywhere

**The Supplemental Reading Intervention Solutions Earobics Pre-K-3** built on the Common Core State Standards and a proven research-based intervention that is diagnostic and prescriptive for students will be used to help struggling students. It will provides explicit, systematic individualized instruction in the foundational skills of phonological and phonemic awareness, phonics, fluency, reading comprehension, vocabulary acquisition and use, and writing

HUCLA will emphasize achievement of reading skill mastery as the key to academic achievement in all other subject content areas. HUCLA students will have 120 minutes of uninterrupted instruction each day. Additionally, reading is infused throughout our integrated curriculum.

<b>Intensive level instructional Plan</b>	<b>On level Instructional Plan</b>	<b>Above Level Instructional Plan</b>
120 minutes uninterrupted ELA block	120 minutes uninterrupted ELA block	ELA minutes uninterrupted ELA block
45 remediation session daily	45 minutes remediation/enrichment session daily	45 minutes enrichment session daily

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

**The Supplemental Reading Intervention Solutions Earobics Pre-K-3** built on the Common Core State Standards and a proven research-based intervention that is diagnostic and prescriptive for students will be used to help struggling students. It will provide explicit, systematic individualized instruction in the foundational skills of phonological and phonemic awareness, phonics, fluency, reading comprehension, vocabulary acquisition and use, and writing.

HUCLA will emphasize achievement of reading skill mastery as the key to academic achievement in all other subject content areas.

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

Students will be challenged to expand their worldview and creative thinking by exposure to various elements of the Arts including visual art, music, drama, and dance.

There will be active participation with literature, discussions and writing as well as reporting through a variety of creative ways, such as drawing pictures, creating dramatic skits, creating poetry, dictating stories, creating songs and making dioramas and painting murals.

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

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

The school will form partnerships with community organizations for real-life context. Through exposure to play writing/acting and fieldtrips, students will be able to evaluate and process life events in a way that helps them with their decision making processes.

### **Integration of the Arts into the Core Subject Content Areas**

Teachers will integrate, plan and implement visual arts, music, dance, and drama into lessons and activities congruent with themes, concepts, skills and content taught in reading/language arts, math, science and social studies subject areas in a meaningful way. Learning will occur in, about, and through the arts. The blending of instructional objectives in the Arts with the core subjects will reinforce and deepen the students' understanding of the subject area as well as the art form. This allows the Arts and the Core subjects to mutually strengthen and support each other. Application and synthesis of ideas from one discipline to another will lead students to develop deeper understanding and critical thinking through comparing and contrasting ideas. In addition to critical thinking, these lessons will promote experimenting, problem solving, and decision making.

- The meaning of holiday celebrations come alive as a third-grade class creates costumes, props, scenery, and a script to celebrate the significance of their social studies unit.
- Geometry connections are made as kindergarten students use famous pieces of artwork to find different shapes and lines. Then, the students create their own masterpiece using various shapes and lines they have studied.
- Students solve math problems by counting their dance steps in a class.
- A group of second-graders create dances to learn about the life cycle of a butterfly. Instead of simply talking about the phases, these students actually become the phases with their bodies.

The integrated approach will effectively help meet student interests and learning styles. This will increase motivation. It will also allow for use of students' multiple intelligences to construct and demonstrate their understanding of subject matter in a variety of ways. It gives greater context to students' learning and makes their educational experiences more meaningful. Students will discover natural connections among disciplines as they deepen their understandings and synthesize ideas.

Students will be able to connect historical and cultural perspectives about the arts in a context that will bring relevance to the past and enable students to relate the Arts to their present cultural environment. Through hands on experiences they will be able to effectively communicate about the Arts and respond aesthetically to the art, musical, drama, art they produce. Students work purposely and productively alone, in pairs, and in groups within and across grade levels.

Parents and community volunteers within the Sarasota Arts community will work collaboratively with teachers and students to implement integration of the Arts into the subject content areas through learning activities that include special projects, plays, exhibits, and other initiatives generated by student interests. Students become involved in real life problems within the community, and the community becomes drawn into the excitement of the school

#### **K-5: Visual Art**

The art program will provide students with the opportunity to explore the elements of art and develop artistic skills. Through paint, color, print, clay, construction, fabric and fiber students will explore the visual elements of lines, shapes, textures, colors, form, tone, pattern, texture, and spatial organization. Participation in hands on activities and personal expression with a variety of art media and techniques will provide each student with an opportunity to develop and explore his or her creative potential and life-long appreciation of art while enjoying creating art. They will become aware of art from other times, people, and places.

Art instruction will increase achievement skills in experimentation, problem solving, critical thinking, and decision making. The art program will enable students to master the following Next Generation Sunshine State Standards Big Ideas:

- Critical Thinking Reflection
- Historical and Global Connections
- Innovation Technology and The Future
- Organizational Structure
- Skills, Techniques and Processes

#### **K-5: Music**

The music program will provide students with the opportunity to explore and practice the elements of musical and develop musical skills through melody, harmony, rhythm/meter, form and blending vocal timbres, and responding to cues of the conductor through the singing of songs, rhymes, and melodies both individually and as a group. Students will participate in hands on activities involving singing playing instruments and listening activities.

Students will be exposed to musical contributions representing various cultures, genres, styles, and artists. Exposure to a variety of composers representing various historical periods and cultures will enable students to understand the role of regions, events, and historical context on the various musical types. Skills and techniques will be developed throughout all grade levels.

Critical thinking and problem solving skills developed from musical experiences can transfer into daily life. The self-discipline and creativity promoted through musical transfers to learning in other areas. Creation and communication is another important part of the program. Creative expression, individual interpretation and the creation of original musical works and songs will be encouraged and guided throughout the program.



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

As students participate in organized musical activities, they learn cooperation and an awareness of their role in community and society. This awareness enables students to appreciate not only their own culture, but also others around the world.

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

The music program will enable HUCLA students to achieve mastery of the following Florida Standards for music Big Ideas:

- Critical Thinking and Reflection
- Historical and Global Connections
- Innovation, Technology and the Future
- Organizational Structure
- Skills, Techniques and Processes

#### **K-5: Technology**

The School recognizes and embraces the important role technology plays in educating children to prepare them for the opportunities of tomorrow. Technology has proven invaluable not only as a skills-based tool for children to learn, but also as an additional instructional tool to assist teachers in providing targeted, effective learning instruction for successful educational outcomes.

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

First, technology is a core for learning. Second, technology must be readily accessible to teachers and students in the classroom and all areas where learning takes place. Third, educational use of the Internet broadens and deepens students' knowledge and academic achievement. Appropriate use of the Internet will be ensured via the installation of software filters designed to block access to those sites deemed unsuitable for student access including pornographic sites. Supervision by faculty and staff will further ensure appropriate student use of the Internet.

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

HUCLA bases technology instruction on six national standards (Spiral of Skills) that support computer literacy beginning in kindergarten. These standards are taught with increasing complexity at appropriate levels as follows. The student:

- Knows the characteristics and uses of computer hardware and operating systems

- Knows the characteristics and uses of computer software
- Understands the relationship among science, technology, society, and the individual

### **K-5: Physical Education**

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

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

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

- Cognitive Ability
- Lifetime Fitness
- Movement Competency
- Responsible Behaviors and Values

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

- Concepts
- Promotions
- Responsible Behavior

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

For annual academic growth in reading and math, we have targeted greater than or equal to one year's increase each school year.

In the first year of the writing assessment, we target 50% of our students will score a level 4 or above and increase by 5% for following academic school year.

Progress will be monitored throughout the school year using the following measures: Pre-post-tests, and benchmark assessments for Journey's reading curriculum, GO Math! Curriculum, Florida Assessments for Instruction in Reading (FAIR), and Florida Kindergarten Readiness Screener (FLKRS).

Administrative monitoring of use of all available resources, teacher performance, and the implementation of the curriculum.

Using the technological components of Journeys and GO Math!, we will run reports on a regular basis to keep parents informed of student progress. It will be our measure of the effectiveness of the curriculum with regards to meeting the requirements of the Florida Standards.

## **Section 5: Student Performance, Assessment and Evaluation**

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

HUCLA's goal is for every student to make one year's growth in Reading and Math each year.

Two objectives HUCLA will strive for are to decrease the number of students scoring at the lowest level, of the state mandated test replacement for FCAT Reading and Math, and to increase the number of students scoring at the highest levels. These objectives will be refined as more details about the new Florida assessments become available to HUCLA.

There will be progress monitoring , using assessments incorporated in subject areas, as well as specific progress monitoring tools, such as FAIR (Florida Assessments for Instruction in Reading) and easyCBM (Curriculum Based Measures.)

EasyCBM is an on line assessment tool which is designed to: identify students at risk, monitor effectiveness of intervention groups, progress monitor groups or individual students, and run reports which inform teachers of specific assessment objectives for each item on the test. Reading measures are based on recommendations from the National Reading Panel. Math measures are based on the National Council of Teachers of Mathematics (NCTM) Curriculum Focal Point Standards. Both Reading and Math include testing of State Standards. This assessment reports to the Houghton Mifflin Journeys program, which HUCLA will be using. Students who found certain items easiest or those who found items most challenging are identified in Reading and Math reports. These reports will be used to compose The Road Map to Success (RMS), a learning plan developed for each student, and will be shared with parents and students. The RMS will include the following: student performance levels, goals, methods, and an anecdotal record of progress toward goal attainment. Both FAIR and the easyCBM test will each be given three times during the year, giving multiple opportunities to ensure student success.

Teachers will be trained, through professional development, to identify skill deficits and special needs. The RMS plans will be reviewed in round table teacher collaborative discussions. Recommendations for improvement will be based on best practices, proven effective intervention strategies, materials, and technology applications based on assessment evaluation. Immediate intensive intervention will be given to those students, who have been identified by FAIR or easyCBM, as having a substantial reading deficiency.

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

### **Student Level Placement**

#### **Kindergarten**

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

#### First Grade

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

#### Second-Fifth Grades

Each student's cumulative records from the school previously attended, including past performance on State of Florida Standards Assessment will be examined to determine student placement.

### **Promotion**

Promotion to the next higher level will be based on: adequate progress on FAIR, standardized tests such as SAT 10, State of Florida Standards Assessments in Reading and Math and classroom performance assessments. HUCLA will seek guidance from the District about adequate levels of progress for new State assessments as they are determined in the future.

### **Retention**

Retention decisions will be made by the Principal of HUCLA. Decisions for retention or promotion of ELL/LEP students will not be made based on the results of any single assessment instrument. A formal retention recommendation for retention for an ELL/LEP student may be made through the action of an ELL/LEP committee.

Grade Three Mandatory retentions and exemptions suggestions will be made by a team of professional staff reviewing students who do not meet mandatory reading requirements. The Principal will determine if the student meets the requirements for a good cause exemption, and should be promoted. A request will be made in writing to the Superintendent who will accept or reject the Principal's recommendation.

Good cause exemptions for grade three retentions will be in compliance with School Board policy and Florida statute. Good cause exemptions include:

- ELL (English Language Learner)/LEP (Limited English Proficient) students who have had less than two years of instruction in an ESOL (English for Speakers of Other Languages) program who meet all other district promotion requirements.
- Any student whose IEP (Individual Education Plan) indicates that participation in the statewide assessment program is not appropriate.

- Students who demonstrate an acceptable level of performance on the alternative assessment (another opportunity for third graders to demonstrate mastery of third grade reading skills). The District may choose when to administer the test which has been adopted by the State. Students who score at the 45<sup>th</sup> percentile or higher on SAT 10 are eligible for promotion to grade 4, and may be promoted if all other district requirements for promotion have been met.
- Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Florida State Standards tested benchmarks in reading equal to an adequate performance level to be determined by new state testing.
- Students with disabilities who participate in the FCAT replacement test, and who have an IEP (Individual Education Plan or a Section 504 plan that reflects that the student has received intensive remediation in reading for more than two years but still demonstrates a deficiency in reading and were previously retained in kindergarten, grade1, grade 2 or grade 3.
- Students who have received intensive remediation in reading for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade1, grade2, or grade 3 for a total of two years. Intensive reading instructions for those students who have been promoted must include an altered instructional day that includes specialized diagnostic information and reading strategies.

HUCLA will be in compliance with School Board policies for retention waivers which involve ELL/LEP students, ESE students, previously retained students, and students with attendance issues caused by unique circumstances requiring extended absences. No student will be assigned to a grade level based solely on age or other factors that constitute social promotion. Any mid-year promotion of students retained in grade 3 will be in accordance with School Board Policy.

## Grading

- Quarterly report Cards will be used to grade student performance. The teacher will assign each student a grade. HUCLA will be using the district's grading policy, and report cards. Elementary subjects graded are Language Arts (includes Reading, Writing, Speaking and Listening, and Language), Mathematics (K –Cardinality and Counting ) ( Grades K-5 Operations and Algebraic Thinking, Numbers and Operations, Measurement and Data, Geometry), Social Studies, Science, Art, Music and Physical Education.
- The grades reflecting achievement for academic subjects in grades 1-5 will be:
  - A= 90-100% Outstanding Progress
  - B= 80-89% Above Average Progress
  - C= 70-79% Average Progress
  - D= 60-69% Lowest Acceptable Progress
  - F= 0-59% Failure

- NA= Not accessed at this time
- Grades K and 1 will use a Performance Grade Key based on student mastery of Florida Standards. The Performance Grade Key uses the following rubric:
  - 4= Exceeds the standard
  - 3= Meets the standard
  - 2= Progressing towards the standard
  - 1= Beginning demonstration of the standard
- The academic grades reflecting achievement for art, music and physical education in Grades 2-5 will use the following rubric:
  - O= Outstanding
  - S= Satisfactory
  - U= Unsatisfactory
- Evaluation of achievement will include progress toward mastery of Next Generation Sunshine State Standards and / or Florida Standards.
- The academic grade represents the progress made on a student's instructional level; it does not reflect achievement on grade level. The instructional level will be indicated by the designation on, above or below. These designations will be reflected in grades 1-5 quarterly. The designation will include the student working on mastery of Next Generation Sunshine State Standards and Florida Standards predominately for that level.
- Student effort will be indicated by the following codes:
  - E= Excellent Shows outstanding participation. Strives beyond class assignments homework and is highly motivated and well organized.
  - S= Satisfactory Usually participates. Completes class assignments and homework and is attentive.
  - U= Rarely participates. Frequently does not complete assignments and is inattentive and poorly organized.
- Teacher comments can be generated for each subject.
- Grading system will be explained on the report card.
- Parent-teacher conferences will be scheduled as requested by parents/ and or teachers.

HUCLA teachers will make contact with all parents / guardians at the beginning of the school year. At any time during the grading period that a student is in danger of failing, the teacher will make a documented contact with the parent/ guardian by phone, conference, or written notification. HUCLA will frequently monitor student progress. FLKRS at the beginning of Kindergarten, FAIR three times a year for Grades K-5, easyCBM three times a year for Grades K-5 , classroom subject area tests, technology based assessments, and projects will be used to keep students and parents informed of progress throughout the year.

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

Not Applicable.

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

Baseline data will be collected from FAIR and easyCBM at the beginning of the school year. Students in Grades K-5 will take FAIR (Florida Assessments for the Instruction of Reading) and easyCBM (Curriculum Based Measures). Information from these tests will be used to create an RMS (a personalized plan for each student), and for progress monitoring. RMS plans will be reviewed, student goals and teaching strategies changed; as progress or lack of progress is evident. Growth for the academic year, can be measured from the first tests to the last, but determination of one year's growth can be made by comparing one year's results with the next year's results.

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

<b>Date</b>	<b>Assessments</b>	<b>Grades</b>
August-September	FLKRS (Florida Kindergarten Readiness Screener)	Kindergarten
August-September	easyCBM (Curriculum Based Measures)	K-5
August-October	FAIR (Florida Assessments for the Instruction of Reading)	K-5



August	Writing- Formative Prompt	4 and 5
October-November	Science	5
October-November	Writing- Formative Prompt	4 and 5
November	easyCBM	K-5
November	Writing- Formative Prompt	4 and 5
November-December	Writing	4 and 5
November-January	FAIR	K-5
February	easyCBM	K-5
February	Florida Writing Assessment	4
February-May	FAIR	K-5
March-May	CELLA (Comprehensive English Language Learning Assessment)	ELL Students K-5
April-May	Florida State Assessment (Reading and Math)	3-5
May	Stanford 10	1 and 2

For the first year HUCLA, will serve Grades K-3.

The next year will include Grade 4, and by the third year, Grades K-5 will be included in all testing required of HUCLA students.

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

The data gathered from FAIR and easyCBM will be used to provide each student with a RMS (personalized learning plan). It will guide the goals, objectives, optimal, effective, and engaging differentiated instruction and learning activities. Strategies to improve learning will be based on the strengths and weaknesses identified by testing. This information will be used to differentiate instruction, and for progress monitoring.

The RMS will guide monthly progress monitoring needed for each student to achieve “Success and Nothing Less” as they progress toward academic excellence in achieving the Florida Standards

Parents/guardians will be involved in the process, by collaborating with teachers and sharing the responsibility for accomplishing tasks and assignments that are required to be completed at home. The RMS plan will change throughout the academic year.

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

Every two months, parents and students will receive reports generated by easyCBM and FAIR. This will be in addition to daily progress reports keeping parents informed of classroom performance and assessments.

## Section 6: Exceptional Students

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

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

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

See response to Question 6.A, above.

### Enrollment Procedures

As part of the registration process, HUCLA staff including but not limited to the ESE Liaison, ESE Teacher and Guidance Counselor will evaluate the level of services stated on the student's most recent IEP, evaluation results and other academic data with parental input in order to determine whether HUCLA's environment can provide the continuation of services to meet the student's academic and social needs.

If the IEP is not available at the time of registration, the ESE Liaison will contact the most recent school the student attended to request a copy of the IEP, student records, and access the District data base. With the parent HUCLA will determine if the School can offer the appropriate education and related services to meet the individualized needs of the student.

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

### Identification of students with special needs

HUCLA instructional staff will progress monitor all students that include but are not limited to anecdotal records, observations, and other assessment data to determine their academic/or behavioral progress. Instructional staff will identify skill deficits and provide supports using differentiated instruction and will respond with appropriate adjustments, adaptations, and modifications to the content being presented to increase the learning potential of all students.

Student progress will be reviewed bi-weekly by the teacher in collaboration with other support staff such as an ESE teacher, guidance counselor, and psychologist. Recommendations will be discussed based upon interventions presented by the teacher and background information provided about the student. Recommendations will be based on best practices, proven effective intervention strategies, materials, and technologies, in conjunction with appropriate resources. These recommendations will be shared to enable students to perform and achieve their best. A progress monitor plan will be developed and implemented that includes the following: student performance levels, goals, methods and an anecdotal record of progress towards improvement in deficit areas.

If documented interventions are not successful, the support staff team will convene to determine next steps to meet the academic needs of the students. Initial evaluations will be considered for academic, behavior or social concerns after obtaining parental consent. Once consent is obtained evaluations will be administered to students within an allotted time frame. The support team will review evaluation results with parents and determine eligibility staffing. The ESE Liaison will solicit assistance from the District Pupil Services Support department to provide any additional technical assistance needed in support of additional assessments and all reporting requirements to ensure compliance with eligibility criteria mandates.

The ESE Liaison will coordinate and lead the staffing meeting to determine ESE eligibility. The team will include but not be limited to the following: Principal or designee, the exceptional student education (ESE) liaison, parents, student's regular education teacher, guidance counselor, psychologist, speech/language pathologist if appropriate, and social worker (if pertinent).

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

If consensus is reached that the student is eligible for ESE, the ESE liaison will conduct a meeting to develop the Individualized Education Plan (IEP) before the placement decision and have parents sign all required documentation to complete this staffing.

#### Individualized Education Plan

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

The school will utilize the inclusion model in meeting the needs of ESE students. The Principal, ESE teacher and regular education teacher will use the regular school facilities designed and/or adapted to meet the needs of exceptional students to the maximum extent possible as required by the Americans with Disabilities Act (ADA). HUCLA will work collaboratively with the District to determine the least

restrictive environment and proper placement within the full continuum of services offered by the District.

#### Developing the IEP Plan

- The ESE Liaison will form an IEP team that will consist of, but not be limited to, parents; regular education teacher; ESE Teacher; Local Education Agency (LEA) representative; speech and language pathologist if applicable; and other individuals who have knowledge or special expertise regarding the student where appropriate.
- The ESE Liaison will provide a written notice of the IEP meeting and Procedural Safeguards will be sent to parents at least ten days prior to the IEP meeting date.
- The IEP Plan will be developed with the goals, objectives, timelines and all specific necessary aids, supports and/or services based on the identified needs of the student reflected in the evaluation data.
- All IEP participant team members will sign the IEP to show they were in attendance not necessarily in agreement with the IEP.
- IEP plans will be implemented, reviewed and developed annually or as needed..
- The ESE Liaison will obtain parental consent to conduct three-year re-evaluations. If the re-evaluation data necessitates a change in services, a meeting to revise the IEP will be convened within 20 school days of the receipt of the evaluation report(s). If re-evaluation does not necessitate any change in services, the reevaluation data will be incorporated into the next regularly scheduled IEP review.
- The IEP/Re-Evaluation Review participants will be in attendance at the meeting to sign the Re-Evaluation Review form.

#### Section 504 Eligibility

The Guidance Counselor will serve as the Section 504 school coordinator to schedule initial/or annual 504 eligibility meetings:

Guidance Counselor, parent, student's teacher, and student if necessary will meet as a team to discuss all relevant information about the student that has a physical or mental impairment which substantially limits a major life activity i.e. caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

If the team determines that the student does have a disability, they will then identify what types of support, or *accommodations*, are appropriate to meet the student's needs. The accommodations will be described in the Section 504 accommodation plan has a physical or mental impairment which substantially limits one or more major life activities.

### Section 504 Plans

The 504 plan will describe the necessary aids, supports and/or services of the identified needs reflected in the evaluation data.

The Section 504 plan will describe the accommodations HUCLA will provide to support the student's education. The eligibility team will write the accommodation plan based upon what the student needs to have access to the curriculum for success.

Evaluations and accommodations will be written in the plan to provide clarity and direction to HUCLA staff delivering services or making accommodations. The plan will be reviewed annually and updated at any time to reflect changes and recommendations by the team.

The Guidance Counselor will use the district approved Section 504 Data Input Form to comply with stipulated Section 504 plan requirements.

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

HUCLA will make appropriate adaptations to meet the needs of ESE students as it adheres to IDEA, Section 504, and ADA to assure it provides free and appropriate education within the least restrictive environment. The school will accommodate to the maximum extent possible the needs of ESE students. The school will minimize potential injury by designating and separating areas for walk ways, car and bus circulation drop off and pick up, parking, ramps, access entry doors, and use of rounded edges and no glare surfaces.

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

HUCLA evaluation of its effectiveness in serving exceptional education students will be as follows:

Internally, the Regular Education Teacher ESE teacher and Special Education Liaison will work collaboratively to collect and review all data from baseline assessments, pre/post- test assessments, State mandated assessments, curricula assessments, progress monitoring reports, lesson plans, instructional strategies, provision of related services, parental communications and activities. In conjunction with this information, they will review the IEP to make sure the goals, objectives, and related services are implemented for each student's successful achievement.

Professional development in IEP development, research based instructional strategies, analysis of student goal effectiveness will be provided. The effectiveness of the implementation of the professional development will be evaluated based on teacher performance and student achievement.

Teachers will monitor benchmark test results of our Gifted and Talented students quarterly and continuously monitor the Education Plan of each student. The District's State mandated test data, classroom assessment records will be analyzed to determine the need for more challenging goals and higher levels of enrichment.

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

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

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

ESE students who are below grade level will have their needs met. The regular education teacher will use best practices, proven effective intervention strategies, materials, and technologies for goal attainment and achievement outcomes. The ESE teacher in collaboration with the regular education teacher will pull students for small group or one on one instruction, using ESE supported resources of HUCLA's integrated curriculum (Earobics Reading Intervention Solutions). The ESE teacher will also provide services for the ESE students either in the classroom or in pullout sessions for various amounts of time throughout the week based on the IEP and the individual student's needs. Students will also receive afterschool remedial tutorial sessions.

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

School year 2010-2011 data from Sarasota County District Details reveals the total District school enrollment to be 40,899 with 6,020 ESE students. Based on this ratio, the District's percentage of ESE students is 14.7%. HUCLA will use the 14.7% as a guide to project its ESE enrollment for each year based on the following projected student enrollment: year one 120; year two, 150; year three 180; and years four and five 180. HUCLA projects 20% of its population will be students with disabilities. In a projected classroom of 15 students, the teacher will adequately manage three students identified as ESE.

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

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

HUCLA will hire an ESE Liaison and a highly qualified certified special education teacher and an aide to assist in the coordination and implementation of specially designed instruction and related services. All staff will meet the following District certification requirements.

Staff	Number	Years	District Certification Requirements
ESE Liaison Guidance Counselor	1	1-5	Bachelor's Degree from an accredited educational institution. Certification in ESE, Guidance, Speech pathology and a minimum of one core content area, appropriate for K-5. Minimum of three years successful experience as an ESE teacher, Guidance Counselor, School Psychologist or School Social Worker
ESE Teacher(s)	1	1-5	Bachelor's degree from an accredited institution Valid Florida Educator's Certificate in Exceptional Student Education and endorsement as required for K-5. Meet certification and highly qualified requirements
ESE Para-professional	1	1-5	High school diploma or equivalent. Minimum of one year of working with exceptional students or an equivalent combination of in-service training and related experience. Training in related areas and/or willing to complete training in working with exceptional students. Associates of Arts / Associates of Science Degree or 60 hours equivalent from an accredited educational institution or passing score on the Para Pro Assessment Test.

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

Gifted and talented students will be served as follows:

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

defined in Rule 6A-6.03019, F.A.C.

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

The EP Team participants will include but not be limited to parents, the ESE liaison, a teacher trained in working with the gifted, a regular education teacher, a District representative, and related services personnel where appropriate.

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

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

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

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

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

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

"What it takes to teach gifted learners well... begins with the premise that each child should come to school to stretch and grow daily. It includes the expectation that the measure of progress and growth is competition with oneself rather than competition against others. It resides in the notion that educators understand key concepts, principles and skills of subject domains, and present those in ways that cause highly able students to wonder and grasp, and extend their reach. And it



envisioning schooling as an escalator on which students continually progress, rather than a series of stairs, with landings on which advanced learners consistently wait."

Using the Differentiating Instruction for Gifted Learners: A Resource for Classroom Teachers, as a guide, teachers will include but not be limited to the following differentiated curriculum and instruction methodologies: acceleration, depth, complexity, challenge, and creativity.

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

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

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

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

## **Section 7: English Language Learners**

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

HUCLA will comply with District and state policy by using the identification tools utilized by the District.

### **Enrollment Procedures**

Identification to English Language Learner (ELL) students will be a priority at our School. During registration, students identified using the Home-Language Survey based on their responses will be considered potential ELL students. These students are then referred to the ESOL liaison for further language screening. Parents are advised that their child needs an assessment of English proficiency to determine placement in the ESOL program. The child is then referred to a trained assessor in the School within 20 days from registration. The ESOL designee will then administer appropriate assessments.

### **Assessment Procedures**

Once students are identified, the ESOL Teacher and/or Resource teacher will administer the test to determine their proficiency levels. After their proficiency level has been established, a written plan must be created for the student to determine the number of hours, the detailed plan for instruction, and criteria for exiting. An annual assessment will be done and if an ELL student exits the program, that student will be monitored for two years afterwards.

Students in grades K-2 who score fluent as English-speakers on the listening and speaking test do not qualify for services. However, students can be recommended by the ELL committee. Those students who do not qualify are placed in a regular mainstream classroom and no further action needs to be taken.

Students in grades 3-5 who have scored limited English proficient on the listening and speaking test, will qualify for services. Students who score fluent as English and Speaking (Aural-Oral) assessment (LAS-O) results, are administered the Language Assessment Scale (LAS) Reading/Writing assessment. The results of the help to determine program eligibility for those who in grades 3-5 who scored as fluent English speaking on the LAS-O. Any student scoring below on the Language/Reading/Writing assessment (LRW) is eligible for services. The ELL committee can also recommend a student for services.

The ESOL teacher and/or resource teacher will review the roster of ESOL students and administer the reading and writing assessment within one year of the listening and speaking assessment.

The School will also use the District's guidelines and procedures for assessments. The Comprehensive English Language Learning Assessment (CELLA) will be administered to measure to growth of our ELL students.

### **Instruction**

Instruction for ELL students at HUCLA will be based on the need of the individual student while promoting literacy and proficiency. English Language Learner instructional services will include listening, reading, writing, and writing skills that are both age and grade level appropriate. HUCLA will provide

instruction through an English Immersion program of mainstream/inclusion instruction delivery models. Mainstream/inclusion instruction will include specific accommodations and modifications to the curriculum. Instruction will be supported by various ESOL strategies.

In addition the curriculum, the School's textbooks have ELL supplemental material that can and will be used. Teachers will have valuable resources readily available as instructional tools.

**B. Identify the staffing plan for the school's English Language learner program, including the number and qualification of staff.**

In compliance with State law, the staffing plan for HUCLA will include adequate staffing of certified ESOL teachers based on the student population. An ESOL certified teacher and aide will be included among the staff, if fifteen or more ELL students are registered.

HUCLA anticipates only needing one ESOL certified teacher based on the demographics of our location and surrounding schools. Our School predicts that our ELL population would be no more than 5% of the total enrollment because in the North Sarasota Community only 13% are Hispanics and only 1% is Non-English speaking.

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

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

Additionally, the ESOL resource teacher would work with ELL students in small groups to work on grammar, vocabulary, and communication skills for the designated amounts of time in their plans throughout the week depending on the individual student needs.

## **Section 8: School Climate and Discipline**

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

Classroom management and student discipline:

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

#### **Positive Behavior Support (PBS) Plan**

HUCLA will be implementing a Positive Behavior Support plan. Research states "Prevention-minded educators recognize that positive behavior interventions might be most efficiently used as a proactive measure to promote appropriate behavior in all students" (Warren, Bohan-Edmonson, et al 2006). This plan will be the guiding force for day to day classroom management as well as the school-wide discipline system. Since, we believe that all stakeholders should be involved, prior to the school year beginning, a team will be established which will include parents, staff and administrators. This team will create the Positive Behavior Support plan for the school year.

The planned approach will include:

- Establish a committee with representatives from each grade level, other school members, parent and community stakeholders
- Provide training presented by a PBS trainer
- Present the plan to School Advisory Committee (SAC)
- Present the plan to staff and provide training for staff
- Present the plan to students (at assemblies, teach as lessons, use posters, flyers, etc.)
- Present the plan to parents (at all events, use newsletters, etc.)

Teachers will explain the PBS plan and then model for students what appropriate behavior looks like in the classroom and at other places around the campus. It will also be the teachers' responsibility to review and revisit the plan as often as needed throughout the school year to reinforce the expected behaviors. After the plan has been implemented, it will be monitored by the PBS team.

#### **Multiple-tiered System of Support (MTSS)/Response to Intervention (RTI)**

It is the expectation that the PBS plan will be successful, but if there are challenges, the school will

implement a Multiple-tiered System of Support (MTSS). Teachers, the guidance counselor and administration will implement one of numerous interventions to assist students in identifying and correcting their behaviors. Students can engage in small group sessions, behavior contracts/plans and Functional Behavioral Assessments (FBA) as some examples of interventions. The system will be developed in much more depth as staff is in place.

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

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

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

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

Research states an effective school discipline plan should involve all stakeholders including staff, parents, students, and community members, recognize parents as the first link to prevention, celebrate students for positive contributions, and require ongoing, and sustained evaluation (Williams, 1998).

### **Parental Involvement**

Parental involvement will be a major component. Parents will be expected to be active participants in their child's education. To ensure this involvement, the following parental involvement will be required:

- Daily communication logs that go home every day and must be signed by a parent or guardian. Parents and students will have a contract for which students and parents will both be held accountable for maintaining.
- Monthly meetings and have them commit to volunteer hours. Volunteer hours will vary based on parents' household size and availability to complete the hours. Since it is the expectation that parents be active participants, those noncompliant can be put on probation. However, HUCLA realizes that parents may not be able to attend monthly meetings, so our teachers will be willing to go to the home of the parents for home visits to deliver the information that was missed at the meetings. Repeated offenses without acceptable excuses can result in their child being withdrawn from the school. Parents will also be given an

- Parenting classes on a variety of topics based on the findings from the needs assessments which may include such topics as helping parents gain self-confidence they need to feel comfortable helping their children with academics, how to interact with school staff, and classes to help them further their careers.

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

Copies of the District's Student of Code of Conduct will be sent home at the beginning of the school year. Rules and procedures will also be explained in HUCLA's student handbook.

Williams, 1998 notes the following components of effective discipline:

- Involves all stakeholders
- Recognizes parents as the first link to prevention
- Evolves when teachers and administrators have access to quality professional development
- Celebrates students for positive contributions
- Builds on consistency and teamwork
- Requires ongoing sustained evaluation

**Infractions**

Minor infractions may include disruptions, lying, cheating, teasing, horseplay, insubordination/defiance, property damage, foul language, or failure to follow directions. Major infractions may include physical aggression, weapons or dangerous materials, stealing, vandalism, sexual behavior, or repeated minor offenses.

It is the expectation that HUCLA's students will follow the School's Code of Conduct and the District's policies for expulsion, discipline, suspension, and dismissal. HUCLA also believes in the same rights and responsibilities as the District. In extreme cases and only if needed, HUCLA will follow the District's policies for discipline when it comes to dismissal and recommendation for expulsion. For example, major offenses which may require law enforcement.

**Consequences**

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

Policies for discipline, suspension, dismissal and recommendations for expulsion:

The School will deal with discipline from a counseling perspective. Students who have discipline issues will enter into counseling sessions to identify inappropriate behaviors and create alternative solutions to their actions. It is HUCLA's belief there are alternatives to dealing with students and discipline. Therefore to achieve "success and nothing less" the School will provide counseling to help students identify and correct behavior. Some other alternatives to

suspensions which may include but are not limited to: parent supervision- a parent sits in class with child, community service- outside of school hours, and problem solving behavior contracts- created with child and an administrator. Therefore out of school suspensions are an absolute last resort because it is our belief that valuable time is lost when a child is not in school.

Consequences for dealing with minor infractions may include verbal reprimands, detentions and/or counseling sessions. Consequences for major infractions may include counseling sessions, in-school suspensions, and parent supervision sit-ins.

## **Code of Conduct**

Students will be held accountable in a way they feel is fair and aimed at helping them to see the correlation between cause and effect. The goal would be to enable the student to make responsible choices and develop a positive self-image.

HUCLA's Code of Conduct is the school's policy to create a safe learning environment to ensure "success and nothing less". Students must follow HUCLA's Code of Conduct before, during and after school. The Code is in effect in school buildings, on school grounds, at school-related activities, and on the way to or from school. Students also must follow these rules on the school bus that transports them to and from school. The staff has the responsibility to make guarantee compliance with rules and regulations. The staff may take appropriate necessary actions whenever they find a violation on the school grounds e.g. calling the 911 for police or EMT. The Administration reserves the right to determine the appropriateness of student behavior.

### **Responsibilities of Students**

- Attend school daily
- Follow all rules
- Be accepting of others
- Respect the property of others
- Work hard and do your best

### **Responsibilities of Parents/Guardians**

- Make sure your child comes to school every day on time and ready to learn.
- Visit your child's school, as necessary, to evaluate his/her academic and/or behavioral progress.
- Read the Code of Student Conduct.
- Support your child in following the Code of Student Conduct.

- Take an active role in supporting the implementation of School-wide Positive Behavior Support.
- Teach your child to respect the rights of others.
- Teach your child to respect school property and the property of others.
- Seek available resources to support your child within the school and the community.

### **Dress Code:**

HUCLA is a uniform school and appropriate attire will be the expectation at all times. Uniforms should be worn every day and students should come to school neat and clean.

### **Electronic Devices/Prohibited Items:**

Electronic devices, games, iPods, MP3 players, electronic games or any other unnecessary devices that would potentially be a distraction will not be permitted on campus. Any prohibited item will be taken and a parent must come in to the School to pick it up.

### **Cell Phones:**

Cell phones are not allowed to be used during school hours. If they are brought on campus, they need to be kept in the silent mode or turned off at all times. If the cell phone becomes a distraction or is disruptive it will be taken away by the School Administration and a parent will have to come in to pick it up.

### **Technology:**

An acceptable use policy, procedure, and permission form must be signed by all student and parents/guardians and be on file before computer access will be given to HUCLA students. Inappropriate or unethical use of the computer or its resources and the Internet is strictly prohibited. Violation of rules will result in immediate disciplinary action.

### **Field Trips:**

Any students who participates in a field trip or similar activity are expected to abide by the school's dress code, school rules, and parent/guardian permission requirements. Participating students must also be in good standings academically and have a signed permission slip. In addition, all transportation must be by school bus or faculty vehicles.

### **Attendance:**

HUCLA encourages all students to attend school on a regular basis. We encourage the students, parents, and staff to work together on this. Students are responsible for being on time, notifying the school when they are absent, getting their make-up work and turning it in on time.

Procedures for reporting absences:

- For an absence to be considered excused, the parent/guardian needs to call the school or provide written documentation on the day of return.
- The parent/guardian needs to report the absence/absences to the office b 9:00 am.



- After five (5) unexcused absences or an excessive number of excused absences, a letter will sent home to notify the parent/guardian.
- After ten (10) or more unexcused or excessive absences, a conference will be called to develop an attendance agreement.
- If the unexcused absences continue, members of the staff will meet to review possible interventions. If the truancy continues, the student maybe permanently expelled.

### **Examples of Violations of the HUCLA Code of Conduct**

- Disruptive behavior in class
- Fighting
- Bullying
- Cheating
- Vandalism

### **Consequences for Infractions**

<b>Minor Infractions</b>	<b>Major Infractions</b>
<ul style="list-style-type: none"> <li>• Verbal reprimands</li> <li>• Time outs</li> <li>• Parent phone calls</li> <li>• Detentions</li> <li>• Counseling sessions</li> </ul>	<ul style="list-style-type: none"> <li>• In-school suspensions</li> <li>• Parent supervised sit-ins</li> <li>• Counseling sessions</li> </ul>

In extreme cases, administration will proceed with further disciplinary action such as out of school suspension, or using the District's policy for dismissal.

HUCLA expects a high standard of conduct from its students and staff. No less will be expected from visitors and Administration will enforce the Code of Conduct. Therefore, HUCLA will govern all persons authorized on the premises or property that is under the control of the School.

### **Strictly Prohibited Conduct**

No person, either alone or with another shall:

- Cause or threaten physical injury to any other person
- Use, possess, sell, or distribute alcohol, illegal drugs, and drug paraphernalia
- Use or possess tobacco products
- Have in his/her possession upon any premises to which these rules apply a firearm
- Damage or destroy School property
- Refuse to leave the building or facility after being required to do so by an administrator
- Remain in any building after it is normally closed without authorization

- Physically restrain or detain any other person, or remove such person from any place where he/she is authorized to remain

## **The Bus**

Riding the school bus is a privilege, not a right. Students are expected to follow the same rules while riding school buses as are expected on school property or at school activities, or functions. All school rules are in effect while a student is riding the bus or at the bus stop.

Consequences for school bus/bus stop misconduct will be imposed by HUCLA's administration. In addition, all school bus/bus stop misconduct will be reported to the District's Transportation Department.

The School District school bus safety rules are to be posted on every bus. If these rules are broken, the School District's discipline procedures are to be followed. Consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the School District's Transportation.

## **Rules at the Bus Stop**

- Respect the property of others while waiting at your bus stop.
- Keep your arms, legs and belongings to yourself.
- Use appropriate language.
- Stay away from the street, road or highway when waiting for the bus. Wait until the bus stops before approaching the bus.
- After getting off the bus, move away from the bus.
- If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
- No fighting, harassment, intimidation

## **Rules on the Bus**

- Immediately follow the directions of the driver
- Sit in your seat facing forward
- Talk quietly and use appropriate language
- Keep all parts of your body inside the bus
- Keep your arms, legs and belongings to yourself
- No fighting, harassment, intimidation or horseplay
- Do not throw any object
- Do not eat or drink on the school bus on regular school bus routes to and from school
- Exceptions will be made for medical reasons
- Do not bring any weapon or dangerous objects on the school bus
- Do not damage the school bus

### **Consequences regarding student bus behavior**

Consequences for school bus/bus stop misconduct will apply to all regular and after school routes. Decisions regarding a student's ability to ride the bus in connection with extra-curricular events (for example, field trips) will be in the sole discretion of the School District. Parents/guardians will be notified of any offenses and/or suspension of bus privileges.

Elementary (K-5) per school year.

- 1st offense – warning
- 2nd offense – warning or 1-3 school day suspension from riding the bus
- 3rd offense – 5 school day suspension from riding the bus and meeting with parent or guardian
- 4th offense – 10 school day suspension from riding the bus and meeting with parent or guardian
- Further offenses – individually considered. Students may be suspended for longer periods of time, including the remainder of the school year.

## II. ORGANIZATIONAL PLAN

### Section 9: Governance

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

The School will be operated by The Exodus Project CDC (TEPCDC), a Florida community development corporation ("Exodus CDC"). TEPCDC is a 501(c)(3) organization. See, Attachment 9.A. The Board of Directors of Exodus Project CDC shall also have the power to appoint the Board of Directors of HUCLA (the "Board"). All profits from the operation of the School shall be reinvested either: (a) into the School Mission; or (b) other Exodus Project CDC projects that serve the Mission of HUCLA.

TEPCDC is a non-profit organization was created by Bethlehem Baptist Church for the purpose of developing community related projects. One of its' proposed functions is the creation of a charter school to operate as an unincorporated division of TEPCDC. This was clearly set forth in TEPCDC's application for tax-exempt status with the Internal Revenue Service. This exemption status was granted.

As such, TEPCDC will operate as the parent organization but will not participate in the actual operations of HUCLA. The HUCLA governing board will have full and independent operational authority of the charter school including financial operations, but will be subject to a yearly review by TEPCDC.

This review will include the fulfillment of its core mission, fiduciary responsibilities, etc. In no way, will the Bethlehem Baptist Church participate in this process.

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

##### Narrative

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

##### Chart

See, Attachment 9.B

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

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

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

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

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

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

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

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

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

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

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

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

#### Proposed Bylaws

*See, Attachment 9.D*

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

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

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

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

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

See, Attachment 9.G.<sup>1</sup>

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

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

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

Not Applicable.

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

---

<sup>1</sup> We need to decide who this should be. I think at a minimum, it should be Rev. Miller, Rev. Dr. Bradshaw, James Brown, perhaps Dr. Robison and Marcus A. Williams.

## **Section 10: Management**

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

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

See, Attachment 10.A, for job descriptions.

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

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

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

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

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



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

#### Group Presentation

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

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

#### Interview

Each candidate is interviewed by the ESP. Interview templates are prepared in advance and include the following topics:

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

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

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Enrollment</b>	120	150	180	180	180

<b>Principal</b>	1	1	1	1	1
<b>Registrar</b>	1	1	1	1	1
<b>Teachers</b>	9	11	13	13	13
<b>ESE Liaison</b>	1	1	1	1	1
<b>Educational Aides</b>	4	5	6	6	6
<b>Guidance Counselor</b>	1	1	1	1	1

Our budget assumes 2 substitute teachers for all years that are not included in the above chart as permanent staff.

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

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

Performance Based Compensation

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

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

Superior Culture and Integrity

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

- Strong discipline plans
- Classroom management expectations
- Action plans based on semi-annual staff surveys

- Action plans based on semi-annual parent surveys
- Strong focus on the 21 Responsibilities of a Leader that, according to research, drives student achievement
- Recognition programs
- Retreats that celebrate success, involve staff in planning and provide motivation and excitement about our mission
- Teambuilding and recreational events that build camaraderie and a sense of belonging
- STRIVE character education programs that supports an Ethical Learning Community and positive school culture
- Safe and Orderly Environment
- Collegiality and Professionalism
- Parent and Community Involvement

### Unparalleled Opportunity

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

### Recruitment

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

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

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

- School's website
- Student Information System to advertise all vacant positions internally

- Employee Referral Program: produces a high volume of quality candidates who have a better understanding of our Mission
- Search Resume Databases and Scan Social Networks
- Job Fairs: participate in education job fairs to seek teaching professionals.
- College Recruiting: Identifies colleges and universities, both locally and nationally in order to attract and hire newly graduated teachers.
- Diverse Professional Organizations, to ensure that the work force is reflective of the diverse community served.

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

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

#### Hiring Qualifications

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

#### Certification Monitoring

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

#### Professional Development

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

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

#### Multiple Evaluations for First Year Teachers

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

#### Parent Input

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

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

## Section 11: Education Service Providers

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

Not Applicable.

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

---

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

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

## **Section 12: Human Resources and Employment**

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

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

#### Salaries

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

#### Contracts

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

#### Hiring and Dismissal

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

#### Benefit Package

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

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

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

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

Time Table for Approved Plan

- |                     |  |
|---------------------|--|
| • August 1, 2015    | Outline of Sample Topics presented to staff and sub committees |
| • August 15, 2015   | Final vote of approval by staff                                |
| • September 1, 2015 | Plan presented to School Board for approval.                   |



### **Section 13: Student Recruitment and Enrollment**

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

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

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

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

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

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

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

HUCLA is committed to enrolling a diverse student population and shall abide by the provisions of Florida Statute 1002.05(2)(a), and other applicable laws that forbid discrimination on the basis of race, national origin, gender, marital status, ethnicity or disability. The School shall comply with Florida Statute 1002.33(10), which requires the School to be open to any student residing in the service area. The demographics of the service area are set forth above. Based on our experience with the Horizons Unlimited Christian Academy, which also operates in the service area, and the enrollment preferences allowed in Florida Statute 1002.33(10)(d), we believe our enrollment will be representative of the ethnic, racial and economic demographics of the service area. We will enroll students beginning in January 2015.

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

HUCLA will admit students of any race, color, nationality and ethnic origin, religion, sexual orientation, or gender. Pursuant to Section 1022.33(10)(b), the School shall enroll an eligible student who submits a timely application who lives within a 2.5 mile radius of the School. If the number of applications is less than the capacity of the School, then we will accept applications from students living outside of the 2.5 radius. If the number of applications exceeds the capacity of the School, then we will utilize the enrollment preferences set forth in Florida Statutes 1022.33(10)(d). Enrollment will also follow Florida Statutes 1002.33(15)(c), which includes enrolling students according to racial/ethnic balance provisions in 1002.33(7)(a)(8).

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

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

It is the intent of HUCLA to follow the registration and admission schedule outlined below:

**Year 1**

- |                                   |                      |
|-----------------------------------|----------------------|
| • Open Enrollment                 | January – April 2015 |
| • Application verification        | May 2015             |
| • Admission/ waitlist notice sent | May 2015             |
| • Lottery, if necessary           | May 2015             |
| • Registration                    | June 2015 -- ongoing |

**Year 2**

- |  |                         |
|--|-------------------------|
| • Recommit letters to current students | January 2016            |
| • Open Enrollment                      | January – February 2016 |

- |                                   |              |
|-----------------------------------|--------------|
| • Application verification        | March 2016   |
| • Admission/ waitlist notice sent | April 2016   |
| • Lottery, if necessary           | April 2016   |
| • Registration                    | May -ongoing |

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

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

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

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

**Parent and Community Support Partnership**

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

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

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

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

### **III. BUSINESS PLAN**

#### **Section 14: Facilities**

If the site is acquired:

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

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

HUCLA will utilize six (6) temporary modular buildings to house the School, while a permanent facility is being built. Each modular building will house two (2) classrooms of up to 22 students each, with male and female restroom facilities. We believe these modular buildings, in the campus environment we have planned, will support our Mission of delivering quality education services to the target population in a safe, secure, sequestered environment.

See, Attachment 14.A.

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

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

See, Attachment 14.B.

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

HUCLA will utilize six (6) temporary modular buildings, on land already owned by the Exodus Project CDC, to house the School, while a permanent facility is being built. Each modular building will house two (2) classrooms of up to 22 students each, with male and female restroom facilities. Because our projections are that we will starting with 15 students per classroom, HUCLA will have the capacity to increase enrollment by up to 33%, without materially increasing facilities costs. We believe these modular buildings, in the campus environment we have planned, will support our Mission of delivering quality education services to the target population in a safe, secure, sequestered environment.

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

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

HUCLA will lease each of the modular buildings, for a three-year (36 month) term, for a cost of approximately \$900 per month. See, Attachment 14.D. In addition, HUCLA anticipates that the annual electrical, water and sewerage utilities costs for each modular building are approximately \$3,000. Because the modular buildings are new construction, HUCLA anticipates annual maintenance costs per to be no more than \$1000 per building.

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

It is our understand that the Sarasota County School Board has funds to support some of the startup costs for these facilities.

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

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

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

**E. Describe the back-up facilities plan.**

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

HUCLA already owns the land, and has developed a timetable for site preparation and installation of the modular classrooms that will enable us to meet all of our opening date deadlines. We have every confidence that the final preparation of the School site can easily be accomplished by August 2015, if we are granted a school charter.

If the site is not acquired:      Not Applicable.

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

## Section 15: Transportation Service

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

HUCLA will provide student transportation consistent with the requirements of F.S. Chapter 234. We will contract with the Sarasota County School District Transportation Department as needed to provide these services. The estimate we have been provided is \$800 per year per student. We anticipate 40% of our students will need this transportation service, for an annual transportation cost of approximately \$40,000.

It is our belief that a significant percentage of students will reside within a reasonable walking distance of the school. We also believe that many parents will choose to transport their children to and from school.

The School will provide transportation for students that reside more than two (2) miles from the School. Transportation will also be provided for any student residing less than two (2) miles from the school if the route is deemed hazardous as defined in F.S. Chapter 234.021.

The School shall transport children with disabilities who enroll in the School, as provided by the students' IEP.

---

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

## **Section 16: Food Service**

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

HUCLA will provide a school breakfast and lunch program for its students. HUCLA plans to contract with the Sarasota School Board's Food and Nutrition Services Department to provide the services. In our contract with the Department, all requirements and guidelines of the National School Breakfast Program (NSBP) and the National School Lunch Program (NSLP) will be followed.

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



## Section 17: Budget

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

See, Attachment 17.A.

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

See, Attachment 17.A; Startup Budget Tab.

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

The startup budget is for the first year between now and August 2015. It includes the following assumptions:

- Modular building leases for 6 buildings of \$900 per month per building, beginning in April 2015;
- \$200,000 for site preparation, paid in equal monthly amounts of \$100,000 in January and February 2015;
- An annual Principal Salary of \$90,000, beginning October 2014;
- Classroom furniture costs of \$4,000 per classroom for 12 classrooms, beginning when the modular buildings are available, in April 2015 and paid in two months; and
- Computer equipment for labs in 4 classrooms (which initially will not be being occupied by 4th and 5th graders during the first three years), costing \$40,000 in June 2015.
- The startup budget projects no revenue.

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

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

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

See response to Question 17.C, above.

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

The Governing Board has determine that the School will need and additional \$500,000.00 of capital funding above the projected FTE payments during the first 5 years of operations. To that end, the Exodus Project CDC Board in conjunction with the Governing Board of the School is accessing and developing various philanthropic and individual funding sources, and generating community wide and national support for the development of community based charter schools as opposed to corporate charters. What we have determined is that most of the organizations that support the work of charters require that the charter be established before a financial commitment of support can be obtained.

## **Section 18: Financial Management and Oversight**

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

See, HUCLA Financial Controls and Procedures, Attachment 18.

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

See, HUCLA Financial Controls and Procedures, Attachment 18.

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

See, HUCLA Financial Controls and Procedures, Attachment 18.

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

See, HUCLA Financial Controls and Procedures, Attachment 18.

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

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

## **Section 19: Action Plan**

- A. Present a projected timetable for the school's start-up, including but not limited to the following key activities:
- i. Identifying and securing facility
    - The Exodus CDC has already secured the land for the School, determined rates for the site clearing and modular schoolhouse construction, prepared civil engineering plans, and all but contracted to begin construction.
  - ii. Recruiting and hiring staff
    - Recruiting for the School Principal will begin as soon as a Charter is granted.
  - iii. Staff training
    - Staff Training will be ongoing, as staff are identified and hired. These activities will take place after a Charter is drafted.
  - iv. Governing Board training
    - This Application process has been rigorous training for the Governing Board. Such will continue, unless this Application is denied.
  - v. Policy Adoption by Board (if necessary)
  - vi. Lottery, if necessary
    - If necessary we will conduct a lottery for the initial year of operations in May 2015. In subsequent years, all necessary lotteries will be conducted in April before the upcoming term.
  - vii. Student enrollment
    - If this Charter is granted, student enrollment will begin in June 2015.

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

#### IV. STATEMENT OF ASSURANCES

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

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

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

The governing board, at its discretion, allows Patrick Miller (name), PRESIDENT (title) to sign as the legal correspondent for the school.

Rev. Patrick A. Miller

Signature

REV. PATRICK A. MILLER

Printed Name

7-31-14

Date

## **LIST OF ATTACHMENTS**

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

Attachment 9.A – ***IRS Exemption Letter***

Attachment 9.B – ***Bylaws***

Attachment 9.D – ***Organizational Chart***

Attachment 9.F – ***Training Programs***

Attachment 9.G. – ***Founder Bios***

Attachment 10.A. – ***Job Descriptions***

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

Attachment 14.A. – ***Site Plan***

Attachment 14.B. – ***Site Specifications***

Attachment 14.D – ***Modular Quote***

Attachment 17.A. – ***Budget***

Attachment 18 – ***HUCLA Financial Controls and Procedures***

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

## **Code of Conduct**

Students will be held accountable in a way they feel is fair and aimed at helping them to see the correlation between cause and effect. The goal would be to enable the student to make responsible choices and develop a positive self-image.

HUCLA's Code of Conduct is the school's policy to create a safe learning environment to ensure "success and nothing less". Students must follow HUCLA's Code of Conduct before, during and after school. The Code is in effect in school buildings, on school grounds, at school-related activities, and on the way to or from school. Students also must follow these rules on the school bus that transports them to and from school. The staff has the responsibility to make guarantee compliance with rules and regulations. The staff may take appropriate necessary actions whenever they find a violation on the school grounds e.g. calling the 911 for police or EMT. The Administration reserves the right to determine the appropriateness of student behavior.

### **Responsibilities of Students**

- Attend school daily
- Follow all rules
- Be accepting of others
- Respect the property of others
- Work hard and do your best

### **Responsibilities of Parents/Guardians**

- Make sure your child comes to school every day on time and ready to learn.
- Visit your child's school, as necessary, to evaluate his/her academic and/or behavioral progress.
- Read the Code of Student Conduct.
- Support your child in following the Code of Student Conduct.
- Take an active role in supporting the implementation of School-wide Positive Behavior Support.
- Teach your child to respect the rights of others.
- Teach your child to respect school property and the property of others.
- Seek available resources to support your child within the school and the community.

### **Dress Code:**

HUCLA is a uniform school and appropriate attire will be the expectation at all times. Uniforms should be worn every day and students should come to school neat and clean.

### **Electronic Devices/Prohibited Items:**



Electronic devices, games, iPods, MP3 players, electronic games or any other unnecessary devices that would potentially be a distraction will not be permitted on campus. Any prohibited item will be taken and a parent must come in to the School to pick it up.

### **Cell Phones:**

Cell phones are not allowed to be used during school hours. If they are brought on campus, they need to be kept in the silent mode or turned off at all times. If the cell phone becomes a distraction or is disruptive it will be taken away by the School Administration and a parent will have to come in to pick it up.

### **Technology:**

An acceptable use policy, procedure, and permission form must be signed by all student and parents/guardians and be on file before computer access will be given to HUCLA students. Inappropriate or unethical use of the computer or its resources and the Internet is strictly prohibited. Violation of rules will result in immediate disciplinary action.

### **Field Trips:**

Any students who participates in a field trip or similar activity are expected to abide by the school's dress code, school rules, and parent/guardian permission requirements. Participating students must also be in good standings academically and have a signed permission slip. In addition, all transportation must be by school bus or faculty vehicles.

### **Attendance:**

HUCLA encourages all students to attend school on a regular basis. We encourage the students, parents, and staff to work together on this. Students are responsible for being on time, notifying the school when they are absent, getting their make-up work and turning it in on time.

Procedures for reporting absences:

- For an absence to be considered excused, the parent/guardian needs to call the school or provide written documentation on the day of return.
- The parent/guardian needs to report the absence/absences to the office by 9:00 am.
- After five (5) unexcused absences or an excessive number of excused absences, a letter will be sent home to notify the parent/guardian.
- After ten (10) or more unexcused or excessive absences, a conference will be called to develop an attendance agreement.
- If the unexcused absences continue, members of the staff will meet to review possible interventions. If the truancy continues, the student may be permanently expelled.

### **Examples of Violations of the HUCLA Code of Conduct**

- Disruptive behavior in class
- Fighting

- Bullying
- Cheating
- Vandalism

### **Consequences for Infractions**

<b>Minor Infractions</b>	<b>Major Infractions</b>
<ul style="list-style-type: none"> <li>• Verbal reprimands</li> <li>• Time outs</li> <li>• Parent phone calls</li> <li>• Detentions</li> <li>• Counseling sessions</li> </ul>	<ul style="list-style-type: none"> <li>• In-school suspensions</li> <li>• Parent supervised sit-ins</li> <li>• Counseling sessions</li> </ul>

In extreme cases, administration will proceed with further disciplinary action such as out of school suspension, or using the District's policy for dismissal.

HUCLA expects a high standard of conduct from its students and staff. No less will be expected from visitors and Administration will enforce the Code of Conduct. Therefore, HUCLA will govern all persons authorized on the premises or property that is under the control of the School.

### **Strictly Prohibited Conduct**

No person, either alone or with another shall:

- Cause or threaten physical injury to any other person
- Use, possess, sell, or distribute alcohol, illegal drugs, and drug paraphernalia
- Use or possess tobacco products
- Have in his/her possession upon any premises to which these rules apply a firearm
- Damage or destroy School property
- Refuse to leave the building or facility after being required to do so by an administrator
- Remain in any building after it is normally closed without authorization
- Physically restrain or detain any other person, or remove such person from any place where he/she is authorized to remain

### **The Bus**

Riding the school bus is a privilege, not a right. Students are expected to follow the same rules while riding school buses as are expected on school property or at school activities, or functions. All school rules are in effect while a student is riding the bus or at the bus stop.

Consequences for school bus/bus stop misconduct will be imposed by HUCLA's administration. In addition, all school bus/bus stop misconduct will be reported to the District's Transportation Department.

The School District school bus safety rules are to be posted on every bus. If these rules are broken, the School District's discipline procedures are to be followed. Consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the School District's Transportation.

### **Rules at the Bus Stop**

- Respect the property of others while waiting at your bus stop.
- Keep your arms, legs and belongings to yourself.
- Use appropriate language.
- Stay away from the street, road or highway when waiting for the bus. Wait until the bus stops before approaching the bus.
- After getting off the bus, move away from the bus.
- If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
- No fighting, harassment, intimidation

### **Rules on the Bus**

- Immediately follow the directions of the driver
- Sit in your seat facing forward
- Talk quietly and use appropriate language
- Keep all parts of your body inside the bus
- Keep your arms, legs and belongings to yourself
- No fighting, harassment, intimidation or horseplay
- Do not throw any object
- Do not eat or drink on the school bus on regular school bus routes to and from school
- Exceptions will be made for medical reasons
- Do not bring any weapon or dangerous objects on the school bus
- Do not damage the school bus

### **Consequences regarding student bus behavior**

Consequences for school bus/bus stop misconduct will apply to all regular and after school routes. Decisions regarding a student's ability to ride the bus in connection with extra-curricular events (for example, field trips) will be in the sole discretion of the School District. Parents/guardians will be notified of any offenses and/or suspension of bus privileges.

Elementary (K-5) per school year.

- 1st offense – warning
- 2nd offense – warning or 1-3 school day suspension from riding the bus
- 3rd offense – 5 school day suspension from riding the bus and meeting with parent or guardian

- 4th offense – 10 school day suspension from riding the bus and meeting with parent or guardian
- Further offenses – individually considered. Students may be suspended for longer periods of time, including the remainder of the school year.

*Attachment 9.A - IRS Exemption Letter*

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

DEPARTMENT OF THE TREASURY

Date: MAY 05 2011

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

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

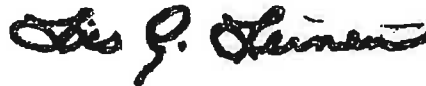
Dear Applicant:

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

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

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

Sincerely,



Lois G. Lerner  
Director, Exempt Organizations

Enclosure: Publication 4221-PC

Letter 947 (DO/CG)

*Attachment 9.B – HUCLA Articles of Incorporation*



FLORIDA DEPARTMENT OF STATE  
Division of Corporations

June 4, 2013

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

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

The certification you requested is enclosed.

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

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

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

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

Justin M Shivers, Regulatory Specialist II

New Filing Section

Letter Number: 013A00013968



[www.sunbiz.org](http://www.sunbiz.org)

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



## Department of State

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

The document number of this corporation is N13000005160.

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

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



*Ken Detzner*  
Ken Detzner  
Secretary of State

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

CR2E022 (1-11)



# State of Florida



## Department of State

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

The document number of this corporation is N13000005160.

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

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

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



CR2EO22 (1-11)

*Ken Detzner*

Ken Detzner  
Secretary of State

# State of Florida



## Department of State

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

The document number of this corporation is N13000005160.

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



CR2EO22 (1-11)

*Ken Detzner*

Ken Detzner  
Secretary of State

# ARTICLES OF INCORPORATION

## OF

### HORIZON UNLIMITED CREATIVE LEARNING ACADEMY, INC

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

#### NAME

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

#### DURATION

The period of duration of the Corporation shall be perpetual.

#### PURPOSES

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

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

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

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

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



## **NON-STOCK**

The Corporation is non-stock, and no dividends or pecuniary profits *wi1l* be declared or paid.

## **MEMBERS**

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

## **NON-PROFIT STATUS**

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

## **BYLAWS**

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

## **DISSOLUTION**

Upon the dissolution of the organization, assets shall be distributed to Bethlehem Baptist Church of Sarasota, FL, Inc. for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or corresponding section of

.Government or to a state or local government, for a public purpose.

### **REGISTERED AGENT & PRINCIPAL ADDRESS**

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

### **DIRECTORS**

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

Name	Address
Rev. Patrick A. Miller	1320 16th Street, Sarasota, FL, 34236
Harold Bradshaw	761 1 Broomsedge Ct., Bradenton, FL 34202
James Brown	2439 Walker Circle, Sarasota, FL 34234
Ella Williams	3742 Glen Oaks Manor, Sarasota, FL 34232
Judith Wilcox	4502 Hamlets Grove Dr., Sarasota, FL 34232

### **INCORPORATORS**

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

Name	Address
Rev. Patrick A. Miller	1320 16th Street, Sarasota, FL .34236

James Brown

2439 Walker Circle, Sarasota, FL 34234

Ella Williams

3742 Glen Oaks Manor, Sarasota, FL 34232

Judith Wilcox

4502 Hamlets Grove Dr., Sarasota, FL 34232

### AMENDMENT

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

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

### INCORPORATORS

Rev. G. D. A. Williams  
Harold O. Bradshaw  
James C. Brown  
Ella Williams  
Judith Wilcox

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

Rev. G. D. A. Williams

Signature/ Registered Agent

5-23-11  
Date

SECRETARY OF STATE  
TALLAHASSEE, FLORIDA

13 JUN -3 PM 1:44

**BY-LAWS**  
**OF**  
**HORIZONS UNLIMITED COMMUNITY DEVELOPMENT CORPORATION**

**ARTICLE I. CORPORATION NAME**

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

**ARTICLE II. PRINCIPAL OFFICE**

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

**ARTICLE III. PURPOSES OF THE CORPORATION**

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

**Section 2. Relationships.** This Corporation is affiliated with Bethlehem Baptist Church of Sarasota, Florida, Inc., and is organized as an outreach ministry of Bethlehem Baptist Church although it shall be operated totally as a separate entity.

**ARTICLE IV. MEMBERSHIP**

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

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

**Section 2. ASSOCIATE MEMBERS.** Associate Members who shall be non-voting members of various classes or categories, including that of Honorary Members, established by a vote of the Board of Directors from time to time to recognize individuals or entities that have provided support to the Corporation. This provision shall not be deemed to require the Corporation to have any Associate Members.

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

**ARTICLE V. BOARD OF DIRECTORS**

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

**Section 2. NUMBER OF DIRECTORS.** The total number of directors of the Corporation who are to serve until the next annual meeting of the Corporation shall be determined at the then current annual

meeting by the directors then in office based upon the recommendation of the Executive Committee. In no event shall there be less than three (3) nor more than twenty-one (21) directors of the Corporation.

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

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

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

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

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

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

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

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

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

(j) exercise any and all rights, responsibilities, or duties consistent with the purposes of the Corporation as stated herein, or in the Articles of Incorporation.

## **ARTICLE VI. MEETINGS OF THE BOARD OF DIRECTORS**

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

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

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

(b) a majority of the Board of Directors.

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

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

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

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

**Section 6. LIABILITY/INDEMNITY.** The Directors and those serving as officers of the Corporation shall not be personally liable for its debts, liabilities, or other obligations. To the fullest extent permitted by Chapters 607 and 617, Florida Statutes (hereinafter referred to as the "statutes"), as the same may be from time to time amended, but subject to all restrictions set forth therein the corporation shall indemnify, hold harmless, and advance expenses to, as defined in the statutes, any person, his or her heirs, personal representative, executor, administrator or guardian, who was or is a party to any proceeding, as defined in the statutes, by reason of the fact that he or she is or was a director or officer of the corporation, against liability as defined in the statutes, expenses as defined in the statutes and amounts paid in settlement incurred in connection with such proceeding, including any appeal thereof.

## **ARTICLE VII. OFFICERS**

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

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

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

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

**Section 5. DUTIES OF OFFICERS.**

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

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

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

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

governmental agencies as required. Books of the Corporation shall be delivered to his or her successor, in proper order, immediately following the termination of the office and the election of a new Treasurer.

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

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

## **ARTICLE VIII. EXECUTIVE COMMITTEE**

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

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

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

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

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

(a) The Executive Committee shall have no authority to remove, terminate, or appoint officers or Directors;

(b) The Executive Committee shall have no authority to alter, amend, or repeal the Articles of Incorporation or the By-Laws of the Corporation;

(c) The Executive Committee shall have no authority to approve checks in excess of \$1,000.00 without approval of the Board of Directors; and (d) Any other restrictions as specified in these By-Laws or set forth by the Board from time to time.

(e) The Executive Committee shall have no authority to perform any act that is contrary to the By-Laws of Bethlehem Baptist Church of Sarasota, Florida, Inc. or to the laws of the State of Florida. Action approved by the Executive Committee and executed by the Officers in accordance with said approval shall be the authorized act of the corporation and such acts shall be the lawful act of the Corporation for all purposes. Action authorized by the Executive Committee in accordance with this article shall not require the ratification or consent of the Board of Directors, unless the Executive Committee specifically requests the approval of the Board of Directors prior to any particular action of the Executive Committee becomes effective.

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

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

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

## **ARTICLE IX. COMMITTEES**



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

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

## **ARTICLE X. EXECUTIVE DIRECTOR**

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

## **ARTICLE XI. CONDUCTING MEETINGS**

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

## **ARTICLE XII. FISCAL YEAR**

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

## **ARTICLE XIII. DISTRIBUTION OF ASSETS**

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

## **ARTICLE XIV. CONTRACTS, CHECKS, DEPOSITS**

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

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

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

#### **ARTICLE XV. SURETY BONDS**

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

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

#### **ARTICLE XVI. RECORDS**

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

#### **ARTICLE XVII. CORPORATE SEAL**

The Seal of the Corporation shall be circular in form and bear the name of the Corporation, the year of its organization and the words 'CORPORATION NOT FOR PROFIT, FLORIDA.' The seal may be used by causing it to be impressed directly on the instrument or writing to be sealed, or upon adhesive substance affixed thereto. The seal on the certificates for share or any corporation obligation for the payment of money may be a facsimile, engraved or printed.

#### **ARTICLE XVIII. EXECUTION**

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

#### **ARTICLE XIX. NOTICE AND WAIVER OF NOTICE**

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

**2. WAIVER OF NOTICE.** Whenever any notice is required to be given under provisions of any law, or under the provisions of the Articles of Incorporation, or these By-Laws: (a) a waiver thereof in writing, signed by the person or persons entitled to said notice, whether before or after the time stated therein, or (b) attendance by such person or persons at such meeting

without protesting the lack of notice prior to or at commencement of the meeting, shall be deemed equivalent thereto.

#### **ARTICLE XX. CONSTRUCTION**

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

#### **ARTICLE XXI. BUSINESS**

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

#### **ARTICLE XXII. AMENDMENT TO THE BY-LAWS**

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

ADOPTED this \_\_\_\_\_ day of \_\_\_\_\_, 2013 by the Board of Directors.

Attest:

\_\_\_\_\_  
President

\_\_\_\_\_  
Secretary

/1",

!!( . " . bl  
\\ . - . SJ  
\\ " - 2  
Coo W1' 9' 17. ✓

**FLORIDA DEPARTMENT OF STATE**

Division of Corporations

September 17, 2010

REV. PATRICK A. MILLER  
BETHLEHEM BAPTIST CHURCH  
1680 18TH STREET  
SARASOTA, FL 34234

2ML.

Re: Document Number N10000004647

The Articles of Amendment to the Articles of Incorporation for HORIZONS UNLIMITED COMMUNITY DEVELOPMENT CORPORATION which changed its name to THE EXODUS PROJECT COMMUNITY DEVELOPMENT CORPORATION, a Florida corporation, were filed on August 26, 2010.

The certification requested is enclosed.

Should you have any question regarding this matter, please telephone (850) 245-6050, the Amendment Filing Section.

Darlene Connell  
Regulatory Specialist 11

Division of Corporations

Letter Number: 91OA00020570

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



## Department of State

I certify from the records of this office that THE EXODUS PROJECT COMMUNITY DEVELOPMENT CORPORATION is a corporation organized under the laws of the State of Florida, filed on May 10, 2010.

The document number of this corporation is N10000004647.

I further certify that said corporation has paid all fees due this office through December 31, 2010, and its status is active.

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



Given under my hand and the  
Great Seal of the State of Florida  
at Tallahassee, the Capital, this the  
Seventeenth day of September, 2010

, }  
f/ ,r-- /  
/. . 1/ /,,. • X  
j &W/ll K • FIO J.t.</l./' ...l  
'Dawn K. Roberts  
Secretary of State



## Department of State

I certify the attached is a true and correct copy of the Articles of Amendment, filed on August 26, 2010, to Articles of Incorporation for HORIZONS UNLIMITED COMMUNITY DEVELOPMENT CORPORATION which changed its name to THE EXODUS PROJECT COMMUNITY DEVELOPMENT CORPORATION, a Florida corporation, as shown by the records of this office.

The document number of this corporation is N10000004647.



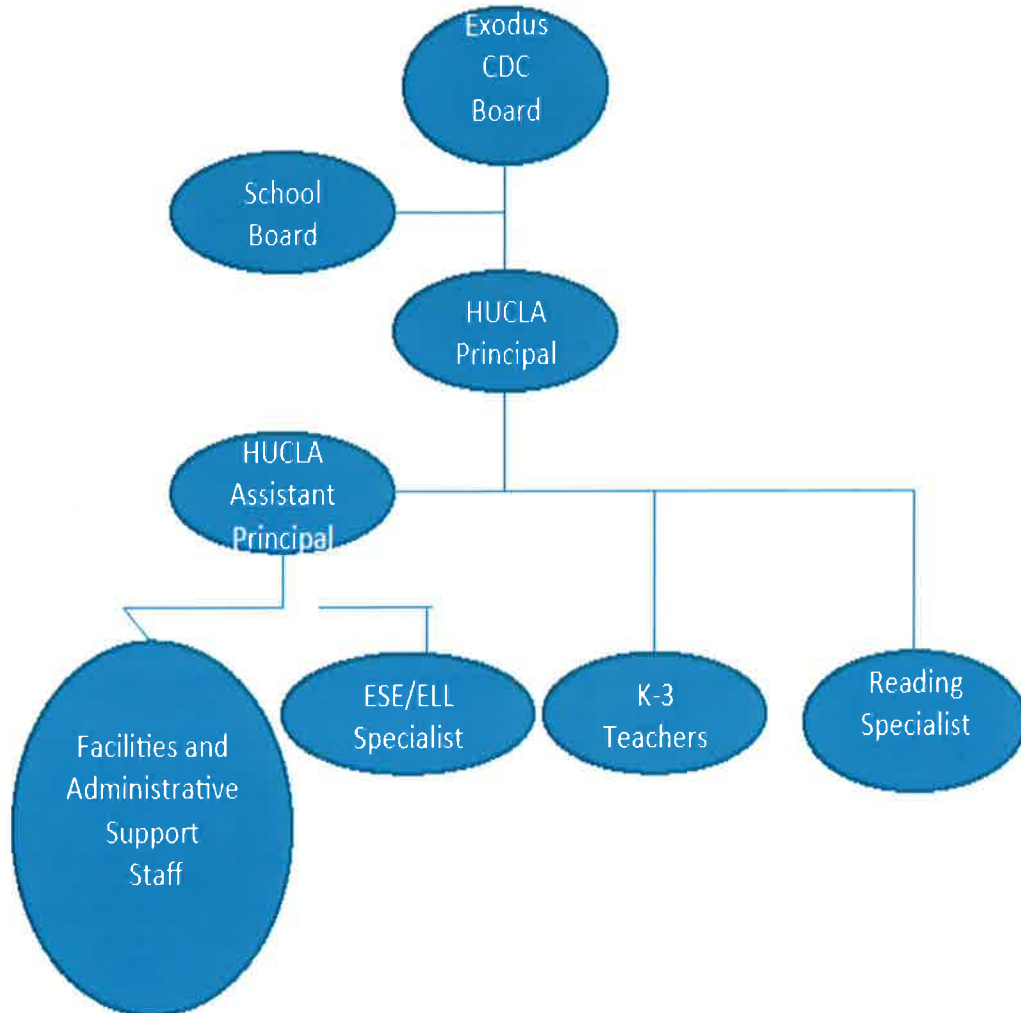


Given under my hand and the  
Great Seal of the State of Florida  
at Tallahassee, the Capital, this the  
Seventeenth day of September, 2010

() r;;; 5k  
i1wf{ j) \_ .r\ &///•  
I

***Dawn K. Roberts***  
*Secretary of State*

*Attachment 9.D - Organizational Chart*



*Attachment 9.F –Board Training Programs*



---

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

### **David Alba**

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

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

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

---

### **Gail Birks, EMBA**

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

**Title:** Board Governance with an Entrepreneurial Twist

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

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

**"Futures" – A Strategic Implementation Planning Toolkit:**

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

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

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

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

---

**Robert Haag**

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

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

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

---

**Christopher Norwood, J.D.**

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

**Title: The Governance Institute for School Accountability**

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

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

---

**Elaine Padron**

Committee for Academic Excellence  
6158 Delancey Station St. #105

Riverview, FL 33578  
Telephone: 813-689-6360  
E-mail: [Elaine.Padron@thecae.org](mailto:Elaine.Padron@thecae.org)

**Title: Creating an Effective Charter Governing Board**

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

---

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

**Title: Charter School Governance Training – Live Workshop**

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

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

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

---

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

**Title: Charter School Governance Training – Online Program**

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

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

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

---

**Shawn D. Smith**  
13 Blue Water Drive  
Key West, FL 33040  
Telephone: 305-923-4500  
E-Mail: [Sdsmith@keywestcity.com](mailto:Sdsmith@keywestcity.com)

**Title: Understanding Your Responsibilities as a Charter School Board Member**

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

---

**Dr. Phildra J. Swagger**  
1971 W. Lumsden Rd.  
Suite 517  
Brandon, FL 33511  
Telephone: 800-385-0390  
E-Mail: [info@combinedexpertise.com](mailto:info@combinedexpertise.com)

**Title: Florida Charter School Governance Workshop**

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

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

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



## ***Attachment 9.G – Governing Board Members***

Rev. Patrick A. Miller

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

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

Rev. Sheila H. Bradshaw

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

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

Marcus A. Williams

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

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

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

James C. Brown

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

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

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

Yvonne Carnegie Brown

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

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

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

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

### Ella Williams

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

Judith V. H. Wilcox, Ed. D.

**EDUCATION**

**Teachers College, Columbia University, New York, NY, 5/86 – 5/89.**

Doctor of Education: Major – Educational Administration

Dissertation Topic: **Black Educational Leadership in 2010**

**University of Massachusetts, Amherst, MA, 9/80 – 6/83.**

Doctoral Student – Major: Educational Administration

**EMPLOYMENT**

9/93 – 7/97      **Superintendent of Schools** – Pleasantville Public Schools, Pleasantville, NJ

9/96 – 12/96      **Adjunct Professor** – Richard Stockton College of New Jersey, Pomona, NJ  
Course Title: “*Schools of the Future*”

10/89 – 8/93      **State Assistant Superintendent** – Jersey City Public Schools, Jersey City, NJ

**HONORS and AWARDS**

1981 – Present      Selected to attend *Harvard Seminar for Superintendents*, Cambridge, MA.,  
1995.

Appointed by Governor to *State of NJ E.O.F. Board of Directors*, 1994 – 97.  
Appointed to Board of Trustees, *National Conference of Atlantic County*  
(formerly NCCJ – National Conference of Christians & Jews), 1995.



## *Attachment 10.A – Job Descriptions*

## **Officers of the Board and Their Duties**

### **Chairman**

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

### **Vice Chairman**

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

### **Secretary**

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

## **Board Member Selection-Term of Office**

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

## Job Descriptions

### Principal

#### QUALIFICATIONS:

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

#### SELECTION:

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

#### KNOWLEDGE, SKILLS, AND ABILITIES:

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

#### PERFORMANCE RESPONSIBILITIES:

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

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

#### TERMS OF EMPLOYMENT:

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

## **Clerical Registrar**

### **QUALIFICATIONS:**

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

### **KNOWLEDGE, SKILLS AND ABILITIES:**

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

### **PERFORMANCE RESPONSIBILITIES:**

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

goals and objectives of this position.

**PHYSICAL REQUIREMENTS:**

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

**TERMS OF EMPLOYMENT:**

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

**Teacher**

**QUALIFICATIONS:**

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

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

**PRIMARY RESPONSIBILITIES:**

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

## **Custodian**

### **QUALIFICATIONS:**

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

### **KNOWLEDGE, SKILLS AND ABILITIES:**

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

### **PERFORMANCE RESPONSIBILITIES:**

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

### **PHYSICAL REQUIREMENTS:**

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

### **TERMS OF EMPLOYMENT:**

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

## **Media Technician**

### **QUALIFICATIONS:**

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

### **KNOWLEDGE, SKILLS AND ABILITIES:**

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

### **PERFORMANCE RESPONSIBILITIES:**

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

### **PHYSICAL REQUIREMENTS:**

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

### **TERMS OF EMPLOYMENT:**

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



## **ESE Liaison**

### **QUALIFICATIONS:**

Bachelor's Degree from an accredited educational institution; Certification in ESE Guidance, Speech pathology and a minimum of one core content area, appropriate for grades represented at school site; Minimum of three (3) years successful experience as an ESE teacher, Guidance Counselor, School Psychologies or School Social Worker; Guidance experience preferred.

### **KNOWLEDGE, SKILLS AND ABILITIES:**

- Working understanding of ESE students and their disabilities.
- Knowledge of staffing requirements into ESE programs.
- Knowledge of local, state and federal ESE guidelines.
- Knowledge of district selected research based instructional materials.
- Knowledge of district curriculum.
- Ability to interface with school personnel and parents.

### **REPORTS TO:**

Principal or Designee

### **PERFORMANCE RESPONSIBILITIES:**

Serve as Local Education Agency (LEA) representative at ESE staffings; Provide services, coaching and technical assistance to regular staff members who work with mainstreamed ESE students; Provide assistance and information to parents of ESE students; Provide Crisis Intervention Services to all ESE staff and students as needed; Serve as a resource to the guidance department when needed; Provide classroom observation for students being considered for ESE placement; Conduct the staffing process and ensure that required procedures related to evaluation, eligibility and service delivery for students with disabilities are fulfilled; Provide training for ESE teachers on the computerized IEP system and IEP development including measurable goals; provide training for ESE teachers on the process of using assessment to guide the direct instruction of ESE students; provide training for ESE teachers on the use of district selected research based materials; Coordinate articulation between departments, schools and/or agencies for ESE students; Coordinate ESE transportation for the school site; maintain accurate ESE records for auditing purposes; Ensure adherence to good safety standards; Maintain confidentiality regarding school/workplace matters; Interact effectively with teachers, students, administrators and other contact persons using tact and good judgment; Exhibit interpersonal skills to work as an effective team member; Model and maintain high ethical standards; Represent the school in a positive and professional manner; Demonstrate initiative in the performance of assigned responsibilities; Keep supervisor informed of potential problems or unusual events; Prepare all required reports and maintain all appropriate records; Participate successfully in the training programs offered to increase skill and proficiency related to assignment; Perform other tasks consistent with the goals and objectives of this position.

### **PHYSICAL REQUIREMENTS:**

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

### **TERMS OF EMPLOYMENT:**

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

### **Guidance Counselor**

#### **QUALIFICATIONS:**

Possess and maintains proper guidance counselor certification as required by the Florida Department of Education; have earned a master's degree in school counseling; have two years of educational or work related experience, if possible; have the ability to cooperate with staff, parents/guardians, administration and community resource people; be able to demonstrate effective communication skills; have the ability to develop a positive rapport with students; be able to analyze and offer problem-solving techniques; have patience; be able to empathize and understand students' concerns; possess teaching skills to administer developmental guidance curriculum; organizational skills; computer literacy; and knowledge of the developmental guidance philosophy; have other qualifications as may be recommended by the Board.

#### **REPORTS TO:**

Elementary School Principal

#### **KNOWLEDGE, SKILLS AND ABILITIES:**

- Knowledge of local, state and federal guidelines.
- Knowledge of District selected research based instructional materials.
- Knowledge of District curriculum.
- Ability to interface with school personnel and parents.
- Ability to participate in the planning and implementation of the developmental guidance and counseling program, in relation to the needs of the students being served.
- Ability to provide guidance, counseling, coordination, consultation, referral and delivery of informational services.
- Ability to assist in promoting parent involvement, community relations, program evaluation and curriculum support where appropriate.

#### **PERFORMANCE RESPONSIBILITIES:**

The elementary guidance counselor shall: assist students with academic, emotional, social or behavioral problems; show concern for the total need of each student (educational, vocational, personal and social), encouraging maximum growth and development; consult with parents/guardians, teachers, support staff, administration and any local agencies which might be of assistance to the students; provide parents/guardians with accurate, comprehensive and relevant information in an objective and

caring manner; work with staff to enhance understanding of all aspects of the student's development and its impact on learning; assist parents/guardians in helping students set and achieve goals; aid students in understanding the school environment and what is expected of them; aid students in understanding their strengths and abilities so they may learn more effectively; teach conflict resolution skills; aid students in acquiring an understanding and respect for individual freedoms and rights of self and others; aid in the understanding of the consequences of actions for self and others; assist students in dealing with a family crisis (e.g., separation, divorce, death, neglect and abuse, unemployment and alcoholism); assist with development of students' self-esteem; provide orientation and registration for students who are entering middle school; serve as member of the Kindergarten Screening Team; provide parents/guardians with interpretation of standardized test results upon request; provide individual parent conferences for students when necessary; conduct parent workshops when necessary or requested; provide individual conferences for students experiencing academic difficulty.

#### PHYSICAL REQUIREMENTS:

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

#### TERMS OF EMPLOYMENT:

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

*Attachment 13.E – Family Engagement Plan*

## **Family Engagement Plan**

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

### **Parent Involvement Plan:**

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

### **Involvement Strategies:**

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

**THE HORIZONS UNLIMITED CREATIVE LEARNING ACADEMY COMMITMENT TO EXCELLENCE**  
**FORM**

**Revised 2015-2016 School Year**

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

**STUDENT'S COMMITMENT:**

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

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

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

I will come to school on appropriate Saturdays.

I will attend summer school.

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

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

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

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

I am responsible for my own behavior.

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

X \_\_\_\_\_

**PARENTS'/GUARDIANS' COMMITMENT:**

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

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

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

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

We will make sure that our child attends summer school.

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

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

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

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

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

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

students to learn.

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

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

X \_\_\_\_\_

THE HORIZONS UNLIMITED CREATIVE LEARNING ACADEMY'S COMMITMENT:

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

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

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

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

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

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

We will hold parent and teacher conferences at least annually to discuss the school-parent compact as it relates to your child's achievement.

We will give frequent student progress reports to the parents.

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

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

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

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

X \_\_\_\_\_



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



5605 Marjorie Circle, Sarasota, FL 34233  
Phone (941) 316-9300, Fax (941) 927-5154  
E-mail: [ron@sivitzinc.com](mailto:ron@sivitzinc.com)

A Professional Association

WEBER ENGINEERING & SURVEYING, INC.

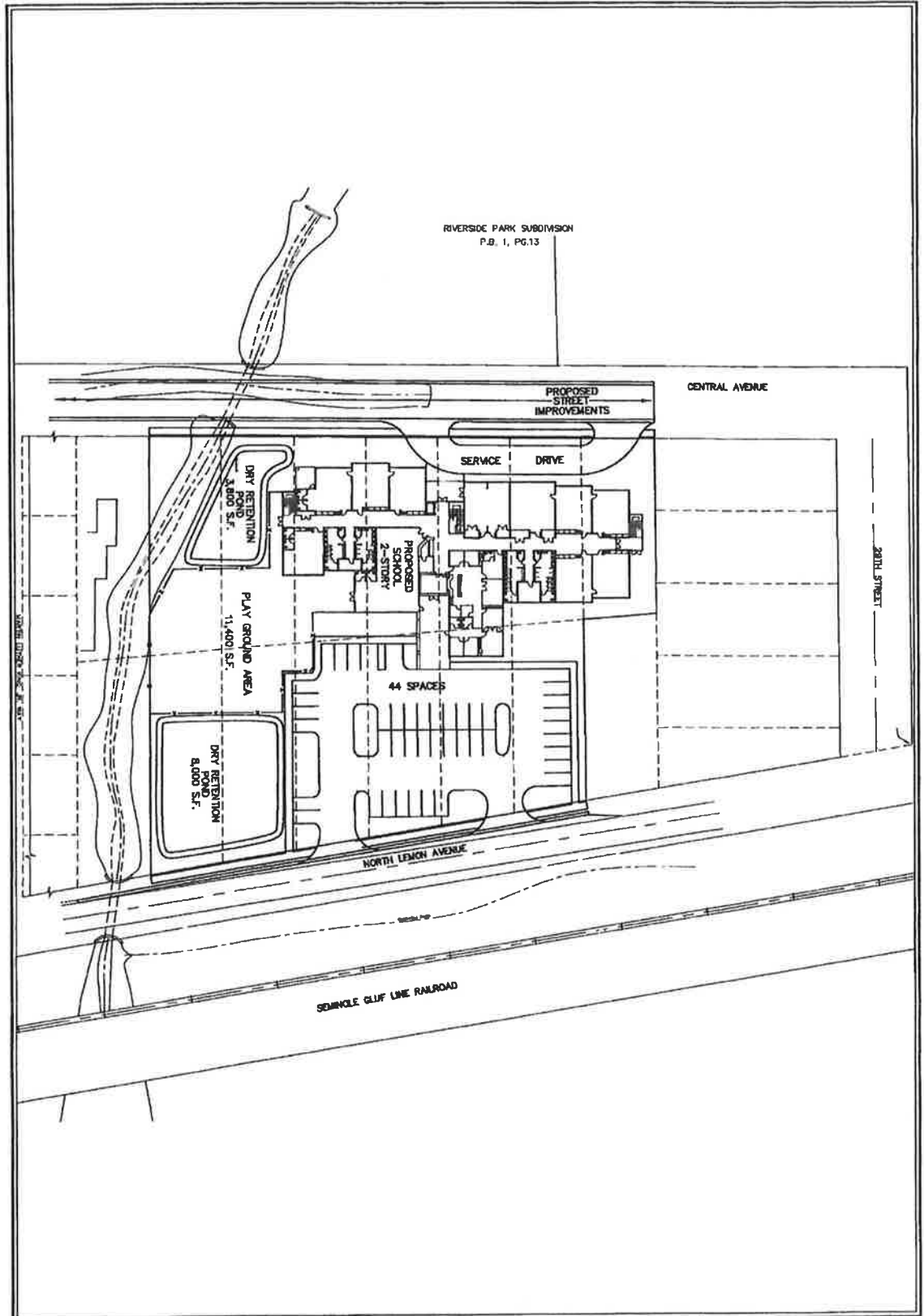
4586 Ashton Road, Sarasota, Florida 34233  
Phone: 941-921-3914 Fax: 941-924-3804  
Email: [info@weberengineering.com](mailto:info@weberengineering.com)  
Web: [www.weberengineering.com](http://www.weberengineering.com)

DATE: 07/30/13

DRAWING INDEX - SCHEMATIC PLANS:

PROPOSED SITE PLAN BY WEBER ENGINEERING  
SITE PLAN WITH PROPOSED BUILDING & TEMPORARY PORTABLE CLASSROOMS

A-1 PROPOSED FIRST FLOOR PLAN  
A-2 PROPOSED SECOND FLOOR PLAN  
A-3 PROPOSED EXTERIOR BUILDING ELEVATIONS

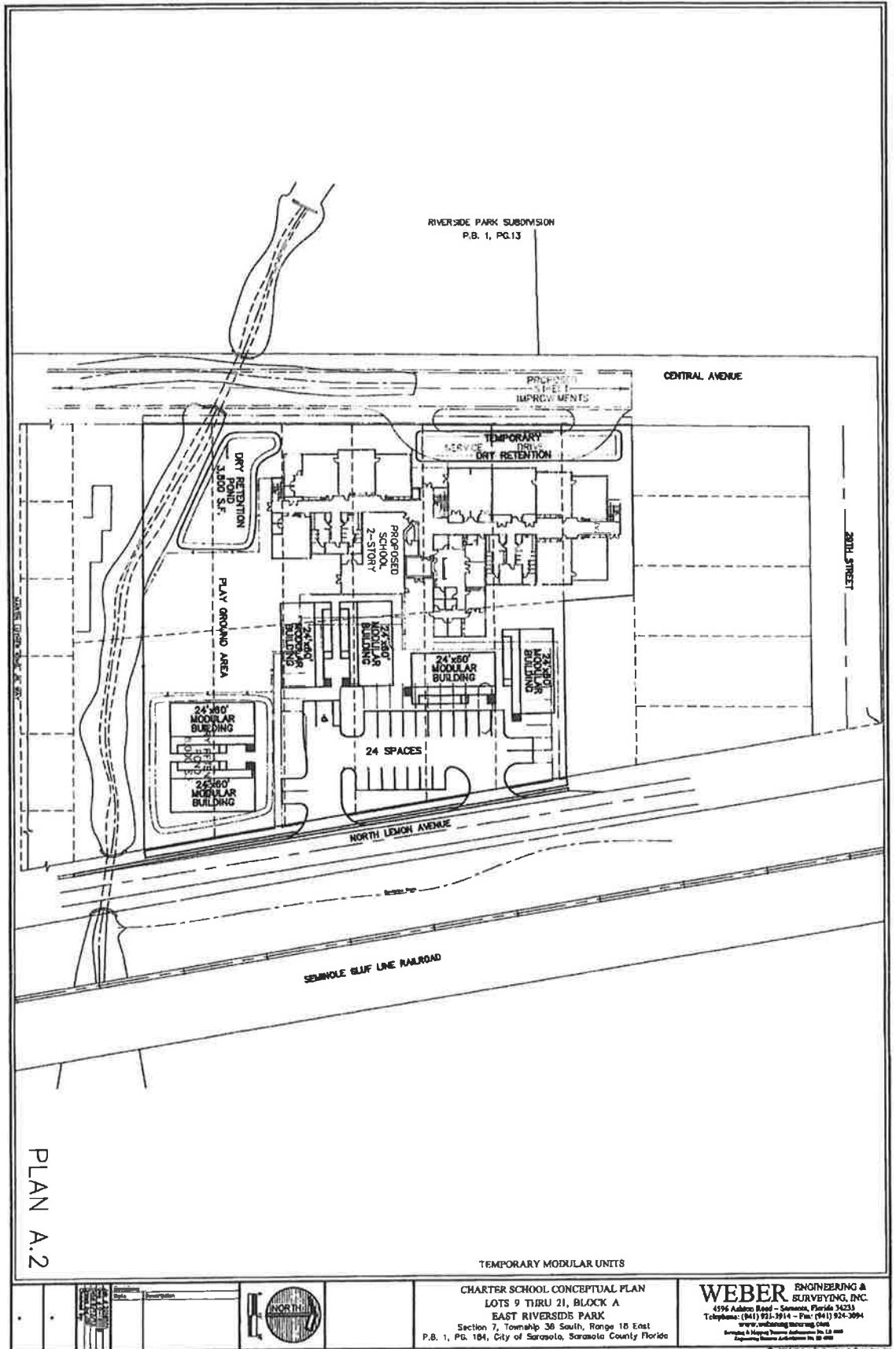


NO.	DATE	DESCRIPTION
1	10/1/03	PRELIMINARY PLAN
2	10/1/03	FINAL PLAN

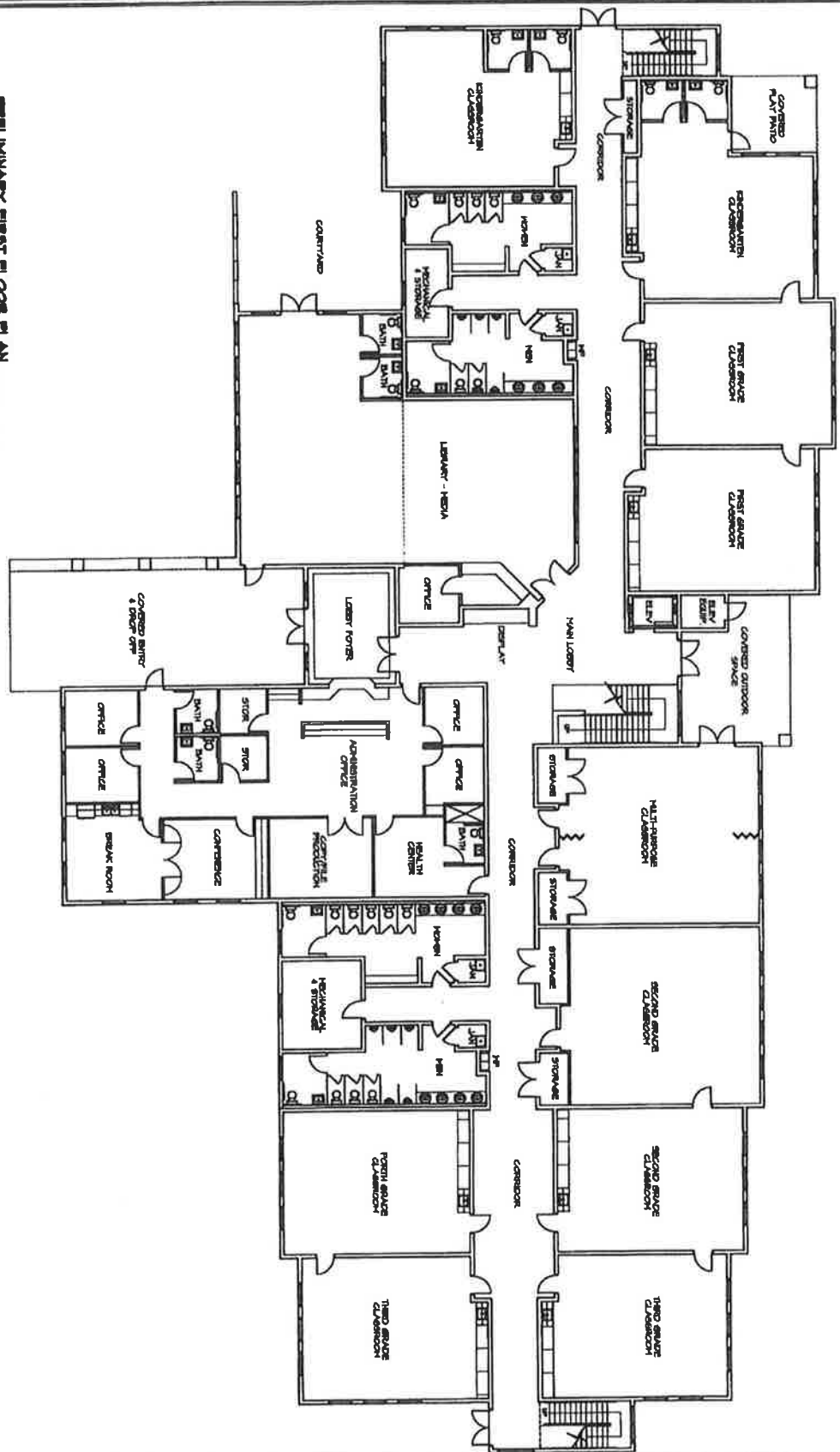


CHARTER SCHOOL CONCEPTUAL PLAN  
LOTS 9 TIRU 21, BLOCK A  
EAST RIVERSIDE PARK  
Section 7, Township 36 South, Range 18 East  
P.B. 1, PG. 184, City of Sarasota, Sarasota County Florida

**WEBER ENGINEERING & SURVEYING, INC.**  
4566 Ashlon Road - Sarasota, Florida 34233  
Telephone (941) 921-3911 - Fax (941) 924-3994  
www.weberengineering.com  
Surveying & Mapping License No. 12,000  
Engineering License No. 12,000



**PRELIMINARY FIRST FLOOR PLAN**  
 APPROXIMATE AC AREA FIRST FLOOR 20,000 SQ. FT. SCALE 1/8" = 1'-0"  
 APPROXIMATE AC AREA SECOND FLOOR 10,000 SQ. FT.  
 APPROXIMATE GROSS AC AREA 30,000 SQ. FT.

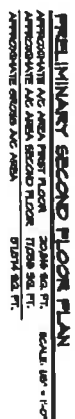


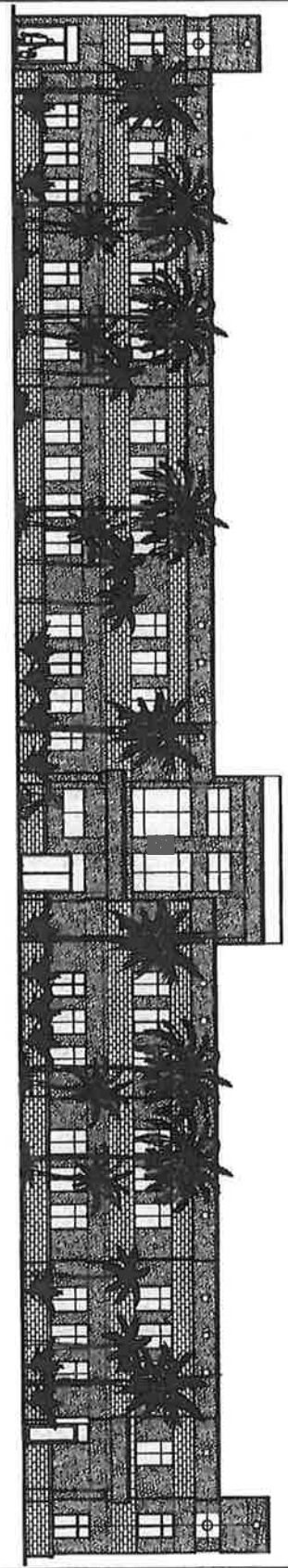
COPYRIGHT © 2013 SIVITZ INNOVATIVE DESIGNS, PA

**A-1**

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

**SIVITZ INNOVATIVE DESIGNS**  
 8448 Manassas Circle  
 Sarasota, FL 34238  
 Phone (941) 555-7000 Fax (941) 557-5154  
 E-mail: sivitzi@innovativedesigns.com

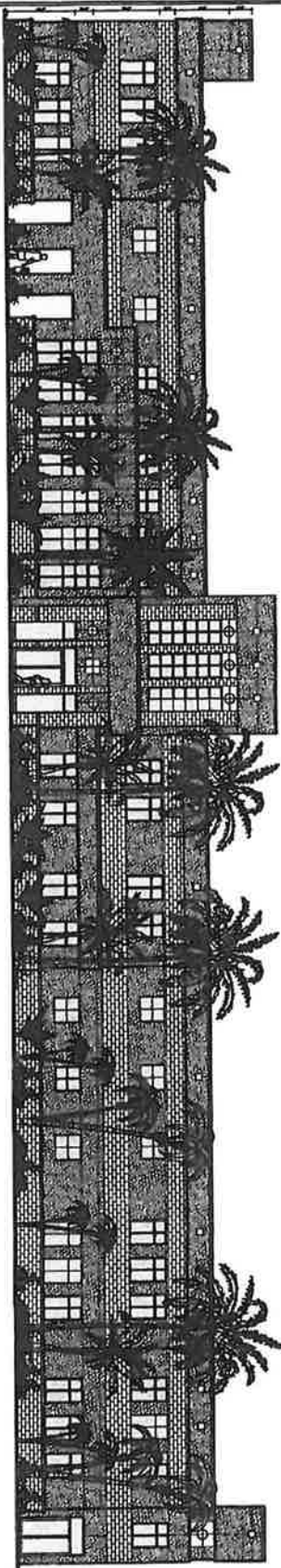




**PRELIMINARY REAR ELEVATION**  
SCALE: 1/8" = 1'-0"



**PRELIMINARY LEFT SIDE ELEVATION**  
SCALE: 1/8" = 1'-0"



**PRELIMINARY FRONT ELEVATION**  
SCALE: 1/8" = 1'-0"

COPYRIGHT © 2013 SIVITZ ARCHITECTS, PA

**A-3**  
SHEET 2

NO.	1344
DATE	12.12.12
DESIGN	07/20/13
REVISION	

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



**SIVITZ**  
innovative designs

6400 Maryland Drive  
Boca Raton, FL 33497  
Phone (561) 983-0000, Fax (561) 987-8184  
E-mail: info@sivitzdesign.com

## *Attachment 14.B – Site Specifications*



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

#### **FRAME**

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

#### **FLOOR**

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

#### **WALLS & PARTITIONS**

Wall Height: 8'-0"  
2x4 Wood Studs, 16" OC  
Double Top Plate  
2x6 Wood Studs- Endwalls extended to roof decking  
2x6 Wood Studs Exterior Walls  
80.00 LF Interior Partition Walls (per print)  
1/2" Vinyl Covered Gypsum Interior Wallboard  
1.00 Special Item  
1 HOUR WALLS IN HALL AND CEILING

#### **INTERIOR DOORS**

4.00 36"x 80" Sol. Core Imp.Oak St. Fr. 20 Min.  
4.00 36"x 80" Imp. Oak Bifold St. Frame

#### **ROOF**

Ground Snow Load: 20 psf  
Truss Type: Box  
Truss Spacing: 24" O.C.  
FR-Deck  
45 Mil Black EPDM (requires FR Board)  
Ceiling Height: 8'-0" AFF  
POPCORN CEILING





## **ROOF**

Mateline Ridge beam  
Ridgebeam: 3 Layer 24", 3/4" Plywood  
12" Roof Overhang, Ends  
Attic Ventilation as Required

## **PLUMBING**

2.00 Handicap accessible 1/2 bath  
2.00 Wall mount lavatory w/mirror & single lever faucet  
1.00 Eemax Instant Water Heater 6.5kw  
1.00 Hi/Low ADA Water Bubbler

## **ELECTRICAL**

2.00 100 Amp Panel  
19.00 240 Surface Mount Fluor. Lts.w/Electronic Ballasts  
19.00 T-8 Bulbs (32w) & Electronic Ballasts (2 bulbs)  
4.00 Black Porch Light,Flour. bulb w/ Photo Cell  
2.00 Lighted Exit Signs w/Battery Backup (as required)  
3.00 Combo Lighted Exit Sign/Emergency Light w/Battery  
2.00 Empty 2x4 J-Box w/1/2" Conduit Stub  
7.00 Alarm Junction Boxes 2x4 w 1/2" conduit  
All alarm devices & wiring are by others on site  
2.00 Combo 60w Light w/ 100cfm Exhaust Fan  
Spec Grade 20 AMP 110v Receptacles, approx 12' oc  
2.00 GFI Protected Receptacle 20 amp  
2.00 Exterior GFI Receptacle (in-use type) 20 amp  
12-2 Romex Wiring

## **HVAC**

2.00 3 Ton Wall Mount Unit w/10kw Heat @ OPP ENDS

## **HVAC**

2.00 CRV Unit On Wall Mount HVAC  
Programmable Thermostats  
60.00 LF Fiberglass Supply Duct w/Grilles  
1.00 Std. Return Air Grilles at Unit Only (No Duct)  
24.00 LF Plenum Wall  
No supply or return air grilles in rated corridor.

## **EXTERIOR**

Hardipanel Siding & Trim (Stucco embossed)  
Sheathing As Required  
100% House Wrap

Hardipanel Mansard (20" to 24" avg. height)

## **WINDOWS**

8.00 24"x54" V/S DP-66, Lowe E Insulated

## **EXTERIOR DOORS**

1.00 "All exterior doors need weather protection"

4.00 36"x80" ST/ST w/10" VB 20ga. door, 18ga fr.)

1.00 72"x80" ST/ST (Panic Ready) w/10"VB & Center Post

4.00 Lever Hardware

4.00 Panic Hardware w/ Lever handle

## **INSULATION**

Floor - R-19

Exterior Wall - R-19

Roof - R-38

Interior Partitions - R-11

Base Building - Doublewide

Codes/States/Labels:

Modular Building Institute Seal

Florida

150 MPH Wind Speed

Occupancy: Educational

Note: Occupant load will be based on the fresh air capacity of the HVAC system quoted.

Destination: Sarasota, Florida

## **Option**

4x8 marker boards

12 coat hooks with board



Pam Lively Area Sales Manager

407-276-4039 [plively@vanguardmodular.com](mailto:plively@vanguardmodular.com)



## Pricing Summary – Sale Transaction

The information provided in this proposal is prepared for the referenced organization and is CONFIDENTIAL. Unauthorized distribution of this information is strictly prohibited.

Prepared For: **Harold Bradshaw – Bethlehem Baptist Horizon  
Limited Creative Learning Academy**

Proposal Date: **July 24, 2013**

Project No: \_\_\_\_\_

Revision No: \_\_\_\_\_

### MODULAR BUILDING INFORMATION

<u>Unit No(s).</u>	<u>Unit Size(s)</u>	<u>State Coded</u>	<u>Unit Description &amp; Occupancy Type</u>
000000 new	24 x 60	FL	1 building 2- classrooms w/ restrooms – Education Occupancy

### BASE PRICE

<u>Scope of Work Description</u>	<u>Amount (USD)</u>
Outright purchase price – (new building)	\$43,899.00

### OPTIONS

<u>als = Selected</u>	<u>Description</u>	<u>Amount (USD)</u>
	<u>Pricing based on One 24 x 60 double wide classroom building</u>	
	Freight	\$4000.00
	Set up (block level and tiedown)	\$2950.00
	Skirting – labor and materials	\$1800.00
	Option	
	4x8 marker board	\$240.00
	12 hooks with board	\$225.00

### GENERAL PROJECT DESCRIPTION

**Budgetary Pricing based on new 24x60 double classroom buildings**

### ACCEPTANCE

Customer Signature \_\_\_\_\_ Date \_\_\_\_\_

Printed Name / Title \_\_\_\_\_

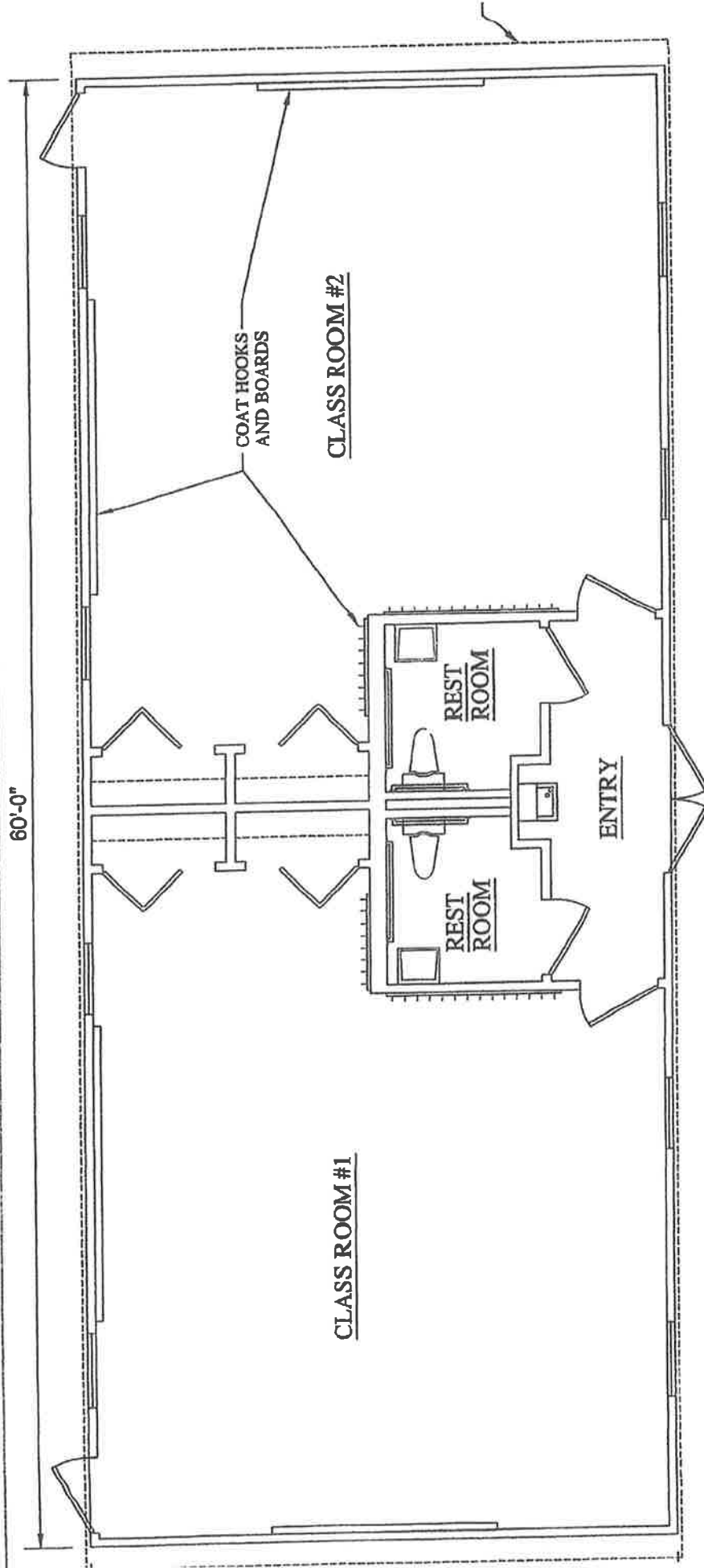
*\*Pricing excludes all applicable taxes*

*All pricing set forth is subject to the Terms, Exclusions and Site Requirements as described in this proposal*



**VANGUARD**  
MODULAR BUILDING SYSTEMS

60'-0"



**BUILDING PLAN**

PO Box 361 • Windermere, FL 34786 • ph: 407.276.4309 • 800.448.6772 • fax: 866.772.2148

**Award Winning Space Solutions**

[www.vanguardmodular.com](http://www.vanguardmodular.com)

*Attachment 14.D- MODULAR QUOTE*

**Subject:** Budgetary lease rates

**Date:** Monday, July 29, 2013 9:35:25 AM Eastern Daylight Time

**From:** Pam Lively

**To:** h.bradshaw@verizon.net

Hi Harold, here are the budgetary lease prices for the new 24 x 60 classrooms.

\$918.00 per month - based on a 24 month lease

\$878.00 per month – based on a 36 month lease

Of course for a longer term lease the lease rate would be a little less. Once we agree on a floor plan and number of buildings I will also work on getting better pricing from the factory.

Call me if you have any questions or need more details.

Regards,

**Pam Lively**

**Area Sales Manager**

[plively@vanguardmodular.com](mailto:plively@vanguardmodular.com)

[www.vanguardmodular.com](http://www.vanguardmodular.com)

**Phone: 407-276-4039**



*Attachment 17.A- BUDGET*

HUCLA  
Projected Operating Budget

<u>Fund</u>	<u>Description</u>	<u>2015 Budget (a)</u>	<u>2016 Budget (b)</u>	<u>2017 Budget (c)</u>	<u>2018 Budget (c)</u>	<u>2019 Budget (c)</u>
Revenue		895,213	1,088,109	1,280,928	1,319,356	1,358,937
	Discretionary District Funding (d)	120,000	150,000	180,000	180,000	180,000
<b>Expenditures</b>						
	Education Staff Salaries	671,000	755,000	922,900	950,587	979,105
	Group Health & Accident Insurance (g)	60,390	67,950	83,061	85,553	88,119
	Contributions to Retirement (g)	26,840	30,200	36,916	38,023	39,164
	Social Security (7.65%)	51,332	57,758	70,602	72,720	74,902
	Unemployment Compensation (3%)	20,130	22,650	27,687	28,518	29,373
	Purchased Instructional Services	-	-	-	-	-
	Teacher Stipends	20,000	20,000	20,000	20,000	20,000
	Software Licenses	17,000	19,000	21,000	21,000	21,000
	Printing and Binding	6,000	6,000	6,000	6,000	6,000
	Copier Lease	2,000	2,000	2,000	2,000	2,000
	Field Trips	-	-	-	-	-
	Computer	40,000	10,000	10,000	10,000	10,000
	Modular Facility Lease	64,800	64,800	64,800	64,800	64,800
	Teaching/Testing Supplies	4,000	4,000	4,000	4,000	4,000
	Other Professional/Tech Services	-	-	-	-	-
	Textbooks	40,000	15,000	20,000	5,000	5,000
	Library Books	25,000	-	-	25,000	-
	Dues/Memberships	-	-	-	-	-
	Attorney	-	-	-	-	-
	Audit	5,000	5,000	5,000	5,000	5,000
	Other Professional and Technical Services	5,000	2,500	2,500	2,500	2,500
	Workshops and Conferences (h)	17,000	17,000	17,000	17,000	17,000
	Custodial Contract Agreement	27,000	27,000	27,000	27,000	27,000
	Purchased Transportation/Food Services	-	-	-	-	-
	Telephone	12,000	12,000	12,000	12,000	12,000
	Water, Sewer and Trash Disposal	3,000	3,000	3,000	3,000	3,000
	Building / Liability Insurance	20,000	20,000	20,000	20,000	20,000
	Building Maintenance & Repair	1,000	1,000	1,000	1,000	1,000
	Equipment Maintenance & Repair	5,000	5,000	5,000	5,000	5,000
	Internet	12,000	12,000	12,000	18,000	18,000
	Heat	-	-	-	-	-
	Electric	15,000	15,000	15,000	15,000	15,000
	Custodial Supplies	5,000	5,000	5,000	5,000	5,000
	Capital Outlay - Equipment & Furniture	48,000	-	-	-	-
<b>Total Expenditures &amp; Other Transactions</b>		<b>\$1,223,492</b>	<b>\$1,198,858</b>	<b>\$1,413,466</b>	<b>\$1,463,701</b>	<b>\$1,473,963</b>
<b>OPERATING INCOME</b>		<b>-\$208,279</b>	<b>\$39,251</b>	<b>\$47,462</b>	<b>\$35,655</b>	<b>\$64,974</b>
	Cash from Prior Year (e)	-\$241,600	\$50,122	\$89,373	\$136,835	\$172,490
	EOY Cash Balance	-\$449,879	\$89,373	\$136,835	\$172,490	\$237,464
	Debt Service (f)	-	-	\$230,878	\$230,878	\$230,878
	Capital Contribution	\$500,000	-	-	-	-

**Teaching Staff Assumptions (K-5)**

	<u>Headcount (a)</u>	<u>Salary per Headcount</u>	<u>Total Salary</u>		<u>Headcount (c)</u>	<u>Salary per Headcount (f)</u>	<u>Total Salary (b)</u>
Teachers	8	\$42,000	\$336,000		12	\$46,200	\$554,400
ESE Teachers	1	\$42,000	\$42,000		1	\$46,200	\$46,200
Substitute Teachers	2	\$21,000	\$42,000		2	\$23,100	\$46,200
Teachers Aids	2	\$21,000	\$42,000		2	\$23,100	\$46,200
Guidance Counselor	1	\$52,000	\$52,000		1	\$57,200	\$57,200
ESE Liaison	1	\$42,000	\$42,000		1	\$46,200	\$46,200
Clerical Registrar	1	\$25,000	\$25,000		1	\$27,500	\$27,500
Principal	1	\$90,000	\$90,000		1	\$99,000	\$99,000
Title I Coordinator	0	\$15,000	\$0		0	\$16,500	\$0
	17		\$671,000		21		\$922,900

	<u>Headcount (b)</u>	<u>Salary per Headcount</u>	<u>Total Salary</u>
Teachers	10	\$42,000	\$420,000
ESE Teachers	1	\$42,000	\$42,000
Substitute Teachers	2	\$21,000	\$42,000
Teachers Aids	2	\$21,000	\$42,000
Guidance Counselor	1	\$52,000	\$52,000
ESE Liaison	1	\$42,000	\$42,000
Clerical Registrar	1	\$25,000	\$25,000
Principal	1	\$90,000	\$90,000
Title I Coordinator	0	\$15,000	\$0
	19		\$755,000

**KEY**

- (a) Calculated using the FDOE template for 120 students; with an expense growth rate of 3% per year where appropriate.
- (b) Calculated using the FDOE template for 180 students; with an expense growth rate of 3% per year from Year 4 to Year 5. The expense line items in Year 4 were assumed to be 10% higher than in Year 1 (roughly 3% times 3 years).
- (c) Calculated using the FDOE template for 180 students; with an expense growth rate of 3% per year from Year 4 to Year 5. The expense line items in Year 4 were assumed to be 10% higher than in Year 1 (roughly 3% times 3 years).
- (d) We have assumed HUCLA is eligible for this discretionary funding, which we believe to be about \$1,000 per student, per year. This would be \$120,000 in Year 1, \$150,000 in Year 2, \$180,000 in Years 3-5.
- (e) We have assumed that the Startup Budget creates a deficit for this analysis. To the extent we can cover that Startup Budget with grants, gifts and other assistance, our going forward Cash Balances will dramatically improve.
- (f) Calculated to be a monthly payment of \$19,239.86, based on a \$4,000,000 loan for 30 years, at 4.062%, or \$230,878 annually.
- (g) Percentage allocations are based on the Bureau of Labor & Statistics report, "Employer Costs for Employee Compensation - June 2013."
- (h) At bare minimum, we want to spend at least \$1,000 per year on each member of the teaching staff. This is important to us. To the extent we can take advantage of free resources, we will.



*Attachment 18- HUCLA Financial Controls and Procedures*

## **HUCLA FINANCIAL CONTROLS AND PROCEDURES**

### **Purpose**

The purpose of these instructions is to prescribe the accounting procedures and related fiscal requirements that must be followed by the Board of Directors, Management staff members, and contractors of HUCLA.

The classification and description of accounts are the minimum required by HUCLA. If HUCLA desires to establish accounts other than those prescribed herein. These accounts shall be established as subdivisions of the prescribed accounts and should be maintained in such a way that they can be readily combined into the prescribed classification for uniform reporting purposes. Additionally, funding from other sources must be clearly identified and segregated so as to avoid accounting conflicts and potential purpose violations.

### **Accounting**

HUCLA shall establish and maintain an adequate accounting system on an ACCRUAL BASIS in accordance with GAAP and in compliance with the rules and regulations of all funding sources.

### **Books of Accounting and Records**

The following is a brief description of the books of accounts and records considered to be the minimum required for recording transactions relating to the development of the School; specific projects may be required to maintain an additional record. The School may establish any additional accounting records it considers necessary to provide adequate financial control of its assets and liabilities and to account for project costs.

1. General Ledger – A general ledger shall be maintained to record summarization for all accounting transactions related to the School and to classify such transactions according to the line items shown in the budget.
2. Cash Receipts and Disbursements Register – A separate cash receipts register and disbursement register shall be maintained to record funds received in connection the projects and to record checks issued for the withdrawal of funds from HUCLA's bank account. All disbursements shall be made by pre-numbered checks used in numerical sequences and must be supported by appropriate documentation such as payrolls, invoices, contracts, travel vouchers, etc., evidencing the nature and propriety of each pay, and showing the approval of authorized officials.
3. General Journal – The General Journal shall be used to document and record transactions in the general ledger, which are not recorded, from the cash receipts or the disbursement register. Each entry shall contain complete explanations of the transactions and shall reference the related documents or other sources of information, if applicable.
4. Payroll Records – If necessary, basic payroll records shall be maintained to accumulate

payroll data required by federal, state, or local laws with respect to each employee, such as gross earnings, federal, state and local income taxes withheld, FICA withholding, etc. The records shall also include data relative to other deduction as maybe allowed or required by HUCLA's personnel policies.

- Property – A record shall be maintained for each item of non-expendable property. Non-expendable property is defined as tangible items with a useful life in excess of one year. Property includes office equipment, computers, furniture, textbooks, as well as other items meeting the tangible property definition. Procedures for managing equipment (including replacement equipment), whether acquired in whole or in part with grant funds, until disposition takes place will, as a minimum, meet the following requirements:
- Property records must be maintained that include a detailed description of the property, a serial number or other identification number, the source of the property, who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the purchase price, the location, use and condition of the property, and any ultimate disposition data including the date of property disposal and sale price.
- A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.
- An operational internal control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of HUCLA property. Any loss, damage, or theft shall be investigated and documented.

5. In-Kind Contributions – HUCLA's outlay of non-federal cash and the value of non-cash contributions in accomplishing the objectives of the program shall be reported in accordance with the intent of the non-federal contributions which may consist of personnel cost paid with funds from an eligible source, charges for the donation or use of real property and equipment, the value of contributed goods and volunteered services all of which are directly benefiting and specifically identifiable to the program shall be documented and accounted for similar to federal cash disbursements.

#### **Contractor's Requirements Prior to Receipt of Funds**

Upon execution of the contract between HUCLA and its designated grant program management contractor, and before that contractor makes any financial commitments on behalf of REM, the contractor shall submit to REM the following in writing:

1. Signed Agreement – Each consultant is required to sign an agreement that states the services she/he/they will provide on behalf of HUCLA as well as the terms of the agreement and the detailed scope of the work to be delivered.
2. Completed Invoice – According to a pre-approved submission schedule, each consultant will submit an invoice that describes, in detail, the service provided on specific dates and the hours billed for the tasks completed. A HUCLA Board Officer must verify and acknowledge satisfactory receipt of the pre-approved product or service.

Upon receipt and approval of the above information, Management will process payments for reimbursement as provided in the contract.

#### **Brief Description of Cost Categories**

1. Salary and Wages [1000] – The cost of staff as detailed in the latest approved budget. The number of hours and rate of pay may fluctuate based on supply and demand.
2. Benefits [2000] – Includes the actual cost of health and life insurance, unemployment insurance, workers compensation, social security, and pension plans. REM does not have a pension plan.
3. Purchased Services [3000 & 4000] – Includes the cost of services contracted to other agencies, firms, or individuals according to written contract with the Contractor. Equipment and property lease agreements are not allowable expenses with Federal Planning Grant funds. All contracts (including consulting contracts) shall be in writing and must have prior written approval of the Board of Directors, or its designated representative(s).
4. Supplies and Materials [5000] – Includes the purchase of tangible and consumable supplies, materials and equipment.
  - a. Consumable Supplies and Equipment Repairs
    - i. Includes the cost of office supplies, printer paper and replacement cartridges, and all small items of non-expendable property, the cost of which is less than \$150.00 per unit. Unless otherwise specified by a written contract, the REM Secretary shall be responsible for approving the acquisition of consumable supplies.
    - ii. Maintenance and minor repairs of equipment are not Charter School Planning Grant authorized expenditures. Invoices for these items shall be satisfied by utilizing funds other than those from the Federal Planning Grant.
    - iii. Postage, printing and binding, visual aids, books and pamphlets, etc. may be purchased in accordance with the management plan and the budget. Unless otherwise specified by a written contract, the Secretary shall be responsible for approving the acquisition of postage and printing items.
  - b. Tangible Equipment
    - i. Includes all types of equipment which may be purchased on behalf or at the direction of \_\_\_\_ Equipment purchases will be limited to those items specified in the management plan and the budget.
    - ii. Includes computer software necessary to meet the planning requirements of CHA as necessary and described in the management plan and budget.
5. Other Expenditures [7000 & 8000] – Includes costs for registration and travel fees associated with the execution of the management plan and budget. These reimbursements are subject to the accurate tracking of expenditures and providing the invoices and receipts validating those expenditures.

a. Travel

i. Includes costs incurred for officially sanctioned travel outside of one hour's commuting distance from the traveler's home of record.

ii. Mileage may be reimbursed at the current Federal Mileage Reimbursement rate based on portal to portal distances as measured by MapQuest. Parking fees may also be reimbursed on a cost basis

b. Lodging

i. The costs associated with overnight lodging will be reimbursed on a cost basis.

ii. Travelers shall be prudent in choosing overnight lodging arrangements and shall avoid excessive or extravagant fees whenever possible.

iii. Movies and bar charges shall not be reimbursed

c. Meals

i. The cost of meals will be reimbursed if travelling during the traditional meal periods on an officially sanctioned activity or visit. A limit of \$50.00 per day may be reimbursed for meals if the travel requires the individual to be away from Sarasota during traditional meals periods.

ii. All meal charges must be clearly documented and alcohol charges shall not be reimbursed.

iii. Gratuities of 20% and less may also be reimbursed, if documented properly.

## **Internal Controls**

### **Invoicing**

1. The contractor, service provider, or traveler completes a detailed invoice and relevant receipts and then emails those documents to the HUCLA Treasurer on a mutually agreed upon schedule;
2. The Treasurer verifies the consultant hours and work completed and/or official travel authorization, as well as all receipts, and requests funds from the Cash Management System (CMS);
3. The Treasurer completes a Purchase Requisition for each invoice and receipt, attaches it to the invoice and carries the invoice (with the PR) to the HUCLA President for review and signature;
4. Once the HUCLA President signs the PR, the Treasurer processes the documents for payment by check and then posts the expenditure in the accounting software;

5. Once the funds are deposited, the Treasurer then signs the check and acquires one additional signature from one other Board Officer, preferably the President or Vice President. Under no circumstance shall a HUCLA Board member participate in the processing of a reimbursement for themselves;
6. A copy of the check and the check stub are made and the signed check is then delivered via the United States Postal Service;
7. The copy of the check and check stub is then attached to the invoices, receipts, contractual agreements, time logs, and other substantiating documents related to that expenditure. The Treasurer then files them in anticipation of monthly reporting requirements.

#### Purchase Orders

All items identified for purchase with a price exceeding \$300 shall be purchased with a pre-approved purchase order (PO). The Treasurer, or his/her designated representative, shall create these POs in accordance with the approved PO format based upon the information presented by the requester. All known details of the anticipated purchase must be included in the PO including shipping, handling, and taxes. The Treasurer will match the request against the management plan and the budget to validate compliance. In the event a PO is submitted for a single purchase of more than \$5,000, approval from at least one additional HUCLA Board Officer will be required.

Once the Treasurer is satisfied with the detail provided and the compliance with the approved management plan and budget he/she will sign the PO and fax it to the requester.

Once the merchandise is delivered the purchase order will be compared to the packing slip, sales receipt, and/or bill of lading to ensure all merchandise ordered was received. If any items are on back order the requester shall make a copy of the purchase order to place with the bill of lading. The original PO shall be placed into a PO file until the outstanding items are delivered. The packing slip and the invoice for the delivery shall be emailed to the Treasurer for payment processing.

To the extent possible, the merchandise should be appropriately marked before the merchandise is delivered to the person who made the request. A property inventory shall be maintained and updated by the Treasurer.

After-the-fact PO requests shall not be entertained. A pre-approved PO will expire if not used within 15 calendar days of the Treasurer's approval.

#### **Records Retention**

The HUCLA Treasurer and Secretary, shall retain sufficient records to enable HUCLA to comply with all applicable laws, including the applicable statutes of limitations. At a minimum, copies of invoices, agreements, receipts, cancelled checks, and other similar documents shall be maintained as substantiating evidence for all expenditures for the applicable periods. All such records shall be made available upon request for inspection or audit by representatives of the State, or Federal governments. In the event that the organization goes out of existence, the Board shall arrange for retention of files for the required time period.

### **Conflict of Interest**

HUCLA Board members shall perform their duties in a manner free from conflict of interest. To this end, no Board member shall use his/her position as a Board member to benefit either himself/herself or any other individual or agency apart from the total interest of HUCLA. In addition, neither HUCLA staff nor contractors involved in the development of bidding specifications on behalf of HUCLA shall benefit from transactions of the organization, except as may be specifically approved by the HUCLA Board of Directors.

Specifically, no staff member, officer or agent of HUCLA shall participate in the selection, award or administration of a contract supported by Federal funds if the appearance of a conflict of interest, real or perceived, exists. Such a conflict could arise if any of the following has a financial or other interest in the firm selected for the award: (a) the staff member, officer, or agent; (b) any member of his/her immediate family; (c) his/her partner; or (d) an organization which employs, or is about to employ.

HUCLA officers, staff members, or agents shall neither solicit nor accept gratuities, favors or anything of significant monetary value from contractors, potential contractors, or parties to sub-agreements. Significant monetary value includes any or all items worth more than \$100 on the open market.

When a HUCLA Board member determines that the possibility of a personal interest conflict exists, she/he should, prior to the matter being considered, disclose his/her interest (such disclosure shall become a matter of public record in the minutes of the Board), and thereafter shall abstain from participation in both the discussion of the matter and the vote thereon.

### **Purchasing Policy**

It is the policy of the HUCLA Board that HUCLA adheres to the following procedures when making purchasing decisions:

1. When the purchase of, and contract for, single items of supplies, materials, or equipment is in excess of \$2,500 HUCLA shall, whenever possible, require three (3) competitive price quotations.
2. Bids shall be sealed and shall be opened by the Board President in the presence of at least one other HUCLA Board member. All purchase orders or contracts should be awarded to the lowest responsible bidder; however, consideration may be given to:
  - The quality of the item(s) to be supplied,
  - Its conformity with specifications, suitability to the requirements of REM in carrying out grant activities,
  - Local vendors,
  - Delivery terms, and/or
  - Past performance of the vendor.

The HUCLA Board reserves the right to reject any and all bids. The Board should be advised, for prior approval, of all purchases of equipment, materials, and services when the purchase was not contemplated during the budgeting process.

The Board may acquire office equipment as defined in law by lease, by installment payments, by entering into lease-purchase agreements, or by lease with an option to purchase, provided the contract sets forth the terms of such a purchase. However, Federal grant funds cannot be utilized for lease agreements of any type, nor can Federal funds be used for maintenance contracts.

### **Grant Costing Eligibility**

All expenditures must be reasonable and of a nature which clearly relates to the specific purpose of qualifying grant under which the services are being performed. Care must be exercised by all concerned when incurring costs to assure that expenditures conform to these general standards and the following criteria for eligibility of costs. To be eligible, costs must:

1. Be necessary and reasonable for proper execution of the contractual specifications during a specific project period and in accordance within the approved budget;
2. Not be a general operating expense and required to carry out other responsibilities of a contractor;
3. Be in conformance with limitations or exclusions in the grant instructions, Federal or other governing limitations;
4. Be no more liberal than policies, procedures and practices applied uniformly to both Federally supported and other activities of the contractor;
5. Be accorded consistent treatment through the application of accounting policy and procedures approved herein;
6. Not be allowable to or included as a cost of any other Federally financed grants, or in prior project periods;
7. Be net of all credits such as purchase discounts, rebates or allowances, sales of publications, or materials or other income or refunds.
8. Be in accordance with budgetary or other restrictions established by the State of Florida;
9. Be fully documented and transparent; and
10. Comply with policies governing administrative practices identified herein and in other policies as may be approved by the State of Florida.



