CITY OF NORTH MIAMI CHARTER SCHOOL

1 signed original
1 copy on flash drive

SUBMITTED TO:
Charter School Support
1450 NE Second Avenue, 8th Floor
Miami, Florida 33132

AUGUST 1, 2013

Exhibit A: Letter of Intent

NORTH MIAMI
FLORIDA

June 24, 2013

Ms. Tiffanie Pauline, Assistant Superintendent
Miami-Dade County Public Schools
Charter School Support
1450 NE Second Avenue, 8th Floor
Miami, FL 33132

Dear Ms. Pauline:

Please accept this as the City of North Miami's letter of intent to submit a charter school application on or before August 1, 2013 by 4:30 pm. The focus/theme of the charter school will be:

> *"The City of North Miami Charter School will provide students with the state of the art technological tools that will develop the 21st Century skills necessary for graduation and a successful transition into the workplace."*

The projected student enrollment breakdown by year with appropriate grades and enrollment are as follows:

Year 1: 2014-2015 – Grades 9 through 10 – up to 550 students
Year 2: 2015-2016 – Grades 9 through 11 – up to 875 students
Year 3: 2016-2017 – Grades 9 through 12 – up to 1200 students
Year 4: 2017-2018 – Grades 9 through 12 – up to 1300 students
Year 5: 2018-2019 – Grades 9 through 12 – up to 1300 students

The facility to be used and the location, or current options for a school facility is the western portion of the City of North Miami Claude Pepper Park property located at 1525 N.W. 135 Street, North Miami, Florida 33167.

Name of the charter school's authorized contact person: Jeff Geimer, Director of Parks and Recreation

Mailing address: 12300 N.E. 8 Avenue, North Miami, FL Zip Code: 33161

Telephone number: (305) 895-9842

Sincerely,

Stephen E. Johnson
City Manager

SEJ:mp

776 NE 125 Street | North Miami | Florida | 33161 305.893.9888 Fax: 305.893.1367

CHARTER SCHOOL SUMMARY INFORMATION

Exhibit B

CHARTER SCHOOL SUMMARY INFORMATION

A. General Information

Name of charter school:

Names of governing board members, as listed in the application:

Lucie M. Tondreau, Philippe Bien-Aime,
Marie Erlande Steril, Carol Keys
Scott Galvin

Name of Non-Profit Corporation or other Legal Entity that will hold the Charter School *(must include Articles of Incorporation and Bylaws):* City of North Miami

Address: 776 NE 125 Street City, State, Zip Code: North Miami,FL 33161

Telephone number: 305-895-9888 Fax number: 305-893-1367

E-Mail address: Cell number:

Name of authorized contact person(s): Frank Bolanos

Title/Relationship to Corporation: Consultant

Address: 3024 NW 99 Place

City, State, Zip Code: Doral, FL 33172

Telephone number: Fax number:
Daytime number: Cell number: 786-351-3605
E-Mail address: frankbolanos@bellsouth.net

Name of Education Service Provider (ESP) , if applicable: N/A

Best way(s) to contact you: ☐ Email ☐ US Mail ☐ Telephone ☒ Cell

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Have you/will you file an application to charter this proposed school with other entities? YES___ NO xx If yes, please list such entities:

Please provide a brief description of the proposed school (to be distributed to the media, as necessary):

The school will provide students with technological tools for graduation and a successful transition into the workplace.

If this is a replication application, please provide the name of the school that is being replicated. Include where this school is currently located and the grade levels it serves:

N/A

B. Student Enrollment Breakdown by Year and Term

Term of Charter Being Requested: **(Must provide justification if requesting more than five years)**

☐ 4 years ☒ 5 Years ☐ Other: ____ years

Complete the student enrollment breakdown by year with the appropriate grades and enrollment, as it pertains to your school:

Year 1: 2014-2015 - Grade(s) 9 - 10 - up to 550 students
Year 2: 2015-2016 - Grade(s) 9 - 11 - up to 875 students
Year 3: 2016-2017 - Grade(s) 9 - 12 - up to 1200 students
Year 4: 2017-2018 - Grade(s) 9 - 12 - up to 1300 students
Year 5: 2018-2019 - Grade(s) 9 - 12 - up to 1300 students

C. Proposed Facility

Describe the proposed facility. Will the school purchase (finance) or lease the proposed facility?

The facility will be on City owned property.

D. Proposed Location

Street Address, City, State, Zip Code. If exact address is not available, identify area within Miami-Dade County where the school will be located.

Claude Pepper Park 1255 NW 135 Street, North Miami, FL

E. Proposed School's Legal Counsel

Name: Regine M. Monestime Telephone Number: 305-895-9888
Firm: City of North Miami Attorney
Address: 776 NE 125 Street, North Miami, FL 33161
E-mail: ____

F. Proposed School's Schedule

The instructional day at the school will begin at 7:20am (time) each day.
The instructional day at the school will end at 2:30pm (time) each day.
Minutes of instruction each day will be 300.
Number of instructional days per year will be: 180.

The school will / will not follow the M-DCPS school calendar. (Please circle one)

Charter School Support

Dear Charter School Applicant:

MDCPS will be using electronic mail (E-mail) to communicate with applicants during the charter application process. This includes, but is not limited to:

- Requests from our office for information;
- Distribution of evaluation tools for review;
- Invites to the Application Review Committee Meeting (ARC);
- Communications regarding board item presentation to The School Board of Miami Dade County; and
- Information regarding the status of the application review.

In order to ensure that we have accurate E-mail information, all applicants should submit this Charter Application Acknowledgement Form. The form provides notice of the use of E-mail as the primary source of communication.

Please provide us with the following information:

Name: Jefferson Geimer

Title: Director of Parks and Recreation

Address: 776 NE 125 Street

City, State Zip Code: North Miami, FL 33161

Telephone Number: (305) 895 - 9842

E-mail: jgeimer@northmiamifl.gov

This information must be signed and delivered to our office no later than August 1, 2013. Please feel free to scan this form and send it electronically to Ms. Emma Garcia, Administrative Specialist, Charter School Support at elgarcia1@dadeschools.net or via fax at 305-995-2009.

Signature: _____

Print Name: Stephen E. Johnson Date: July 25, 2013

Relationship to Applicant: City Manager

Thank you in advance for providing us with this important information

Exhibit D

Charter School Operations

CHARTER SCHOOL
2013-2014 APPLICATION CYCLE

RECEIPT/WAIVER

This receipt serves to confirm that a charter school application has been submitted by:

City of North Miami
(Name of submitting organization/individual)

on behalf of: City of North Miami Charter School
(Name of Charter School)

to Charter School Support, as stipulated by Section 1002.33 F.S., Charter Schools.

INDIVIDUAL SUBMITTING APPLICATION:

Stephen E. Johnson	City Manager
Name	Title/Affiliation
305-893-6511	sjohnson@northmiamifl.gov
Telephone number(s)	E-mail

RECEIVED BY:

CSS Staff Member's Name	Signature/Date

WAIVER

ACCORDING TO SECTION 1002.33, F.S., A DISTRICT SCHOOL BOARD MUST APPROVE OR DENY AN APPLICATION NO LATER THAN 60 CALENDAR DAYS AFTER THE APPLICATION IS RECEIVED. SINCE SCHOOL BOARD MEETINGS ARE SCHEDULED FAR IN ADVANCE OF THE APPLICATION DEADLINE, AND TO ALLOW THE MAXIMUM AMOUNT OF TIME POSSIBLE FOR A THOROUGH REVIEW, APPLICATIONS SUBMITTED TO THE SCHOOL BOARD FOR CONSIDERATION WILL BE PRESENTED AT THE NOVEMBER, 2013 MEETING, THEREBY EXTENDING THE REVIEW PERIOD TO OVER 60 DAYS.

I/We acknowledge receipt of and agree with the aforementioned stipulations.

CSS Staff Member's Name	Signature	Date
Stephen E. Johnson		July 25, 2013
Authorized Applicant's Name	Signature	Date

Exhibit E

Charter School Support

STUDENT ENROLLMENT CHART

Year 1	
Grade	Up to # Students
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	325
10	225
11	
12	
TOTAL	550

Year 2	
Grade	Up to # Students
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	325
10	325
11	225
12	
TOTAL	875

Year 3	
Grade	Up to # Students
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	325
10	325
11	325
12	225
TOTAL	1200

Year 5	
Grade	Up to # Students
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	325
10	325
11	325
12	325
TOTAL	1300

Year 5	
Grade	Up to # Students
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	325
10	325
11	325
12	325
TOTAL	1300

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APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: City of North Miami Charter School

NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: City of North Miami

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: Frank Bolanos

TITLE/RELATIONSHIP TO NONPROFIT: Consultant

MAILING ADDRESS: 3024 NW 99 Place, Doral, FL 33172
PRIMARY TELEPHONE: (786) 351-3605 **ALTERNATE TELEPHONE:** ( )

E-MAIL ADDRESS: frankbolanos@bellsouth.net

NAME OF EDUCATION SERVICE PROVIDER (if any): N/A

NAME OF PARTNER/PARENT ORGANIZATION (if any): N/A

Projected School Opening: 2014-2015

School Year	Grade Levels	Total Projected Student Enrollment	Student Enrollment Capacity (if known)
First Year	9-10	550	
Second Year	9-11	875	
Third Year	9-12	1200	
Fourth Year	9-12	1300	
Fifth Year	9-12	1300	

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

Signature

CONSULTANT
Title

FRANK BOLANOS
Printed Name

7/30/13
Date

Form Number: IEPC-M1
Rule Number: 6A-6.0786
May 2012

I. EDUCATIONAL PLAN

Section 1: Mission, Guiding Principles and Purpose

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

MISSION

The City of North Miami Charter School will provide students with state-of-the-art technological tools to instill a broader love of learning, foster a culture of innovation and develop the 21st Century skills for graduation and a successful transition into the workplace.

PURPOSE

The City of North Miami Charter School (School) is a municipal charter school initiated by the City of North Miami (CNM) in response to the educational needs and aspirations of its residents. CNM is collaborating with the Miami Dade County School District (MDCPS) and Miami Dade College to create a unique partnership that will best serve the needs of all stakeholders.

- The City of North Miami is interested in bringing a public charter school to the western portion of the City in order to better serve its residents. Currently, high school students that reside in the City and live west of I-95 must leave the City to attend Miami Central High School.
- CNM has completed a charter school exploratory and planning phase in order to facilitate the establishment of a public charter school at the Claude Pepper Park Site.
- Several meetings have been held with officials of the Miami Dade College School of Justice with the purpose of establishing a partnership with this entity.
- As best practices, the educational programs and partnerships at the Law Enforcement Officers Memorial High School and the City of Hialeah Educational Academy have been reviewed.

GUIDING PRINCIPLES

The School will provide students with the tools to obtain middle-skill and high-skill careers that lead to financial stability and the formation of productive members of the community. Career readiness and college readiness should not be two distinct silos.[1] The School will provide the link between the academic preparation and the technical preparation for both college readiness and career readiness.

The School's guiding principles include:

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[1] Common Core State Standards & Career and Technical Education: Bridging the Divide between College and Career Readiness, H. Reeder, May 2012

- Educating the child holistically to promote academic, social, emotional, and ethical growth and development.
- Encouraging students' creativity and critical thinking skills.
- Nurturing students' experiential learning.
- Empowering the faculty's ownership of instructional methodologies and classroom organization.
- Promoting a foundation for inquisitive, life-long learning

AREAS OF ACADEMIC FOCUS

The following are the Career Academy strands offered at the School:

- Criminal Justice, Legal and Public Affairs, and Forensic Science Academy
- First Responder / Firefighting Academy
- 911 Operations / Communications Academy
- Business and Technology Academy

The School also will offer students the ability to participate in JROTC

FOUNDATIONAL COMPONENTS

- Rigorous academic program
- Infusion of technology in the classroom
- Advanced Placement & Dual Enrollment college credits
- Extended school day - after hours
- Tutoring

The School's purpose is to provide a safe and nurturing learning environment for student development and growth. Our students will be prepared to be responsible, caring and productive members of the 21st century global society.

As a basic principle, our school will give students an opportunity to develop moral and democratic values on an intellectual level during their daily activities. We believe that a deeply rooted education in the content areas facilitates a firm foundation for the skill set needed to compete in the global market. We require that each student make a determined effort to take every opportunity toward their own fulfillment as an individual and as a member of the community via the established structures and support systems provided by the School.

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

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

The City of North Miami Charter School will meet high standards of student achievement through the delivery of a rigorous and relevant curriculum, with an emphasis on concept mastery of the core academic areas (language arts, math, science, and social studies) within a career-academy focus. The school will promote enhanced academic success by offering a college preparatory curriculum that further builds upon the previous skills and concepts taught at the elementary and

middle school levels. The establishment of the School will provide parents with flexibility to choose from diverse educational opportunities beyond those offered by the traditional public school system.

The School is committed to providing an environment of academic rigor and relevance in an effort to promote high standards of student achievement. At the forefront of this environment will be the involvement of all stakeholders with the purpose of paving the way for an effective learning community. Our administrators, as a team of instructional leaders, will nurture a climate in which students will flourish academically and become community leaders. Our highly-qualified teachers will deliver instruction founded on research and best practices. Teachers will be provided relevant and meaningful professional development throughout their careers at the School and will be guided by the principles of- collaboration, reflection, and ongoing professional development.

Through implementation of the strategies described in this application, the School will meet and exceed requirements by:

- ✓ Delivering a dynamic school curriculum, including emphasis on student-centered instruction assuring student mastery of the Next Generation Sunshine State Standards (NGSSS)/Common Core State Standards (CCSS);
- ✓ Providing a highly rigorous curriculum infused with effective and proven teaching and learning strategies;
- ✓ Implementing mechanisms to continuously monitor, assess, and improve both the structure of the curriculum and the methods used in its delivery to achieve continuous student improvement from year to year;
- ✓ Providing opportunities for active and genuine involvement of students, families, and community partners in the School development process to create a richer, more nurturing educational experience for stakeholders;
- ✓ Complementing and enhancing classroom studies through premium curricular and arts extra-curricular programs; and
- ✓ Providing involvement opportunities for student and families to develop deep roots with community partners through a school advisory committee.

The establishment of the School will provide parents flexibility to choose among diverse educational opportunities within the public school system. Through an assertive, non-discriminatory marketing plan, as detailed in this application, the School will make certain to inform parents in the community of the myriad educational opportunities available for their children. Working alongside neighborhood partners and community members, the School will offer parents additional choices within the state's public school system.

Curricular and extra-curricular programs that infuse the arts, culture, technology, and dual-language acquisition opportunities will enhance core curriculum studies. This will complement the vigorous educational program and dynamic school environment to be established at the School. Through its website and marketing strategies, the School will provide reliable and systematic communication with parents and the community regarding the educational opportunities available to students. The School will be accountable to students, parents, and community members, who will be encouraged to participate in all aspects of the educational process.

The School will pursue and obtain accreditation from the AdvancED/Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS/CASI). The accreditation process is rigorous, thus providing an additional method for evaluating curriculum effectiveness and improving the school program as a whole.

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

The School will be accountable to its students, their families, and other stakeholders, by providing a quality education in a responsible, cost-efficient manner. In order to align the plan for academic success with financial efficiency, the School will gather pertinent data relative to its student body in order to set goals targeting student performance and achievement. The School is responsible for its students' success and thus, must determine and meet each child's individualized educational needs.

The School will establish baseline data for student performance and academic achievement by obtaining student records and academic performance from previous schools. Student information will be utilized to establish baseline data on each student for an assessment of academic progress and curriculum provided. Baseline data will also be used to determine if each student is reading on grade level. Further data will then be used to determine or benchmark each student's gain in reading for every year spent in the School. The School will provide all parents with sufficient information and data on whether their child is reading at grade level and whether the child gains at least a year's worth of learning in a year's time.

The School will measure its own progress in meeting the needs of its student population, upon accessing data from the State's Accountability Reports. The school will gather varied data to develop a *School Improvement Plan* as a method of accountability, on an annual basis. The academic programs which are utilized at the School will be re-evaluated, after the appropriate implementation timeframe. The school's administration will discuss with the governing board their findings regarding positive yield of student achievement, as a means for aligning responsibility for student's academic success to financial efficiency and meeting the public's expectations and trust.

The School will disaggregate student data and subsequently set goals to address student-learning needs evidenced therein the student performance and achievement record. The school is responsible to determine and meet students' individualized educational needs and will continuously monitor student progress as detailed herein this application.

School faculty and administration will use student data to impact everyday teaching and learning practices to refine and improve instruction. The School will follow the Florida Continuous Improvement Model (FCIM) to undergird the organizational structure of the school and guarantee academic success and financial efficiency. Some important elements of this process include:

- Development of an implementation timeline
- Disaggregation of student data

- Development, implementation, and monitoring of an Instructional Focus Calendar
- Implementation of NGSSS/CCSS
- Implementation of ongoing assessment to monitor the teaching and learning process
- Schedule communication and collaboration (focus groups) with all stakeholders
- Implementation of ongoing maintenance, remediation, and/or enrichment activities based on NGSSS/CCSS and results of student assessments

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

The School will ensure parental awareness of student academic goals, successes and challenges. Parents will receive ongoing communication regarding student progress through the following methods: mid-quarter progress reports; quarterly report cards, parent conferences, and parental involvement workshops, in addition to other forms of written and oral communication, e.g., email and personal notes. Parents will be involved in the documenting and updating of Individual Education Plans (IEPs) and English Language Learner Plans, if applicable.

Upon the disaggregation of academic performance data, the school will identify students not making adequate progress towards the NGSSS and institute appropriate measures for improvement. The School will determine the cause of the deficiency and apply a course of action for improvement for students identified as reading below grade level. This information will be communicated to parents on a timely manner.

The School will provide parents with assessment results on a yearly basis, as indicated in the *Just Read, Florida* initiative. This report will also provide information about a student's academic level and whether he/she has gained a year's worth of learning for every year of instruction at the School. The School will additionally seek to educate parents on the meaning, purpose, and impact of this information. Annual Measurable Objectives (AMO) reports will also be disseminated to parents.

Through detailed assessment of academic performance using standardized test scores and other appropriate assessment instruments and tools, the School will:

- Identify students who are below, on, or above grade level and communicate the information to parents;
- Identify students not making adequate progress on NGSSS/CCSS and institute applicable measures for improvement;
- Communicate to stakeholders the baseline, intervention strategies, and efficacy of the interventions (as identified in this charter school application); and

- Report student progress throughout the academic school year via a standards-based means of grade assignation for report cards using NGSSS/CCSS standards.

As previously stated, ongoing communication regarding the child's progress will occur between the School and the parents. Examples of such methods include discussing student needs through the respective documentation and communication processes for development and update of Educational Plans (EPs), Individual Education Plans (IEPs), and English Language Learner Plans (Student ELL Plan), as applicable. The School will maintain an open channel of communication with parents and other stakeholders at all times.

The School will use McGraw-Hill ConnectEd[2] program. This program will help parents stay well informed with their child's progress. Connect is an industry-leading, web-based assignment and assessment platform. It uses the latest digital technology and adaptive learning techniques to better connect teachers to their students, and students to their course materials (everything from the e-textbook to the syllabus) in a single, convenient, easy-to-use online site. Better connected and informed teachers will be able to provide parents with timely information on their child's progress. In courses ranging from Accounting and Chemistry to Biology and Psychology, the customizable Connect platform allows instructors to give homework assignments which the platform subsequently grades immediately and automatically, upload recorded class lectures and presentations, highlight important sections of, and add notes to, the course e-book, as well as track student progress and concept comprehension.

The school will provide parents with individual student progress information multiple times per year. On the 5th week of every marking period, a progress report is provided to parents with a ConnectEd follow up. On the 6th week of every marking period, the school holds parent conferences to discuss progress. Additional notices will be sent on the 7th week with ConnectEd, follow up and ongoing communication is kept using Pinnacle Web Gradebook. Teachers will give parents the option of including their son or daughter in the conferences, particularly during the 1st and 3rd quarters.

The School will also provide parents with assessment results, on an annual basis for every year their child participates in the assessments, as a means to communicate whether or not their child is reading at grade level and whether or not their child has gained a year's worth of knowledge for every year spent at the School. Data chats are conducted with students and parents on a quarterly basis. Data from the baseline assessment, fall interim assessment, and winter interim assessment are communicated via presentations at Educational Excellence School Advisory Council (EESAC) and School Oversight Board meetings.

In addition to mid-quarter progress reports and quarterly report cards the School may plan parent conferences and parental involvement workshops to enhance communication. Once the academic performance data is disaggregated (see Student Assessment, Section 5), the School identifies students who are not making adequate progress towards the Next Generation Sunshine State

[2] http://connect.customer.mcgraw-hill.com/studies/effectiveness-studies/connect-makes-a-difference/

Standards (or Common Core Standards, as adopted) and institutes applicable measures for improvement (as identified herein this charter school petition- (Curriculum Plan, Section 4). Other such methods of communication may include sharing/discussing student needs through the respective documentation and communication processes for development and update of EPs, IEPs, and Student ELL Plans, as applicable.

Student progress is reported throughout the academic school year via a standards-based means of grade assignation for report cards (grades will be assigned in consideration of student mastery of Next Generation Sunshine State Standards (or Common Core Standards, as applicable). The School also uses other assessments to communicate annual progress for students in eleventh and twelfth grade as follows: Preliminary SAT/National Merit Scholar Qualifying Test (PSAT/NMSQT): grades 9, 10 & 11; Postsecondary Education Readiness Test (P.E.R.T.): grades 10-12; National Assessment of Educational Progress (NAEP); Advanced Placement Examinations (AP): grades 9-12; College Board SAT I and SAT II; and/or the ACT Assessment.

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

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

- *Improve student learning and academic achievement.*

The School will offer a well-rounded, dynamic educational program and is committed to:

- Deliver increased learning opportunities for its all students, by providing a challenging curriculum within a nurturing, quality learning environment;
- Expect and encourage that all students will realize their highest academic potential, especially in the core subjects of language arts, mathematics, science and social studies, and provide the means for these students to reach their potential;
- Match or surpass the average student academic performance of the local district in all required public accountability tests; and
- Seek out, establish, and maintain sound, mutually beneficial partnerships with local higher education and civic institutions to provide a wide array of educational experiences for students to enjoy continued learning opportunities beyond the immediate classroom.
    1. The School is partnering with MDC and will seek partnerships with other post-secondary institutions.

The School's educational program is aligned to specific innovative teaching and learning methods and strategies that have proven successful in raising achievement for all students. These include but are not limited to:

- A standards-based curriculum infusing a thematic approach to integrate core areas of study such as mathematics, reading, language arts, writing, science, and social studies;
- Appropriate assessments for evaluation (screening, progress monitoring, and diagnostic);

- Data-driven, high-quality differentiated instruction;
- Supplemental programs for student advancement and remediation;
- Support for teachers and ongoing professional development.

The educational philosophy of the School is rooted in the development of the whole child through learning opportunities that are not limited to academic areas. The School will provide a challenging curriculum and set high expectations for students, while meeting their needs and supporting their dreams and goals. To this end, the School is dedicated to the following:

- Instruction focused on mastery of the NGSSS/CCSS;
- Curriculum that encourages innovative and creative teaching and learning processes;
- Learning plans developed and implemented for students at different levels of achievement;
- Progress monitored through ongoing assessments;
- Differentiated instruction tailored to student needs as determined by data results and analysis;
- Curriculum evaluated in relation to student data and modified as needed to ensure appropriate and effective instruction;
- Pre College-readiness at the forefront of instruction of NGSSS/CCSS
- Real-world connections beyond school through meaningful interactions with local organizations, civic institutions, colleges and universities.

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

The School seeks to improve student learning and academic achievement by tailoring its curriculum and instructional strategies to emphasize personal applicability and day-to-day practicality. By connecting course content and themes to essential questions, curiosities, and the struggles of young people, the School not only promotes subject mastery, but also reinforces a broader love of learning that will persist throughout lifetime. The School will deliver increased learning opportunities for its students, providing a challenging and rigorous curriculum as is detailed herein this application. Within a quality-learning environment, the School will utilize a continuous improvement methodology, wherein student assessment results will offer the guidelines to customize differentiated and targeted instruction, leading to consistent increased student achievement outcomes.

The School will follow the State supported initiative, Response to Intervention (RtI), in order to accelerate and maximize student academic and social-emotional outcomes through the application of data-based problem solving at all levels of the educational system. Through its implementation, the School will identify students at risk for, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on student responsiveness. Early intervention is crucial to keeping students from developing further deficiencies. This is particularly true of reading acquisition and proficiency.

Reading proficiency is among the highest priorities of the School. The School has adopted the use of the MDCPS K-12 Comprehensive Research-Based Reading Plan. Teachers and staff will be trained and have access to a wide variety of materials allowing for the instruction and reinforcement of language arts skills. Examples include Structured Independent Reading, Reciprocal Teaching, Read and Retell, Learning to Write – Writing to Learn, Vocabulary Development, Accelerated Reader Program, Creating Independence through Student-owned Strategies (CRISS), Book Sharing, Cooperative Groups, and Graphic Organizers.

The School's curriculum will serve students of all ability levels in accordance with the Florida Department of Education's NGSSS/CCS. Using data from published FCAT reports, standardized assessments, and when applicable, respective End-of-Course Exam (EOC) results, the School will measure its own progress towards meeting the academic performance of its student population. The school will annually develop measureable learning objectives in the major subject areas, targeting student learning and development needs, as delineated in its annual SIP. NGSSS/CCS objectives that are not mastered will be identified, and appropriate measures for remediation will be instituted for individual students. Remedial students and students with special learning needs will have access to supervised study time and tutoring after school and on Saturdays to accelerate their progress. In addition, students performing at grade level will be offered similar opportunities in order to maximize potential and advance progress.

The Educational Plan encompasses all content areas with a foundational focus on the different reading competencies as well as increasing learning opportunities for all students in accordance with the prescribed purposes of a charter school found within F.S. 1002.33(2)(b)(c). The reading ability of each student will be of a priority for all school staff. Subject area teachers will have the knowledge and instructional prowess to incorporate a literacy focus into their specialty. Explicit and systematic instruction of reading comprehension will be emphasized. Teachers will be expected to provide direct comprehension instruction, teaching students to understand the written text and its relation to existing knowledge and the outside world. Students will also develop a solid link between reading and writing through engaging materials, Thinking Maps and graphic organizers, research opportunities, and authentic cooperative learning experiences.

Additional Support

Home learning and classwork assistance will be offered during specific hours throughout the week for students in need of extra practice and support. Teachers will be available during times outside of the instructional blocks. This additional contact with students is critical for those who need a structured practice environment, as well as continuous feedback throughout the learning process.

Initiating and strengthening collaboration between school, home, and community, provides the basis for support and reinforcement of student learning. Involving parents and students, and engaging them is critical to successful implementation of the educational program. This plan for creating a support system for remedial students will involve the consistent collaboration between stakeholders.

Tutoring

Additional resources will be available for students not progressing in their academic subjects. For students who require additional intervention, tutoring will be available at the School. These

sessions are derived from the operating budget and are applied to those students requiring extra intervention to close the achievement gap between present academic performance and expected learning outcomes. Teachers will use a supplemental curriculum in small group settings, targeted to student skill deficiencies, as determined by diagnostic and formative data.

- *Encourage the use of innovative learning methods.*

The school will offer the following innovative programs within its secondary curriculum:

- First Responder/Firefighting Academy taught by Miami Dade County Fire instructors
- Criminal Justice and Forensic Science Academy taught by City of North Miami Police instructors
- Dual Enrollment at Miami Dade College
- Advanced Placement Curriculum
- Technology-rich learning environment
- Pre-Advanced Placement (Springboard) Language Arts curriculum
- ACT/SAT prep classes
- Foreign Language courses
- Carnegie Cognitive Mathematics program
- Target tutoring program for: lowest 25%, bubble students and all Level 3, 4 and 5 (middle and upper tier) in reading and mathematics

Instructors and students will have access to state-of-the-art multimedia classrooms, science and computer laboratories, and a learning resources center and library. To strengthen computer literacy, tutorial software will be available for in-class and after-school use. An on-site career resource office will provide information and guidance on diverse career pathways, industries, job markets and searches, mentoring, career development portfolios, co-operative education, internships, service learning—all the elements of a highly effective Schools-to-Careers Program. Teachers and staff will have training in and access to instructional materials to reinforce language arts skills: Structured Independent Reading, Reciprocal Teaching, Read and Retell Learning to Write – Writing to Learn, Vocabulary Development, Accelerated Reader Program, CRISS (Creating Independence through Student-owned Strategies), Book Sharing, Cooperative Groups, and Graphic Organizers. In creating linkages to feeder schools and the goal to develop articulation agreements with Miami Dade College (MDC), students at the School are projected to have higher retention, graduation, and college readiness than the general population of first-time-in-college students.[3] MDC Dual Enrollment courses will be offered both on and offsite. Dual Enrollment has proven critical in improving student performance and accelerating learning. The School will also offer Advanced Placement courses, provide tutoring, and administer the examinations. Mentoring, internships, field-based project learning, service learning, and a host of strategies and services to accelerate career-oriented, contextualized learning will also be available at the school.

[3] Miami Dade College, Institutional Research, *Information Capsule IC2004-07C*, June 2004.

- *Require the measurement of learning outcomes*

As required by Florida Statute, the School will implement all state and district requirements for assessment. Using data from assessment reports as well as End-of-Course exams, faculty and administration will identify the learning needs of students and develop measurable objectives to target in the annual SIP. Students not making adequate progress toward mastery of the NGSSS/CCSS will be identified and appropriate measures for remediation will be instituted.

The School will participate in all applicable components of the Florida State Accountability System, as well as any other age-appropriate research-based assessments. Using data from assessment reports to measure progress in meeting the needs of student population, the School will:

- Identify students not making adequate progress towards mastery of the NGSSS/CCS (with emphasis on low-performing students and students exhibiting reading deficiencies);
- Annually develop measurable learning objectives in the major subject areas to target student learning and development needs;
- Implement the Sponsor CRRP; and
- Institute and monitor appropriate measures for students requiring remediation in reading and other prescribed subjects.

Learning outcomes will also be measured through a Student Career Portfolio as part of the student's academic, career and social-emotional-ethical development. In addition, the school community will annually develop a SIP and report progress on goals, student learning outcomes, and other pertinent school wide data through the state issued Annual Accountability Report.

The School will use the following data disaggregation systems to assist in measuring its learning outcomes:

- Faculty Data Disaggregation Dialogue
- Individual Student Data Disaggregation
- Classroom and school-wide data disaggregation with student body
- Edusoft
- Data Binders
- Instructional Performance Evaluation and Growth System
- District Baseline & Interim Assessments
- Florida Comprehensive Assessment Test historical data
- Florida Assessments for Instruction in Reading (FAIR)
- Comprehensive English Language Learning Assessment (CELLA)
- School Improvement Plan (SIP)
- Student Assessment Plan
- Student and Parent Portal
- Staff/stakeholder participation on data committees

The School will require measurement of learning outcomes through the establishment of baseline data for all incoming students by obtaining student records and academic performance from previous schools. Student information will be utilized to establish baseline data on each student for an assessment of academic progress and curriculum provided. Baseline data will also be used to determine if each student is reading on grade level. Further data will then be used to determine or benchmark each student's gain in reading for every year spent in the School. The School will provide all parents with sufficient information and data on whether their child is reading at grade level and whether the child gains at least a year's worth of learning in a year's time.

Upon accessing data from the State's Accountability Reports, the school will measure its own progress in meeting the needs of its student population. On an annual basis, the school will gather varied data to develop a *School Improvement Plan* as a method of accountability. This plan will detail specific goals and strategies to achieve academic success and fiscal efficiency (including budget projections and stated evaluations therein the document). As a means for aligning responsibility for student's academic success to financial efficiency, the academic programs which are utilized at the School will be re-evaluated, after the appropriate implementation timeframe, and prior to any contract renewals, the school's administration will discuss with the governing board their findings as to whether or not there exists a positive yield of student achievement for the respective investment.

The School will be accountable to its students and their families and will provide a quality education in a cost efficient and responsible manner. By determining and communicating specific responsibilities to its stakeholders - governing board, staff, students, and parents - the plan will serve as a viable vehicle of continuous school-wide academic and financial success. The School will utilize faculty and staff feedback to improve student outcomes.

The School will disaggregate student data and subsequently set goals to address student-learning needs evidenced therein the student performance and achievement record, in an effort to align the plan for academic success with financial efficiency. The school is responsible to determine and meet students' individualized educational needs and therefore will continuously monitor student progress as detailed specifically in Sections 4 and 5 of this application.

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

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

- *Create innovative measurement tools*

The primary goal of the School, as stated in its Mission statement, will be to identify and address the needs of its students by providing them with the tools to succeed in college and in the workplace. As such, the instructional staff will collaborate in creating and/or utilizing teacher-developed measurement tools to assess and monitor student development, learning, and social-

emotional-ethical skills and behaviors. This assessment process will be incorporated as an integral part of the implementation of professional learning communities (PLCs). Teachers administrators, and other school personnel will collaborate to design and implement measures that will give educators a clearer picture of student learning, both at an individual and collective level. The use of PLCs to accomplish this goal ensures accountability for quality and effectiveness, as well as the sharing of new and innovative measurements and cohesiveness within the educational program.

- School climates surveys from parents, students, and teachers will evaluate the teaching and learning processes, and data gathered will be utilized to improve school climate, culture, and environment.

- The school will incorporate additional innovative procedures to measure student mastery, in conjunction with the measurement tools utilized by the Sponsor. These may include online assessments such as Pearson Success Net[4], among others. Frequent mini-benchmark assessments will be used to monitor mastery of NGSSS/CCSS. The School will maintain an open policy for additional creative measurement tools that become available or are developed.

The School believes that each student is unique, has a different learning style, should be assessed in a variety of ways, and receive differentiated instruction. For this reason, in addition to all required state and district assessments, the school will utilize other measurement tools, such as, teacher made assessments, portfolios, computer-assisted assessments, expositions, fairs, lab activities and project-based learning activities to encourage and measure student growth as it is relevant to the coursework taught. These measurements provide valid, reliable, and timely information. These innovative methods reinforce knowledge and boost student confidence. Based on these various measurements, teachers will select appropriate classroom activities, monitor student progress, modify their instruction, and use assessment results more effectively. These methods will inform teachers of the effectiveness of their instruction.

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

The School seeks to provide rigorous competition within the public school district to stimulate continual improvement in all public schools through the creation of an innovative 9-12 model that provides students with a valuable industry certification and the technological knowledge and tools to succeed. The School, as a Miami-Dade County Public Charter School, will provide students with a quality choice education which produces successful, high performing students. After implementing various educational programs, the School will share best practices and innovations with other interested schools to stimulate continual improvement with MDCPS, throughout the state of Florida, and beyond.

- *Expand the capacity of the public school system*

[4] http://www.mypearsontraining.com/products/successnet/tutorials.asp?page=ph

The School will expand the capacity of the public school system by providing an additional high quality option to parents who are seeking a rigorous, individualized educational experience for their children. The School will expand the capacity of the public school system in the northwest section of North Miami. The School will be housed in a facility that meets the state requirements for charter school facilities per Section 1002.33, Florida Statutes, therefore greatly expanding the capacity of the public school system without incurring any extra cost to the taxpayers of the County or the State of Florida. This charter school will aid the District in relieving pressure to build new schools. Moreover, it addresses the issues raised in the Constitutional Amendment for class size reduction by creating student seats to serve students in the Sponsor's public schools.

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

The facility that will be used by the School meets the state requirements for charter school facilities per Section 1002.33, Florida Statutes, therefore greatly expanding the capacity of the public school system without incurring any extra cost to the taxpayers of the County or the State of Florida. .This provides reprieve for the public school system from the demand to build more schools. The School will expand the capacity of the public school system by providing an additional high quality option to parents who are seeking a rigorous, individualized educational experience for their children. This charter school will aid the District in relieving pressure to build new schools. Moreover, it addresses the issues raised in the Constitutional Amendment for class size reduction by creating student seats to serve students in the Sponsor's public schools.

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

Teacher effectiveness is crucial to the success of the School and its students. The School seeks to provide new and exciting professional opportunities for its teachers. Teachers and staff will share in the decision-making processes at the School. Teachers will be encouraged to incorporate their unique style into their instruction and will be provided multiple venues for collaborating on best practices with each other. A spirit of collaboration, rather than competition, will prove the most beneficial to students as well as create a positive working environment for teachers. This will be accomplished through the establishment of professional learning communities. The study and sharing of research-based instructional strategies to incorporate critical thinking and differentiated instruction will be the primary focus. To ensure the integration of technology throughout the curriculum, teachers will participate in on-going innovative technology-based in-services to better assist them in effectively impacting their student's cognitive growth.

- The School will generate an opportunity for teachers to participate in an exciting and innovative venture; one that allows them to take ownership over the learning process and feel free to incorporate their unique teaching styles into the classroom. Teachers at the School will feel encouraged to take part in the advancement of their students' educational lives, communicate with their colleagues, and share effective techniques in an effort to promote the spread of best practices and cutting edge methods. In order to best utilize research-based strategies and implement the school programs, all teaching staff will receive ongoing professional development on

the various components of the programs, respectively, to ensure effective implementation.

- The School will provide its teachers with the unique opportunity to take ownership of the school's professional development needs. Teachers and administrators will collaborate to determine professional development opportunities based upon student data. Our teachers have a variety of professional needs, just as their students do, therefore many different professional development opportunities will be provided throughout the year. Teachers will take their own strengths and future goals into account. This ownership over the decision-making process provides "buy in" and lets teachers know that their expertise is valued and appreciated.

Section 2: Target Population and Student Body

A. Describe the anticipated target population to be served.

This application is being submitted for the creation of a high school program (grades 9-12). Accordingly, the target population would comprise of students eligible for grades nine through twelve (approximately 15 through 18 years of age[5]). The City is interested in bringing a school to the western portion of the City in order to better serve its residents. The best option available to the City at this time is to develop a charter school on the western portion of the Claude Pepper Park property, located at 1255 NW 135 Street. Claude Pepper Park is a 30 acre site with undeveloped land on the side of the property bordering Northwest 17th avenue. The park has a new multimillion dollar recreational facility that adjoins the target charter school property. The facility's gymnasium and park will be made available to the School under a joint use agreement.

The School will be a "Charter School-in-a-Municipality" and will enroll students from within the boundaries of the City of North Miami. It is anticipated that the school population will come from the community south of Claude Pepper Park. Therefore, the School projects to have a diverse racial/ethnic population, as well as an English Language Learner (ELL) and Exceptional Student (ESE) population reflective of the surrounding community. The School will not compete with North Miami Senior High School, Alonzo and Tracey Morning High School or the Benjamin Franklin K-8 Educational Center. The School will provide a more convenient, local alternative to the students that are being sent to Miami Central Senior High.

The Benjamin Franklin K-8 Center is 1.8 miles from the proposed school site at Claude Pepper Park and will serve as a feeder into the charter school. The School's demographics will mirror Benjamin Franklin's student population.

Benjamin Franklin K-8 Center

[5] Up to 22 years of age for students with disabilities, as described in Section 5, C.

Racial/Ethnic Group	Number of Students Enrolled in October		School %		District %		State %	
	Female	Male	2011-12	2010-11	2011-12	2010-11	2011-12	2010-11
WHITE	1	2	0.6	0.9	8.3	8.6	42.4	43.2
BLACK OR AFRICAN AMERICAN	214	221	85	85.1	23.9	24.5	23	22.9
HISPANIC / LATINO	37	35	14.1	13.6	65.9	65.1	28.6	27.9
ASIAN					1.2	1.2	2.5	2.5
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER							0.1	0.1
AMERICAN INDIAN OR ALASKA NATIVE					0.1	0.1	0.4	0.4
TWO OR MORE RACES	1	1	0.4	0.4	0.5	0.5	3	3
DISABLED	10	28	7.4	7.2	10.3	10.8	13.2	13.7
ECONOMICALLY DISADVANTAGED	235	245	93.8	93	71.9	70.2	57.6	56
ELL	80	93	33.8	38.1	25.2	24.1	11.9	11.7
MIGRANT					0.2	0.2	0.5	0.5
FEMALE	253		49.4	49.4	48.8	48.8	48.7	48.8
MALE		259	50.6	50.6	51.2	51.2	51.4	51.3
TOTAL	512		100	100	100	100	100	100

The School will not discriminate on the basis of race, religion, nationality, or ethnic origin in the admission of students. Any eligible student who submits a timely application will be accepted, unless the number of applicants is more than the capacity of the program. In such case, all applicants shall have an equal chance of being admitted through a random selection lottery process in conformity with Florida's Charter School Legislation.

The School will improve the graduation rate of the students in the surrounding community.

2011-12 Five-Year Modified Graduation Rate (standard and special diplomas)							
School Name	Total Graduates	Total Cohort	Total Federal Graduation Rate	At-Risk Graduates	At-Risk Cohort	At-Risk Graduation Rate	

MIAMI CENTRAL SENIOR	326	515	63.30%	157	273	57.51%	

The school's population shall consist of the following:

- The school shall be open to any age/grade appropriate student residing within the boundaries of the City of North Miami.
- Enrollment preference shall be granted to a sibling of a student enrolled in the school.
- Students served in ESE or ESOL programs shall have equal opportunity of being selected for enrollment.
- Students may withdraw from the school at any time and enroll in another public school in accordance with district policy.
- The school will enroll any eligible student who submits a timely application, unless the number of applications exceeds the capacity of the program, class grade level or building.

The proposed charter school and its learning methods are innovative and will serve the target population well based on the following:

- The School seeks to stimulate improvement in the public schools by being a model for new and innovative educational practices that accelerate student achievement. The unique design of the 9-12 grade facility will allow for successful teacher collaboration. Innovative new approaches to learning make education meaningful for students. This provides students with a quality choice education for a diverse population of students and parents.
- Mastery of the Next Generation Sunshine State Standards through Project-Based Learning and the use of technology will be a highlight of instruction.
- Project-Based Learning [PBL]: In an attempt to prepare students for college and the global workforce, the School believes in building connections between content area learning and real-world situations. Using PBL within thematic units of instruction, students will participate in lessons with an open-ended challenge. Through an inquiry approach, students develop critical thinking, collaboration, communication, and problem-solving abilities.
- The study and sharing of research-based instructional strategies to incorporate critical thinking and differentiated instruction will be the primary focus.

Response to Intervention (RtI)

- The Response to Intervention model allows for effective identification of student learning needs based upon data. This key component of assessment and instruction is fundamental for providing for the needs of all students, particularly those who are below grade level. Early identification of learning deficiencies can provide for timely remediation, allowing the student to meet grade level expectations. This process will be ongoing throughout the School as a means of identifying student need and providing instruction accordingly. Assessment will be ongoing and diagnostic in nature to provide teachers with the most crucial information needed to adjust instruction and provide the appropriate immediate intensive intervention to impact student achievement.

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.

Projected estimated enrollment for the duration of the proposed application is as follows:

Year 1: 2014-2015				**Year 2: 2015-2016**				**Year 3: 2016-2017**			
Grade	**Class Size**	**# of Classes**	**Up to # Students**	**Grade**	**Class Size**	**# of Classes**	**Up to # Students**	**Grade**	**Class Size**	**# of Classes**	**Up to # Students**
9	25	13	325	9	25	13	325	9	25	13	325
10	25	9	225	10	25	13	325	10	25	13	325
11	25			11	25	9	225	11	25	13	325
12	25			12	25			12	25	9	225
TOTAL		22	**550**	**TOTAL**		**26**	875	**TOTAL**		**48**	1200

Year 4				**Year 5**			
2017-2018				**2018-2019**			
Grade	**Class Size**	**# of Classes**	**Up to # Students**	**Grade**	**Class Size**	**# of Classes**	**Up to # Students**
9	25	13	325	9	25	13	325
10	25	13	325	10	25	13	325
11	25	13	325	11	25	13	325
12	25	13	325	12	25	13	325
TOTAL		**52**	1300	**TOTAL**		**52**	1300

** The numbers provided herein are estimates, and may fluctuate within each grade level depending on student enrollment and/or attrition in the respective grade levels. The projected student-to-teacher ratio shall be consistent with those required by Florida Law as applied to charter schools.*

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

The School will be located in an area of high-student density. The student projections were developed utilizing the enrollment data of surrounding traditional public and charter schools. The School Application is being submitted for a 9-12 school program, which will be open to students in grades nine through twelve (approximately 15 through 18 years of age). It is anticipated that the School will serve similar populations of minority students who should be afforded a quality option of high rigor. Therefore, the School is expected to have a racial/ethnic population as well as an English Language Learner (ELL) and Exceptional Student (ESE) population reflective of the surrounding traditional public schools and community it will serve. The School will be located in an area of high student density. The selected facility will be in area where there are 30,000 or more public school students located within a 5-mile radius.

Section 3: Educational Program Design

The School will be nonsectarian in its programs, admission policies, employment practices and operations. The Educational Program Design of the School (schedule, annual calendar, etc.) is based upon current mandates and requirements of the State and Sponsor. As the Sponsor implements new State and or Federal mandates, the School will make adjustments or updates to their educational program, to be compliant with all Federal, State, and/or Sponsor program guidelines required for charter schools.

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

Daily Schedule:

A student day shall consist of at least 360 minutes, and all hours of instructional time will be aligned with state and district requirements for secondary grades. The School will operate a seven-period day. The instructional day at the School is anticipated to commence at 7:30am and end at 2:30 pm each day.

7:00-7:20 a.m.	Arrival Time
7:20-7:30 a.m.	Report to 1st Period
7:30-9:00 a.m.	1st Period/Homeroom (45/45 minutes)
9:05-10:35 a.m.	2nd / 3rd period (90 minutes)
10:40-12:10 p.m.	4th /5th period
12:10-12:55	LUNCH 12:10-12:55
1:00-2:30 p.m.	6th /7th period

2:30 p.m. Dismissal

Annual Calendar: The School will follow the most updated annual public school calendar established by the Sponsor[6] for the 2014-2015 school year, which requires a minimum of at least 180 actual instructional days per school year.

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

The educational focus of the School will be the utilization of scientifically researched instructional practices by highly qualified instructors to meet the needs of all learning styles and abilities. High quality curriculum materials and the latest technologies will be used towards achievement of this goal. Mastery of the NGSSS through Project-Based Learning and the use of technology will be a highlight of instruction. This coupling allows students to not only learn, but more importantly apply, the required benchmarks into real-world situations. This enhances critical-thinking and decision-making skills while bringing students' attention to what lies ahead after elementary and middle school, as well as high school, be it college, technical education or a career.

The School will offer a cutting-edge, college preparatory curriculum with an emphasis on Emergency Response, Health, and Law Enforcement Careers. Located in a college-style campus, the School features a technology-rich environment where highly-qualified and certified instructors prepare students for employment within a multilingual work environment. The School is committed to setting an environment that strives for academic achievement, develops character and maintains the goal of preparing students to serve and give back to their community in the field of public service. The educational program at the School is rooted in the following beliefs:

- Student learning is a chief priority for the School.
- Students learn best when they are actively engaged in the learning process.
- Teachers, administrators, parents, and the community share the responsibility for advancing the School's mission.
- The commitment to continuous improvement is imperative if the School is going to enable students to become confident, self-directed, responsible lifelong learners.

Additionally, the following instructional techniques will be incorporated throughout the curriculum in order to maximize learning and successful attainment of learning objectives:

- **Differentiated instruction –** Classroom teacher designs lesson that recognizes the diverse learning style of students and affords opportunities for student choice and creativity (e.g. some strategies include: prior knowledge assessment, graphic organizers, collaborative mathematical discourse, higher order thinking, and continuous assessment of learning). Continuous assessment and adjustment will be performed to determine what students know, understand,

[6] http://www.dadeschools.net/calendars/13-14/13-14_el-sec.pdf

and are able to do. Learning experiences will be used to provide rigorous and engaging instruction that is focused on essential goals and is matched to student needs.

- **Cooperative Groups of Mixed Ability -** Classroom teachers will place students in cooperative groups of mixed abilities to complete a daily activity. Students who are struggling can benefit and learn from students with a greater mastery of the skill or better grasp of the subject matter.
- **Coordinated Intervention among School Staff -** Utilize the School's staff to plan intervention strategies for individual students. One example that typifies this intervention, the School's counselor will check on struggling students on a weekly basis and communicate with the parent and teacher. Communication between teachers and parents of struggling students provides a safety net for the struggling student.
- **Tutoring -** Teaching one student or a small number with the same abilities and instructional needs can be remarkably effective. Teachers, teacher assistants, and peers will provide tutoring at the School. It will be offered during class time at the teachers' discretion, after school, and possibly on Saturdays. It will be used not only to adapt instruction for students who need additional help but also to enrich instruction for students able to accelerate their learning.
- **Graded Home Learning -** Students learn more when they complete home learning that is graded, commented upon, and discussed by their teachers. A home learning policy that includes attention to both quantity and quality of home learning will be established at the school. Administrators, teachers, parents, and students will periodically review the policy in order to ensure its effectiveness in promoting student achievement.
- **Lecture with Discussion -** Lectures followed by discussions involve students and invite them to question, clarify, and participate in the instructional process. The teacher will be required to facilitate discussion when appropriate and make clear the boundaries of class discussion.
- **Guest Speakers -** When appropriate to instruction, guest speakers will be invited in order to personalize the topics discussed in the classroom. This opportunity to hear from guest speakers breaks down possible stereotypes and allows students to give value to others' points of view. Bringing in guest speakers will also enhance the level of expertise the students are exposed to during technical education instruction and will give students a clearer and enhanced understanding of the career.
- **High expectations** - According to a report released by the National Center for Education Statistics, the more rigorous the high school curriculum, the more likely students are to find success in college. Students with a rigorous high school curriculum were found more likely to enroll in four-year college institutions and ultimately attain a bachelor's degree. The report also finds that a lack of a rigorous curriculum proves a more significant obstacle to overcome than socioeconomic challenges, test scores, or a poor initial year in college. To that end, the curriculum of the School will meet and in some cases exceed the requirements to be considered a rigorous program.
- **In-Field experts as teachers** – The U.S. Department of Education in their work entitled "Promoting educational excellence for all Americans," indicates that a challenge exists in finding a well-prepared teacher. "A prepared teacher knows what to teach, how to teach and

has command of the subject matter being taught." The school will employ only those teachers and other professionals who are considered "experts" in their instructional area.

- **Student Centered Strategies -** The School will also implement: hands-on learning, inquiry-based research projects, science experimentation, and hands-on technology that is integrated and problem driven, Creating Independence through Student-owned Strategies (CRISS), Reciprocal Teaching, and the small learning communities philosophy.
- **Curriculum 21, Transfer Goals & Curriculum Maps –** The School will implement a viable curriculum to positively impact student achievement utilizing curriculum mapping. The School will promote and instill its mission-related goals of academic preparation for higher education and the workforce. This includes key habits of mind, character development, capacity for life-long learning, and a healthy lifestyle.

C. Describe the research base for the educational program.

The educational focus of the School will be the utilization of scientifically researched instructional practices by highly qualified instructors to meet the needs of all learning styles and abilities. High quality curriculum materials and the latest technologies will be used towards achievement of this goal. Mastery of the NGSSS through Project-Based Learning and the use of technology will be a highlight of instruction. This coupling allows students to not only learn, but more importantly apply, the required benchmarks into real-world situations. This enhances critical-thinking and decision-making skills while bringing students' attention to what lies ahead after elementary and middle school, as well as high school, be it college, technical education, or a career.

Research has been conducted on effective practices for improving student learning. These practices provide the basis for pedagogy at the School. Selected generic practices that will be used in all of the academic courses are expressed below, and substantiated by the research findings and the authors of the published research. The School's educational philosophy is founded on three basic principles and supported by the following educational research as follows:

- Improve the academic performance of all students, including at-risk students, by tailoring curriculum to individual learning styles, setting high academic expectations[7] (Oakes and Lipton), and by incorporating best educational practices into the classroom and the curriculum.*
- Increase positive self-image by providing students with successful learning experiences.
- Enable parents to be active participants in the educational process through volunteerism opportunities. Learning is enhanced when schools encourage parents to stimulate their children's intellectual development[8]. *(Graue, Weinstein, Walberg, Iverson)* Parents and guardians will be informed of school events and school-wide learning topics through the school website, parent newsletter, and home school telephone messaging system.

[7] Oakes, J. and Lipton, M. (2007). Teaching to Change the World
[8] School-based home reinforcement programs; a quantitative synthesis. Journal of educational research (Washington, DC) vol. 76

Foundational Theory-Based Research

A career academy focused school was selected as the research clearly demonstrates successful outcomes for the students who successfully completed these programs. Successful career and technical education programs have a built-in advantage because they have been molded around real careers that students will enter after high school graduation.[9] A study investigated the linkage between participation in high school curriculum tracks, degree attainment and occupational earnings. Findings of this research study indicated that the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 may not be meeting its objectives in terms of CTE students earning postsecondary degrees. However, this study found that CTE students were indeed outperforming the general, dual, and college preparatory tracks in terms of occupational earnings. More promising was the dual track that was iii more likely to earn associate's degrees than their general tracked counterparts. As expected, the college preparatory track outperformed all tracks in terms of degree attainment, particularly in earning bachelor's degrees. This study also found that general track students were not as likely to earn degrees and higher earnings as those in the college preparatory, CTE, or dual tracks. In terms of participation rates, Blacks were much more likely to participate in the CTE track, Hispanics were more likely to participate in the general track, and non-Black/non-Hispanics were more likely to participate in the college preparatory track. In addition, this research study provided several implications for CTE programs, teachers, administrators, guidance counselors, parents, as well as for students choosing to enroll in CTE, college preparatory, general, or dual tracks. Future directions for further research that include additional variables that predict participation in high school curriculum tracks, degree attainment, and earnings were provided. Further, the need for longitudinal studies regarding student outcomes of tracking, as well as student outcomes on high school reform initiatives were suggested.

Educational theorist, Paulo Freire, argued that education has the capacity to be both a tool of oppression and of liberation. From that perspective, schooling can either be "an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity" or it becomes "the practice of freedom" through which young people are able to learn the skills necessary to critically examine and ultimately transform their worlds. In order to add texture to the practice and implementation of emancipatory education, Gloria Ladsen Billings (1994) outlined three essential arenas of that work: 1) knowledge of students and their needs; 2) competency in structuring relationships with students and with each other; and 3) the provision of space for students' cultural knowledge to creatively inform, shape, and interact with the teaching process. In other words, in order for students to feel primed for success, they have to feel engaged and valued. Being inclusive of their individual and cultural needs and perspectives is essential in that process.

Shade, Kelly, & Oberg (1997) identified seven principles of culturally competent and responsive teaching, including: 1) affirming students in their cultural connections; 2) being personally inviting;

[9] Common Core State Standards & Career and Technical Education, H. Meeder, May 2012, Achieve, Inc.

3) creating physically welcoming classroom spaces; 4) reinforcing students for their academic development; 5) accommodating instruction to meet the cultural needs of students; 6) firm, consistent, and loving classroom management; 7) creating opportunities for both individual and group work.

Although there have been a number of other researchers who have sought to define the contours of successful culturally responsive and anti-oppressive teaching, the common theme tends to relate back to the extent to which teachers and administrators "tap into the great reservoirs of engagement and intellect" that students are bringing into school from their "funds of knowledge" (Moll & Gonzalez, 2004). Education, in that way, dualistically functions to bolster individual student achievement and success as well as to model for students how to create and nurture a more pluralistic democracy and socially just society. In following, the educational program design, specifically the supplemental social justice and civic leadership course progression plan, seeks to provide students with the opportunities to 1) define their own value systems in relation to their personal beliefs, home community values, and ancestral traditions; 2) engage with and take on the perspectives of others around them who may profoundly disagree; 3) and develop healthy and ethical strategies for maintaining an open dialogue and open mind while translating those most cherished personal beliefs into active civic involvement and potentially transformative practice.

The educational program design will utilize a number of research-based and experience-tested forms of curriculum. Studies of the curriculum's impact on students has consistently shown that by utilizing the historical narratives and pedagogical approach of FHAO, students are able to learn how to create ethical relationships for themselves in the future by reflecting on ethical violations enacted by and faced by others in the past (Selman & Barr, 2009). Furthermore, the educational design of the curriculum that follows is constructed to scaffold the often perilous and tenuous process of self-analysis and civic engagement. After learning about the ethical violations and dilemmas of past societies, students will begin to explore and analyze their own society and their position within it. Finally, the students will be mentored in the ways in which others have gone about enacting social change, both historically and contemporarily, and will be encouraged to become an active agent rather than a passive and apathetic bystander.

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

The School's mission to academically challenge each student is reflected in the educational program. Every effort is made to provide the highest quality education for our diverse population of students while closing the achievement gap. Research based practices are emphasized throughout the program to ensure student achievement of the NGSSS. The School has placed a strong emphasis on preparing students for life beyond their high school years through rigorous technology and AP pre-college preparatory instruction.

The School sets high academic and social expectations that together lead to the successful development of the whole child and creates lifelong learners prepared to contribute in an ever-changing society. In doing so, the School recognizes that each student is capable of learning and

achieving academic success, and therefore commits to helping students explore and develop their intellectual potential, while reinforcing personal character and nurturing that desire to be a lifelong learner. This is in accordance with the School's mission, which is to contribute to an ever-changing society that furthers the philosophy of respect and high expectations for all, enabling students to become confident, self-directed, and responsible life-long learners. The School's educational philosophy is grounded on the expectation of increasing learning opportunities and raising the academic achievement of its students through high expectations and character development. The School's educational philosophy, values, and beliefs, are in alignment with the school's mission and moreover support and facilitate implementation of the school's mission.

The School's educational program offers a clear sense of direction and purpose. The mission of the School carefully achieves these goals. The educational program clearly aligns with the School's mission by fostering both a love of academics and a dedication to industry certification. The integration of important elements such as high expectations and graded homework specifically help guide the development of students as confident, self-directed and responsible lifelong learners by placing an emphasis on personal responsibility. Practices like lecture with discussion, cooperative learning, and guest speakers, encourages the development of collaborative skills and a dedication to industry certification.

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

The School uses a researched based-curriculum infusing best practices to ensure that the students are engaged and challenged on a daily basis. The curriculum is data-driven and therefore modified to serve the needs of the student population at each school. The objectives in the School curriculum are built upon the Next Generation Sunshine State Standards (NG-SSS) /Common Core State Standards (CCSS) as adopted by the State of Florida.

Meeting the Needs of All Students

The School's curriculum is designed to serve students of all ability levels. All students at the School will be encouraged to maximize their academic potential by taking the most rigorous program in which they can be successful. Students in need of remediation or not making adequate progress towards mastery of the NGSSS/CCSS and/or students with special learning needs (e.g. ELL students and SPED students) will have access to supervised study time and tutoring services during non-school hours to accelerate and/or remediate student achievement.

Teachers will be required to document instruction of the NGSSS/CCSS, ELL strategies in their lesson plans. Lesson plans will identify specific objectives taught and benchmarks met as listed in the curriculum. The principal will check lesson plans weekly and conduct daily classroom walk- through's (CWT) to ensure that curricular objectives are being documented and taught accordingly. In order to support delivery of a high quality program that implements research–based strategies and innovations to raise student achievement, the School will have the following processes in place: Performance-based curricular objectives in alignment with the NGSSS/CCSS as adopted. Curriculum Pacing of essential standards - based on nine-week intervals, in each content area; continuous review of curriculum to

ensure a year's worth of learning of all state benchmarks research-based instructional practices and Coalition of Essential School's principles; focus on differentiated instruction for learning styles integration of technology across all major disciplines School Improvement Plan (SIP) process as a quality assurance and continuous improvement tool assessment data utilized to make instructional decisions and plan interventions ongoing professional development workshops before and after school targeted tutoring for remediation and Saturday seminars for acceleration targeted interventions for struggling readers and students performing below grade level integration of long term "Project Based Learning" activities in sports leadership across the curriculum.

The curriculum is aligned with the NG-SSS/CCSS for each subject and grade level expectations and is delivered to the students through the use of curriculum guides, best teaching practices, and Researched based materials. The school will use Florida Department of Education (FL-DOE) adopted researched based textbooks aligned with State Standards and/or national standards and are accompanied by supplementary materials. Both challenge and intervention materials are incorporated to address the needs of special populations of learners, such as Gifted, ESE and ELL students.

The faculty follows the standards and writes lesson plans accordingly. Teachers include interventions, accommodations, and ELL and ESE strategies to ensure each student is receiving the support needed to meet the set objectives. The lesson plans are submitted to school leaders and returned with feedback for ongoing improvement. Shared planning occurs to ensure that each educator is able to select the most successful instructional strategies that will yield the greatest results. Instructional Focus Guides will be developed and used across the curriculum to support of the expectations for student learning across all subject areas in grades 9-12.

The School will seek accreditation from AdvancEd[10] (formerly known as the Southern Association of Colleges and Schools) and is therefore committed to continuous improvement of all programs to better serve students from year to year. The School will implement the quality standards of the accrediting agency:

Standard 1: Purpose and Direction
The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Standard 2: Governance and Leadership
The school operates under governance and leadership that promote and support student performance and school effectiveness.

Standard 3: Teaching and Assessing for Learning
The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Standard 4: Resources and Support Systems

[10] http://www.advanc-ed.org/what-accreditation

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Standard 5: Using Results for Continuous Improvement
The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

The School is committed to serving the needs of all its students, regardless of level, learning style(s), and/or special needs; the goal remains that all our students attain and demonstrate mastery of NGSSS and Common Core State Standards. Teachers will utilize differentiated instruction, as well as other modes of instruction including, but not limited to peer tutoring, individual instruction, and group work. Additionally, the School will ensure that students with special needs, such as ESE and ELL students, are effectively served in accordance with the policies

All students will be monitored to ensure they are making adequate progress toward the NGSSS. In this way, students who are struggling and/or below-level will be identified so that any problems can be effectively remediated. Teachers and other support staff will use data from all available assessments, including, but not limited to, state and district required assessments, to develop instruction that meets the needs of all students so that each child can realize his or her highest potential.

If the school intends to replicate an existing school design:
F. Provide evidence that the existing design has been effective and successful in raising student achievement.

N/A

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

N/A

Section 4: Curriculum Plan

The School will be nonsectarian in its programs, admission policies, employment practices and operations. The School will adhere to all applicable provision of 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. The School 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.

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

The School uses a researched-based curriculum infusing best practices to ensure that the students are engaged and challenged on a daily basis. The curriculum is data-driven and therefore modified to serve the needs of the student population. The objectives in the School curriculum are built upon the Next Generation Sunshine State Standards (NG-SSS) /Common Core State Standards (CCSS) as adopted by the State of Florida.

The curriculum is aligned with the NG-SSS/CCSS for each subject and grade level expectations and is delivered to the students through the use of curriculum guides, best teaching practices, and research-based materials. The school will use Florida Department of Education (FL-DOE) adopted research-based textbooks aligned with State Standards and/or national standards and are accompanied by supplementary materials. Both enrichment and intervention materials are incorporated to address the needs of special populations of learners, such as Gifted, ESE and ELL students.

The faculty follows the standards and writes lesson plans accordingly. Teachers include interventions, accommodations, and ELL and ESE strategies to ensure each student is receiving the support needed to meet the set objectives. The lesson plans are submitted to school leaders and returned with feedback for ongoing improvement. Shared planning occurs, as well, to ensure that each educator is able to select the most successful instructional strategies that will yield the greatest results.

Instructional Focus Guides will be developed and used across the curriculum to support the expectations for student learning across all subject areas in grades 9-12.

All curriculum course offerings will be aligned with the latest version of the Miami-Dade County Public Schools' Curriculum Course Codes.[11] The School will seek to expand each student's foundation in each core subject to build upon the preceding acquired knowledge in order to prepare students to compete in a global market.

Meeting The Needs Of All Students

The School curriculum is designed to serve students of all ability levels and thus students in need of remediation for not making adequate progress towards mastery of the Next Generation Sunshine State/Common Core State Standards and/or students with special learning needs will have access to supervised study time and tutoring services during non-school hours (e.g. after school, Saturday mornings, etc. and whenever possible, to accelerate and/or remediate student achievement).

Similarly, students performing at grade level and above will have access to the full range of academic courses. Students who wish to pursue an advanced academic program will be provided with honors and Advanced Placement courses. Additionally, students will have the opportunity to

[11] http://oat.dadeschools.net/docs/2013-14%20Curriculum%20Bulletin.pdf

earn additional credits through, for example, Dual Enrollment Courses at institutions of higher education and/or through Virtual School and/or Summer Programs, and students will be advised and made aware of those options by qualified personnel. All students at the School will be encouraged to maximize their academic potential by taking the most rigorous program in which they can be successful.

Students performing below grade level will receive a school-wide Performance Monitoring Plans (PMP) in reading and/or mathematics. Similarly, a PMP can also be initiated for science and writing by the teacher to target strategies for remediation of deficiencies in those areas. The School, in consultation with the student's parent, will develop the PMP as a means to assist the student in meeting state and district levels for proficiency. Each plan will include provision for intensive remedial instruction through extended school day activities; tutorial programs; Saturday class; and/or referral to the School Support Team. Exception might be an ELL student who has participated in the ESOL program for less than two years; and/or a SPED student whose IEP dictates otherwise and therefore the IEP supersedes the PMP criteria –in those situations, these students would not be required to be included in the school wide PMP process.

Support For Curriculum Delivery

The school will have the following processes in place to support the delivery of the curriculum:

- targeted interventions for struggling readers and students performing below grade level (and implementation of the MDCPS K-12 CRRP with fidelity);
- School Improvement Plan (SIP) maintained and utilized as a living document to ensure quality assurance, and as a continuous improvement tool to ensure that curriculum goals are being monitored, achieved, and accomplished;
- Literacy integration across all disciplines;
- Curriculum/instructional pacing of essential standards in major core content areas utilized and based on nine-week intervals (the School will utilize the Sponsor's curriculum pacing guides to ensure all NGSSS/Common Core State Standards and course content material is covered for mastery within specified timeframes);
- Continuous review of curriculum implementation and student mastery to ensure a year's worth of learning via teaching of respective NGSSS/Common Core State Standards;
- Daily principal walkthroughs will ensure that all teachers are utilizing best practices and implementing the instructional initiatives with fidelity;
- Research-based instructional practices will be utilized (e.g. Marzano's High Yield Teaching Strategies, the Eight-Step Instructional Process, the Big Picture Company's *New Urban High School Design Principles* (NUHS)[12], and Coalition of Essential Schools principles[13]);
- Assessment data utilized to make instructional decisions and plan interventions (e.g. Sponsor's Interim Assessments, teacher-made assessments, end of chapter assessments, embedded

[12] http://www.bigpicture.org/wp-content/uploads/2008/10/990101-the-big-picture-company.pdf
[13] http://www.essentialschools.org/items/4

assessments, FAIR Assessments in Reading three times per year, with OPMs given if student performs below the threshold every 20 instructional days, embedded assessments, etc.);

- Relevant professional development workshops to target learner needs;
- Before and after school targeted tutoring for remediation and Saturday seminars for acceleration, in accordance with students learning needs;
- Integration of long term thematic projects across the curriculum;
- Focus on differentiated instruction for varied learning styles;
- Instill mission-related goals of academic preparation for higher education and the workforce;
- Promote and development of key habits of mind;
- Character development;
- Develop a capacity for life-long learning;
- Promote a healthy lifestyle;
- Reading and writing across the curriculum;
- Integration of technology across the major disciplines.

The School's curriculum will require students to interact with each other, apply curriculum to real-life situations, and use a variety of technological tools beyond the classroom. Teachers will incorporate various teaching strategies to accommodate all learning styles. In accommodating individual learning styles and individual learner needs, the School's curriculum incorporates the following instructional practices:

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

Differentiated and Standards-Based Instruction

The School's ultimate goal is to provide a learning environment that will maximize the potential for student success. Teachers will use differentiated instructional strategies that connect with individual student's learning needs. Teachers will manage instructional time to meet the standards while providing motivating, challenging, and meaningful experiences for students to receive and process information in ways that require differentiation of experience.

Some of these instructional practices will include:

- **Direct Instruction (lecturing/modeling)-** This methodology will be used when teachers need to explain or demonstrate specific content and skills. Explicit, systematic instruction will be based on the Next Generation Sunshine State Standards (and/or Common Core State Standards, as adopted). This instruction is structured and based on mastery learning. Frequent curriculum-based assessments help place students in ability groups for further differentiated strategies and identify students who require additional intervention.

- **Scaffolding** - Teachers will identify the current developmental skills of individual students based on assessments and provide support structures to help students move to the next level. As the year progresses, the student becomes more adept at skills and at directing his or her learning, thus becoming more autonomous.
- **Cooperative Learning –** Teachers will guide small-group learning to increase communication and team-building skills. This is done based on grouping small teams of students heterogeneously according to ability, interest, background, etc.
- **Inquiry-Based Learning** - Based on the scientific method, this student centered strategy will require students to conduct investigations independent of the teacher, unless otherwise directed or guided through the process of discovery. Teachers will use this strategy in developing critical thinking and problem solving skills.
- **Information Processing Strategies -** Teaching students to process information adequately is a key factor in teaching students how to strategically organize, store, retrieve, and apply information presented. Such strategies will include memorization, CRISS Strategies, (e.g. KWL, reciprocal teaching, graphic organizing, scaffolding, webbing, etc.)
- **Accountability -** Teachers at the School are required to document instruction of the Next Generation Sunshine State Standards (NGSSS)/Common Core State Standards and ELL strategies by completing daily lesson plans, as well as records of weekly and monthly thematic unit plans. Lesson plans identify specific objectives taught and benchmarks met as listed in the curriculum. The member of the administrative team will check lesson plans weekly and conduct daily classroom walk-throughs to ensure that curricular objectives which are documented in each teacher's lesson plan book are being taught accordingly.

The following is a substantive overview of the core curriculum and courses that will be offered at the School. However, in fulfillment of graduation requirements other core courses may be offered as electives if necessary, to benefit the students.

The Core Curriculum

The School will implement the most recent version of the Miami-Dade County Public Schools *Progression Plan*[14] as a vehicle to guide the progression and implementation of the curriculum to be taught and in the manner described herein and the following section. Accordingly, the curriculum is specifically tailored to ensure that all students meet the requirements for high school graduation -- including mastery of all respective Next Generation Sunshine State Standards/Common Core State Standards, while participating in an innovative seamless college preparatory program.

High School Grades

The School's commitment to deliver a seamless college preparatory curriculum continues at the high school level, and dictates a high school curriculum of high rigor and relevance in core subject areas. The school program will be highly prescribed to engage students in a very rigorous

[14] http://ehandbooks.dadeschools.net/policies/93.pdf

curriculum. All programs focus upon the consolidation of study skills, a core of common learning, and emphasis in the development of higher level thinking skills. The School will seek to expand the student's knowledge base in each succeeding grade level, always moving forward, to ensure the student builds capacity and is not only college bound but also college ready. The School will help students develop organizational skills and "soft" communication and interpersonal skills.

The recommended course of study for all grade 9-12 high school students will include:

- English - 4 credits required (English I - IV (regular, honors, gifted or AP) or English I-IV through ESOL (with a major concentration in composition and literature and reading for information) are required to meet the English/language arts graduation requirement);
- Mathematics - 4 credits required (Algebra I, Geometry, and 2 courses at the Algebra II level or higher) to meet the graduation requirement);
- Science -3 credits required ((Earth/Space Science, Biology I, and one or two course(s) from the following: Chemistry, Physical Science, Physics are required) however the School encourages 4 credits to be earned in science) to meet the graduation requirement);
- Social science - 3 credits required ((World History 1.0, United States History 1.0, United States Government 0.5, and Economics 0.5 are required) however, the School encourages 4 credits to be earned in social science) to meet the graduation requirement;
- Performing/Fine/Practical Arts -1 credit required (Performing/ fine arts or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination) to meet the graduation requirement;
- PE/Health - 1 credit required to meet graduation the requirement;
- Electives (8 credits required to meet graduation requirement) with the goal that, whenever possible, some of the electives be dual enrollment and/or advanced placement courses;
- Foreign language (the School will require students to meet the prerequisite for state university school system admittance through completion of two sequential courses in the same foreign language. In addition, this requirement will allow our graduates to be eligible for Florida's Bright Futures Scholarship.).

Furthermore in addition to aforementioned course requirements, students will also:

- earn a passing score on the Reading FCAT 2.0 (and/or achieve an approved concordant score on the ACT or SAT, as allowed by State) and/or End of Course Tests (See the chart below, which details EOC assessment graduation requirements***);
- demonstrate computer literacy from completion of at least one on-line course taken between ninth and twelfth grade, in accordance with the s.1002.321, F.S.; Digital Learning Now Act;
- complete a community service project, wherein a minimum of 75 hours of community service are completed, in fulfillment of Florida Bright Futures Scholarship eligibility requirement;
- earn a cumulative grade point average (GPA) of at least 2.0 on a 4.0 scale. Additionally, students must earn a minimum of a grade of D, in order to earn a course credit. Promotion from grade to grade will be in accordance with the requirements set forth in the *M-DCPS Student Progression Plan**.

NOTE* -The SPP, as referenced herein, reflects current policies and procedures adopted by the Sponsor. The School hereby agrees to adopt and implement the Sponsor's policies and procedures with respect to the SPP, as amended from time to time.

NOTE** - *In accordance with state mandates, as needed, remediation courses (Intensive Reading, Intensive Reading Plus, and/or Intensive Mathematics) will be offered within State and Sponsor guidelines for those students who qualify for said intensive programs as a result of not meeting grade level proficiency and/or not mastering respective NG SSS, as evidenced by their achievement scores and results on the FCAT or EOC exams.*

HIGH SCHOOL EOC ASSESSMENT REQUIREMENTS FOR GRADUATION

For Students Entering 9th Grade in 2014-2015

Grade This Year (2011-12)	School Year Entering 9th Grade	On-Time Graduation Year	Assessment Requirements for Graduation
6	2014-15	2017-2018	☐ FCAT2 Reading ☐ 10th grade ☐ Pass Algebra 1 EOC to receive credit ☐ Pass Geometry EOC to receive credit ☐ Pass Biology EOC to receive credit ☐ Earn Algebra II Credit Pass One of the Following: ☐ Physics ☐ Chemistry AND ☐ Pass one Equally Rigorous Science Course (from state-approved list)

These requirements are pursuant to Florida Statutes 1008.22, 1003.428 and 1003.429, all of which were enacted in 2010.

ENTERING 9th GRADE 2014-2015

The School will continue to address the specific needs of learners via an individualized approach for the placement of students in courses. The School will consider test scores, academic history, state and district requirements, and teacher recommendations when placing students in courses and always for the benefit of the student. In addition, we encourage the students to pursue the most challenging coursework in which he or she can demonstrate success.

The School will utilize different metrics to advise students, including a combination of PSAT scores (students will take PSAT in 9th grade) class grades, and FCAT scores. To identify a student for advanced work, the School may utilize a combination of the CollegeBoard's AP Potential, Core Subject Grades, as well as FCAT Scores and teacher recommendations. The combination of such metrics will provide for a holistic approach to student advisement. The School will therefore offer differentiated educational programs beyond those normally provided by the regular school program in order to realize potential student contributions to self and society. Some of these options include:

- Honors courses;
- Advanced placement program; and
- Dual enrollment program.

The following is an overview of the core curricular program and courses that may be offered at the School. However, in fulfillment of graduation requirements, other core courses may be offered as electives, if necessary, to benefit the students.

Language Arts: The Language Arts program will reflect critical and creative thinking and a harmonious balance of its several components, including reading, writing, speaking, listening and viewing. Teachers will address all Next Generation Sunshine State Standards and benchmarks for Language Arts instruction (and/or Common Core State Standards, as adopted) and will prepare students for mastery of those standards. In addition, the Reading Program Specifications document will be used as a framework for implementation of the Language Arts/Reading program.

The School will continue to implement other research-based strategies that have proven successful in teaching reading including, but not limited to, designating an uninterrupted reading block for Reading Instruction and utilizing state-adopted textbooks and programs. The School will also implement: structured independent reading time, CRISS (Creating Independence through Student-owned Strategies), Literature circles, differentiated instruction, use of research based reading software such as Reading Plus, Achieve 3000, and FCAT Explorer; the use of research based instructional materials such as SpringBoard, and will include instruction and implementation of reading strategies in a variety of professional developments.

Reading Program - The School will continue to implement the state-approved *M-DCPS- K-12 Comprehensive Research-Based Reading Plan (CRRP)* providing teachers with a systematic framework for literacy instruction across grades 9-12.

The Reading Leadership Team (RLT) will design workshops to address the needs of classroom instruction. The Language Arts Department chair and/or when available, the Reading Coach, will meet with the Reading Leadership Team and other grade levels/departments to review assessment data and share best practices. For further intensification, model lessons, peer coaching, peer observation and additional professional development opportunities will be made available to the

faculty. The RLT will also provide classroom support by developing on-site teacher professional development and utilizing reading intervention programs.

Home Learning and Parental Involvement - Home learning will reinforce reading skills taught in the classroom. In addition, the School will promote parental and family involvement in reading by encouraging family literacy practices, and communicating information regarding students' reading progress to parents. The idea will be that reading should take place in the home as well as in the classroom, and parents will be encouraged and instructed as to the creation and encouragement of literacy-rich environments for their children whenever possible.

The detailed Reading Plan is addressed in the Reading Plan section at the end of this section 4 below.

Language Arts	The objective of the Language Arts courses is to provide instruction and promote academic excellence in reading, writing, oral communications, and the interpretation of literature. The content includes, but is not limited to, the study and interpretation of traditional and contemporary literature from around the world, application of the writing process, effective use of speaking and listening skills, higher-order critical reading skills in preparation for the tests, study skills, and how these skills relate to success in the world of work.

Students must first develop fundamental and advanced language skills that will enable them to communicate their ideas effectively verbally and in written form, in order to be educated and productive citizens in society. Students must be able to read and critically analyze and evaluate different forms of text in preparation for standardized tests and the workforce. Instruction in Language Arts will continuously emphasize fundamental functions of language. The content will include, but not be limited to, the study and interpretation of traditional and contemporary literature, application of the writing process, formal grammar and usage in preparation for the PSAT, SAT, and ACT sections of Writing and English. Effective use of speaking and listening skills and higher-order reading skills will prepare our students for the Florida Comprehensive Assessment Test, and those same study skills will enable their success in school and beyond when entering the world of work.

Writing: As part of the Language Arts Curriculum, students will enhance writing skills through daily writing assignments in various modes, including expository, persuasive and narrative. In addition to the elements of focus, organization, support, and conventions described in current FCAT Writing rubrics, students will also receive instruction in the correct use of standard English conventions in preparation for the more stringent criteria on FCAT Writing scoring, which will assume few, if any,

errors in the conventions of sentence structure, mechanics, usage, punctuation and spelling in order for students to earn a passing score. Additionally, the School will also strengthen the requirements for quality of details, requiring use of relevant, logical, and plausible support, rather than contrived statistical claims or unsubstantiated generalities, while students learn to create the expectation that relevant supporting detail for clarification of meaning are the expectation for quality writing at all grade levels. Lastly, the Writing curriculum will prepare students in the elements of writing persuasive responses that will well prepare students in the art of writing as well as allow them to meet the requirements of the new calibrated scoring rubrics and increased expectations for 2012-13 and beyond those of the FCAT Writing test.

As part of the Writing program, students will be instructed with SAT and ACT prompts regularly and will be able to respond to them. Additionally, there will be an emphasis on the writing process, amongst all grade levels. A writing journal will be required for all students. Each class will be responsible for an ongoing writing project that is embedded within the thematic unit of study. The use of technology in the writing process further enhances the program, as students publish their work. Writing skills that enhance the students' ability to perform well on the FCAT and FCAT Writing will be incorporated into the curriculum and formal grammar and usage instruction will be provided, especially in preparation for PSAT, SAT, and ACT sections on Writing and English.

Materials: Some of the curriculum, programs, state-adopted texts, and supplements the School intends to use to deliver Language Arts instruction and achieve student mastery of the NG SSS (and/or Common Core State Standards, as adopted) include:

- Textbook publishers for Language Arts include: Holt, McDougal Littell and Prentice Hall (or other state-adopted text as new adoptions are proffered);
- Reading Plus software;
- SAT Advantage as a supplement for Advanced and Honors courses;
- Classroom libraries representing a variety of genres.

High School Courses - Four years of English are required for graduation. The following is a list of Language Arts courses that will be offered for grades 9– 12:

COURSE TITLE	GRADE LEVEL	CREDIT
Intensive Reading	9-12	1
Intensive Reading Plus	9-12	1
Intensive Reading Enrichment	9-12	1
English I	9	1
English I Honors	9	1
English I Honors Gifted	9	1
English I through ESOL	9	1
English II	10	1
English II Honors	10	1
English II Honors Gifted	10	1
English II through ESOL	10	1
English III	11	1
English III Honors	11	1
English III Honors Gifted	11	1
English III through ESOL	11	1
English IV	12	1
English IV Honors	12	1
English IV Honors Gifted	12	1
English IV through ESOL	12	1
AP English Language and Composition	11-12	1
AP English Literature and Composition	12	1

In addition, Regular and Honors English courses will emphasize FCAT-tested benchmarks for grades 9-10, and specific emphasis will be given to SAT Critical Reading and ACT Reading at grades 11 and 12.

Language Arts Electives:

COURSE TITLE	GRADE LEVEL	CREDIT
Speech I	9-12	1
Speech II	10-12	1
Journalism I, II, III, and IV (Yearbook and/or Newspaper)	9-12	1
Semantics and Logic	11 & 12	0.5
Creative Writing I	9-12	0.5
Creative Writing II	9-12	0.5

ESOL: Students identified as ELL will be placed in **two** ESOL courses as applicable to the grade level and language proficiency, as follows:

Language Arts content course scheduled by grade level:

- English (1, 2, 3, 4) Through ESOL (by grade level)

Language proficiency course scheduled by ESOL level*:

- Developmental Language Arts Through ESOL (required elective, by ESOL language proficiency levels I-IV).

*If levels need to be combined, the *Developmental Language Arts* placement may be in the best combination of mixed language level courses (ESOL levels 1 and 2; 3; 4).

COURSE TITLE	GRADE LEVEL	CREDIT
ESOL Developmental Language (L1)	9-12	1
ESOL Developmental Language (L2)	9-12	1
ESOL Developmental Language (L3)	9-12	1
ESOL Developmental Language (L4)	9-12	1

*English I, II, III, and IV or English I-IV through ESOL are required to meet the graduation requirement for this subject area.

Mathematics	Math courses will promote academic excellence in basic mathematic skills, geometry, algebra, problem solving, and mathematical reasoning. The content includes, but is not limited to operations, numeration, whole numbers, fractions, decimals, percent, ratio and proportion, equations, inequalities, functions, expressions, properties, constructions, area, volume, proofs, limits derivatives, integrals and the development of logical reasoning skills. These courses cover concepts and materials that are aligned to the NGSSS and/or CCSS, as adopted.

The School will use Math *NG SSS* and Common Core State Standards and the objectives from the state course code descriptions as the base for instruction. The School will also use the *M-DCPS Comprehensive Mathematics Plan* as a pedagogical guide for mathematics instruction. The School will provide quality instruction, high expectations, and consistent standards for all students. The content will be challenging for all students and based on the assumption that all students can achieve high standards if given stimulating opportunities to learn. The School will also infuse literature and technology into Mathematics instruction. This will provide for reinforcement of mathematical terminology, real world applications of mathematical concepts, and organization/visualization of mathematical concepts (e.g. word walls, journals for hypothesizing and/or subsequent reflection of mathematical conclusions, graphing software, interactive white boards, to name a few.)

Using the new mathematics standards, which are organized into familiar Bodies of Knowledge such as: Algebra; Geometry; Trigonometry; Calculus; Probability; Statistics; Discrete Mathematics; and Financial Literacy, The School will better prepare its students for their chosen careers. Additionally, the mathematics program of the School will uphold certain principles, endorsed by the National Council of Teachers of Mathematics (NCTM)[15], as follows:

[15] The National Council of Teachers of Mathematics is a public voice of mathematics education, providing vision, leadership, and professional development to support teachers in ensuring mathematics learning of the highest quality for all students. http://www.nctm.org/standards/

- Equity: Excellence in mathematics education requires equity, high expectations and strong support for all students;
- Curriculum: A curriculum is more than a collection of activities: it must be coherent, focused on important mathematics, and well-articulated across the grades;
- Teaching: Effective mathematics teaching requires understanding what students know and need to learn and then challenging and supporting them to learn it well;
- Learning: Students must learn mathematics with understanding, actively building new knowledge from building on prior knowledge and experience;
- Assessment: Assessment should support the learning of mathematical concepts and furnish useful information to both teachers and students; and
- Technology: Technology is essential in teaching and learning mathematics; it influences the mathematics that is taught and enhances students' learning.

Materials: The School will use the state-approved Pearson Prentice Hall or other state-adopted text in the instruction of Mathematics. The School's text selection will be modified as per the Sponsor's text adoption and modifications throughout the duration of the charter.

The following are programs and additional resources that may be used as for mathematics interventions:

- FCAT Explorer – supplemental for Intensive Math as a technology supplement for students to have additional practice on the FCAT tested benchmarks and infusion in or beyond the School.
- Carnegie Learning's Cognitive Tutor Programs for delivery of online individualized instruction, practice, immediate feedback and coaching;
- Springboard Pre-AP Program

The School uses the M-DCPS Mathematics Pacing Guides, as applicable, to ensure the course material is taught sequentially, consistently and in a challenging format.

High School Courses: Four years of mathematics are required for high school graduation. However, additional mathematics electives will be made available to students of the School, that they may elect to pursue whenever possible. The minimum four year recommended sequence will include Algebra I, Geometry, Algebra II and another equally rigorous science course, in fulfillment of graduation requirements).

The following is a list of Mathematics courses that will be offered at the high school level, in accordance with student need and interest:

COURSE TITLE	GRADE LEVEL	CREDIT
Intensive Math	9-12	1
Algebra I	9-10	1
Algebra I Honors	9-10	1
Algebra I Honors Gifted	9-10	1
Geometry	9-10	1
Geometry Honors	9-10	1
Geometry Honors Gifted	9-10	1
Algebra II	9-11	1
Algebra II Honors	9-11	1
Algebra II Honors Gifted	9-11	1
Math for College Readiness	10-12	1
Probability and Statistics	11-12	1
Analysis of Functions	10-12	1
SAT Preparation	11-12	1
Pre-Calculus	10-12	1
Calculus	11-12	1
AP Calculus BC	11-12	1
AP Statistics	11-12	1
AP Calculus AB	11-12	1

Science	The purpose of the courses offered by the science department is to provide students with a broad knowledge of scientific concepts. These courses are intended to provide a solid foundation for those wishing to pursue the sciences at the college level and beyond. All of the science courses are designed to promote a sense of inquiry through laboratory experiences and to develop critical thinking skills. The Science curriculum will prepare students to achieve the NGSSS and/or CCSS, as adopted by incorporating an inquiry based approach to learning of the central science themes: matter and energy, force and motion, earth and space, processes of life, and the scientific method.

The Science curriculum will be aligned with the Next Generation Sunshine State Standards and Common Core State Standards for Science and the content standards of the National Science Education Standards. The School will utilize the Sponsor's *Curriculum Pacing Guides,* to ensure the course is taught in alignment to respective NG SSS Benchmarks, with integrity to course content outline, and within the appropriate timeframes to address all required NG SSS (and/or Common Core State Standards, as adopted) for mastery. The purpose of the science program is to provide

students with a broad knowledge of scientific concepts and establish a solid foundation for students to pursue postsecondary education. All science courses and science curriculum content is inquiry-based and hands-on in nature.

Materials - The School will use the state-approved Pearson Prentice Hall Science Series, alongside their digital software and multimedia, or other state-adopted text in the instruction of Science. Additional Science instructional materials will be gathered for lesson plans using the following resources:

- Florida Association of Science Teachers
- Jumpstart – EOC Biology FCAT Coach
- Science FCAT Resources
- National Institute for Science Education
- Achieve 3000 – Biology EOC
- Technology: GIZMOS - computer-based programs will assist students visually in understanding science concepts.
- Facts on File - Extensive on-line resources and curriculum related databases. (e.g. Science On-File, Genetics On-File, etc.)

Instruction will also teach the need for safety, and appropriate safety measures, protocols, precautions, and procedures for the Science classroom and "experiment-rich" environments. The procedures that ought to be taken when conducting experiments (use of goggles, handling chemicals, etc.) and safety protocols will be adhered to and taught to students. All labs will be conducted in a safe environment (e.g. with access to eyewash and use of goggles for teachers and students, as appropriate) and safe storage guidelines will be taught and adhered to, as well as appropriate disposal of chemicals will be taught and done by approved contractors.

All science coursework is designed to promote a sense of inquiry through laboratory experiences and to further develop critical thinking skills. Students are guided in the nature of science, the implementation of scientific habits of mind, the application of scientific knowledge, methodology, and the historical context of science. Emphasis will be placed on the use of laboratory techniques, terminology and relationships between scientific and mathematical disciplines. The science curriculum is aligned with Science Next Generation *SSS* which are "world-class science standards" that reflect the conceptions of coherence, focus, and rigor promoted by the American Diploma

High School: Students are required to complete a minimum of three credits of high school science for graduation. After the completion of the core courses, it is recommended that students continue to take at least one science course per year from the electives list. At minimum, the 3-year required minimum recommended sequence will include: Physical Science, Biology I, and Chemistry or Physics (beyond the school requirement of Biology and Chemistry) students are encouraged to take Physics or another advanced science course with a lab component - or an equally rigorous science course, in fulfillment of graduation requirements).

The following is a list of Science courses that will be offered, in accordance with student need, interest, and capability:

Course Title	Grade Level	Credit
Physical Science	9	1
Physical Science Honors	9	1
Physical Science Honors/Gifted	9	1
Biology I	9-12	1
Biology I Honors	9-12	1
Biology I Honors/Gifted	9-12	1
AP Biology	10-12	1
Chemistry	9-12	1
Chemistry Honors	9-12	1
Chemistry Honors Gifted	9-12	1
AP Chemistry	10-12	1
Anatomy and Physiology	10-12	1
Anatomy and Physiology Honors	10-12	1
Anatomy and Physiology Honors Gifted	10-12	1
AP Environmental Science	11-12	1
Marine Biology	11-12	1
Marine Biology Honors	11-12	1
Physics	11-12	1
Physics Honors	11-12	1
Physics honors Gifted	11-12	1

Social Science	The Social Science Program will deliver a rigorous, standards-based (NG-SSS) curriculum to increase knowledge and awareness of global issues and ethnic groups to help students understand the environment that surrounds them locally, nationally and internationally. The curriculum addresses all Social Studies NG SSS (and/or Common Core State Standards, as adopted) and with integrity to course content description provided by the State.

The school utilizes the Sponsor's Scope and Sequence as a guide for curriculum development and ensures all appropriate content is addressed within a logical and prescribed timeline. Lessons will be designed to teach students to effectively analyze historical evidence, use sources effectively, detect potential bias in resources due to cultural influences, and argue empathetically. Interdisciplinary lessons will be delivered to integrate the various subjects: Time, Continuity, and

Change (History); People, Places, and Environments (Geography); and Government and the Citizen (Civics and Government).

Social Studies education will promote loyalty and love of country and community, and it will prepare students to participate intelligently in public affairs. Its component disciplines foster in students the knowledge and skills needed to understand current political and social issues. Social studies education will provide students with an understanding of the democratic principles and ideals upon which good citizenship is founded and an understanding of the world beyond their borders. The comprehensive social studies program will:

- Emphasize content, concepts, and skills from the social sciences, the humanities, and, where appropriate, mathematics, and the natural sciences;
- Reflect a clear commitment to democratic beliefs and values;
- Encourage civic responsibility and active participation;
- Promote high expectations for all students;
- Incorporate a multicultural perspective;
- Reinforce the development of a global perspective;
- Promote understanding of social, political, and economic institutions;
- Encourage student involvement in community service;
- Focus on the identification of the potential solutions to local, national, and world problems;
- Involve students in their learning by using a variety of teaching strategies and instructional materials;
- Promote an interdisciplinary approach to learning.

Additionally, the School will include the following topics in the Social Studies curriculum:

- African-American History Requirement
- Holocaust Requirement
- Hispanic Contributions to the United States Requirement
- Women's Contributions to the United States Requirement
- Veterans Contributions Recognition
- "Celebrate Freedom Week" Instruction - shall be in accordance with Florida Statutes and district guidelines.
- Character Education - Instruction in the nine core character education values (The nine core values are citizenship, cooperation, fairness, honesty, integrity, kindness, pursuit of excellence, respect, and responsibility).

Additional resources, such as *New York Times Upfront* magazine, will help supplement lessons.

Materials: The Social Studies curriculum will be delivered via State-adopted and research-based texts. The School currently uses approved textbooks from Pearson Prentice Hall publishers

according to course level (regular, honors and AP). Some of curriculum supplements the School may use to deliver Social Studies instruction and achieve student mastery of the NG SSS (and/or Common Core State Standards, as adopted) include:

- Discovery Learning
- Facts on File - Extensive resources and curriculum related databases, such as American Women's History, World History On-File, African American History On-File, Geography On-File, et.al
- SIRS - SIRS Knowledge Source (SKS) provides full-text articles and internet resources for credible information on social issues, science, history, etc. and representing respected domestic and international publications organizations. Teachers can also search for resources by state standard on social issues, science, history, government, the arts and humanities, etc.
- Scholastic – *New York Times Upfront Magazine*
- Landmarkcases.org - Technology resource for mock trial and supreme court case studies
- Document Based Questions (DBQ) workbooks - assess the ability of each student to work within scientific and historical sources in multiple forms. The secondary DBQ will have a maximum of eight documents; at least two of which will be visuals. The DBQ requires many of the same skills used in developing a research paper - interpreting primary and secondary sources, evaluating sources, considering multiple points of view, using historic evidence, developing and supporting a thesis.

The following is a list of high school Social Science courses, to be offered in accordance with student need and interest.

Course Title	Grade Level	Credit
World History	9	1
World History Honors	9	1
World History Honors/Gifted	9	1
American History	9-12	1
American History Honors	9-12	1
American History Honors/Gifted	9-12	1
AP American History	9-12	
American Government	9-12	1
American Government Honors	9-12	1
American Government Honors/Gifted	9-12	1
Economics	9-12	1
Economics Honors	9-12	1
Economics Honors/Gifted	9-12	1
AP Human Geography	9-12	1
AP Psychology	9-12	1

Advanced and Advanced Gifted Courses will be offered depending on the need of the student population.

High School -At the high school level, students will be required to successfully complete three credits of Social Studies in fulfillment of graduation requirements. After the completion of the core courses, the School will encourage and recommend that students continue to take at least one social studies course per year, as applicable, as an elective.

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

The School uses research-based programs and state adopted textbooks for all core curriculum subjects, as further described under each respective core curriculum areas described above.

The following research based materials/programs are used in the subjects of reading and mathematics:

- State approved - K-12 Comprehensive Research-Based Reading Plan for Miami-Dade County Public Schools[16]
- Carnegie Cognitive Tutor **-** Carnegie Learning's Cognitive Tutors[17] is one of the most extensively researched mathematics curricula on the market today. They are based on over 20 years of research on how students think, learn, and apply new knowledge in mathematics. The system is built on cognitive models which assess students' mathematical knowledge on a step-by-step basis and presents activities tailored to their individual skill levels. A recent random-assignment study showed significant advantages for students using the Cognitive Tutor over a traditional curriculum, even when both groups of students had the same teacher instructor. The Cognitive Tutor mathematics series utilizes a cognitive model that simulates the way in which students think about and attack mathematics problem solving. The Cognitive Tutor programs engage students in real-world problem-solving activities[18].
- Cognitive Tutor software is based on the ACT-R theory of learning, memory and performance[19], which has been validated by hundreds of lab and field studies. The software was developed using a rigorous empirical testing process resulting in over 50 publications validating the effectiveness of cognitive modeling.
- SpringBoard – This curriculum known as SpringBoard, is guided by the latest research[20] and written and field tested by teachers, it is a clearly articulated and is proven to be a model of rigorous instruction in English Language Arts and Mathematics for all students. SpringBoard provides an instructional loop that begins with the College Board Standards for College

[16] D:\Users\Owner\Documents\2014 Apps\Research\District Dade READING PLAN.htm
[17] http://www.carnegielearning.com/specs/cognitive-tutor-overview
[18] Koedinger, K. R., Anderson, J.R., Hadley, W. H., & Mark, M. A. (1997). Intelligent tutoring goes to school in the big city. *International Journal of Artificial Intelligence in Education,* 8, 30-43.
[19] http://act-r.psy.cmu.edu/
[20] springboardprogram.collegeboard.org/case-study/

Success to ensure all students are prepared for AP and college — without remediation. Units of instruction within and across all levels provide a vertically articulated curriculum framework that scaffolds the skills and knowledge students need to be successful and concomitantly provides teachers with continuous feedback on student progress. This curriculum includes formative assessments and a continual professional development program for teachers.

Research-Based - A recent study was conducted by the Westat organization on the College Board's SpringBoard (SB) program[21]. The design of the study included three major components: A system-wide teacher survey comparing SpringBoard and non-SpringBoard teachers and designed to assess implementation patterns; case studies of selected SpringBoard districts and schools; and a preliminary analysis of student achievement related to SpringBoard participation in selected districts. This report presents the results from the survey and student achievement research components. The results of the study indicated the following:

- Teachers largely considered SpringBoard to be very or somewhat effective across a wide variety of students. Among teachers who worked with special populations, 80% or more saw SpringBoard as effective with high achieving students, average students, students from low-income families, inner-city students, and suburban students.
- More than 70% of all of the ELA teachers saw SpringBoard as effective with English learners and Special Education students.
- Teachers felt that the SB materials are age appropriate (84%), are flexible (85%), are Culturally appropriate (82%) and involve higher order thinking skills (92%).
- More than half of the ELA teachers saw improvement in students' reading comprehension (63%) and writing skills (56%) that they attributed to SpringBoard.
- Teachers widely agreed (95%) that the SpringBoard training offered by the College Board was sufficient to enable them to use the Model Instructional Units and strategies effectively, although only 58% agreed that the training for the online component was sufficient.
- Teachers were in agreement that SB teaching strategies are effective (87%) and that SpringBoard had changed the mix of strategies they used. Some indicated they also used the strategies in content areas other than English and mathematics[22].
- Facing History and Ourselves (FHAO) - research-based and experience-tested forms of curriculum, utilizing the historical narratives and pedagogical approach of FHAO, students are able to learn how to create ethical relationships for themselves in the future by reflecting on ethical violations enacted by and faced by others in the past (Selman & Barr, 2009).

C. Describe the school's reading curriculum.

[21] http://media.collegeboard.com/digitalServices/pdf/springboard/westat-spring-board-research-2008.pdf

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

- Reading instructional practices will be founded on scientific research.
- A systematic, explicit approach to instruction will provide skill scaffolding
- Students will actively engage in learning during instructional time.
- Response to Intervention model will be used to identify and correct reading difficulties in a timely manner.
- Content area instruction will be infused with effective reading strategies

The School will support the Just Read, Florida! initiative in assisting all students in becoming successful, independent, and comprehensive readers by adopting the Sponsors Comprehensive Research-Based Reading Plan to provide teachers with a systematic framework for literacy instruction. The School's text selection will be modified as per the Sponsor's selection of state-adopted texts and modifications for 2014 and throughout the duration of the charter.

The reading program will cover the Florida's Formula for Reading Success: 6 + 4 + ii = iii

6 Areas of Reading - Oral Language, Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension

4 Assessments – Screening, Progress Monitoring, Diagnosis, Outcome measures

ii: Initial Instruction –

- Minimum 90-minute reading block
- Incorporates 6 instructional components of effective reading instruction into a comprehensive and cohesive instructional design.
- use assessment data to plan for and provide instruction including
    - Explicit instructional strategies
    - Coordinated instructional sequences
    - Print-rich instruction
    - Whole group/small group/whole group
    - All students, using differentiated instruction

iii: Immediate Intensive Intervention of the 90-minute reading block

- Small group or one-on-one
- Students with reading deficiencies

Minimum of 20 minutes/day until deficiency is remedied

High School Student Placement

The decision to participate in Intensive Reading Class will be made in accordance with the District's CRRP by student's performance on the prior year's Reading FCAT 2.0 and data from diagnostic assessments such as the District's Interim Assessments and State assessments like the FAIR, progress monitoring, and teacher recommendations. To further elaborate, the K-12 CRRP requires each school to conduct a screening and diagnostic process to identify appropriate placement of Level 1 and Level 2 students in reading classes to be completed prior to the end of the school year. The K-12 CRRP also requires a daily double block for all students who have reading deficiencies in decoding and fluency (Intensive Reading Plus). Students who have intervention needs in the areas of decoding and/or fluency will have an extended block of reading intervention, either through a double block of intensive reading or by blocking together a class of "Intensive Reading" with another subject area class. This block of time will be taught by the same teacher, and said teacher will be highly qualified to teach reading or working toward that status (pursuing the reading endorsement or K-12 reading certification. Classroom infrastructure will be at a ratio of no more than 25:1, and have appropriate and adequate CIRP and SIRP materials (detailed below) to address learner needs. Furthermore, the reading intervention course will include daily:

- Whole group explicit instruction;
- Small group differentiated instruction;
- Independent reading practice monitored by the teacher;
- Infusion of *ng sss* benchmarks specific to the subject area blocked with the intensive reading course (biology, world history, etc.); and

The following four courses in high school will offer the intensity of instruction needed to address student needs:

1. Intensive Reading Plus (IR+): Level 1 and 2 students who are non-fluent and in need of decoding, fluency, vocabulary, and comprehension instruction = minimum of 90 minutes daily. The School will provide an Intensive Reading Plus class for students who are non-fluent and in need of instruction in decoding and fluency. Students at the School who are non-fluent will be provided a daily literacy block. This literacy block will focus on explicit phonics and fluency instruction in order to improve decoding and fluency. The literacy block will include one period of Intensive Reading "Plus" back-to-back with one period of Language Arts taught by the same teacher. In order to provide sufficient opportunity to remediate these deficits, the students enrolled in the Intensive Reading "Plus" literacy block will receive a greater allotment of instructional time.

2. Intensive Reading (IR): Level 1 and 2 students who are fluent and in need of vocabulary and comprehension instruction = minimum of 55 minutes daily or 90 minutes every other day. The School will provide an Intensive Reading class for students who are fluent and in need of vocabulary and comprehension instruction. This class will focus on effective reading strategies and differentiated instruction that reinforces whole group instruction and provides opportunity for intervention within the classroom context.

3. Intensive Reading Enrichment (IR-EN) Students who are fluent and in need of vocabulary and comprehension instruction at a higher level=minimum of 55 minutes daily or 90 minutes every other day.
   In addition to the Intensive Reading (IR) course, the School will provide an Intensive Reading Enrichment class for high level students and students who have regressed. The class will focus on specific reading strategies targeted to enrich the level of instruction to significantly improve students' vocabulary and comprehension achievement using selected grade level text and novel units.

4. Intensive Reading for 11th/12th Grade Retakers: Level 1 and 2 students who have not met the graduation requirement and in need of reading instruction=minimum of 55 minutes daily or 90 minutes every other day.

   The School will provide an Intensive Reading class for students who have not met the graduation requirement and in need of vocabulary and comprehension instruction. This class will focus on effective reading strategies and differentiated instruction that reinforces whole group instruction and provides opportunity for intervention within the classroom context. Students in 11th and 12th grade who have not met the reading graduation requirement must be enrolled in an Intensive Reading class in addition to the regular English class.

   Students in grades 11 and 12 who have met the graduation requirement, but whose developmental FCAT Reading score falls within level 2 (1926-2067) will receive reading intervention in the English class. The teacher will provide differentiated instruction based on student assessment data to improve reading proficiency.

Schools will utilize the following CIRPs in reading classes:

- Hampton Brown Edge Levels A (grade 9) and B (grade 10) - Intensive Reading Plus classes
- Jamestown Reading Navigator - Intensive Reading classes
- Jamestown Reading Navigator (Trek 4), Selected Grade Level Text, Novels –Intensive Reading Enrichment classes
- USA Today - 11th and 12th Grade Retaker's classes

Schools will utilize the following CIRPs in the high school Developmental Language Arts Through ESOL classes:

- Hampton Brown Edge Fundamentals - ESOL Level 1
- Hampton Brown Edge Level A - ESOL Level 2
- Hampton Brown Edge Level B - ESOL Level 3
- Hampton Brown Edge Level C - ESOL Level 4

Technology Resources: Using an interdisciplinary approach, supported by technology, broadens the learning experience and engages students in meaningful ways. Technology does not replace active reading instruction, however it will be able to provide additional support and enrich the learning environment. Teacher lesson plans will reflect the infusion of technology as a tool to increase reading growth opportunities for all students. Additionally, effective use of computer-assisted instruction will enhance the basic reading skills of students. The school will have access to the following software programs:

- FCAT Explorer
- Reading Plus
- Achieve 3000

Developmental Reading Program for students on or above grade level include will include:

Prentice Hall/Holt (Honors)
Novel studies-
Reading in the Content Area-

Intervention: School Literacy Leadership Teams will develop a plan, Walk to Intervention Model, based on student assessment data which addresses identified areas of weakness in oral language, phonemic awareness, phonics, fluency, comprehension and vocabulary. Intensive immediate intervention (iii) instruction is provided daily for students needing Tier 2 or Tier 3 intervention services. All FCAT Level 1 and 2 students, regardless of whether they are fluent, will be placed in the appropriate intensive reading class in addition to their Language Arts block. A Progress Monitoring Plan (PMP) or Individual Education Plan (IEP) documents plan will address reading deficiencies for each intervention student. Teachers provide intervention instruction with their students in small groups based on their needs. Teachers will use a variety of formal, informal, and on-going progress monitoring assessments such as FAIR, District Interim Assessments, observational data, and program assessment data. Such screening Instrument will be used to monitor student growth and achievement, grouping students for assessment, assess for student skill and strategy proficiency, and assess the effectiveness of instruction.

Response to Intervention (RtI)- The RtI model is a multi-tiered approach to providing high quality instruction and intervention matched to student needs, using learning rate over time and level of performance to inform instructional decisions.

Embodied in each tiers are four steps:
Step 1-Identify the problem.
Step 2-Analyze the problem and determine why there is a discrepancy.
Step 3-Establish a performance goal for the student, develop an intervention plan to address the goal, and monitor the student's progress during implementation.

Step 4-Use research-based data, collected during the progress monitoring, to evaluate the effectiveness of the intervention. Once effectiveness has been evaluated, RtI team determines if additional intervention is needed and/or adjusts the intervention to support student progress.

RtI Three Tier Model:

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

Tier 3: Intensive, Individualized Interventions & Supports.

The most intense instruction and intervention based upon individual student need. During this stage, intervention frequency is increased and one to one support is provided as needed.

Tier 2: Targeted, Supplemental Interventions & Supports.

More targeted instruction/intervention in addition to supplemental support, in addition to differentiated/small group instruction. Identified students will receive a minimum of 20 additional minutes of instruction to provide instructional support.

Tier 1: Core, Universal Instruction & Supports

General academic instruction and support is provided to all students in all settings.

Instructional Models - Guided by teacher instructions, reading/literacy teachers will model effective reading strategies and guide students through pre-reading, during reading, and post-reading techniques that will strengthen metacognition and self-monitor their own comprehension. Based on the research, teachers will use systematic, direct and differentiated instruction in their curriculum delivery while implementing the above-mentioned research-based strategies as follows:

Systematic instruction will involve a carefully designed sequence plan for instruction. The plan for systematic instruction is carefully thought out, strategic and designed before activities and lessons are developed. Systematic instruction is clearly linked within, as well as across, the six elements of reading instruction (oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension). For systematic instruction, lessons build on previously taught information, from simple to complex, with clear, concise student objectives that are driven by ongoing assessment. Students are provided appropriate practice opportunities, which directly reflect instruction.

Direct instruction is an instructional approach that utilizes explicit and structured teaching routines. A teacher using direct instruction models, explains, and guides the students through extended practice of a skill or concept until mastery is achieved. The lessons are fast paced, students are academically engaged, and teachers are enthusiastically delivering instruction. Direct instruction is appropriate instruction for all learners, all five components of reading, and in all settings (whole group, small group, and one-on-one).

Differentiated Instruction meets the demands of the differing learning abilities in the same class. For optimal instruction, students will be grouped in various ways and in flexible

setting to accommodate varying reading levels and learning styles. Teachers will utilize the methods of whole-group instruction, small-group instruction, individual instruction, and independent reading to address the various needs of the students.

Print-Rich Environment - Each class will maintain a classroom library to include a collection of quality literature that includes material written at varying reading levels and in a variety of genre forms, inclusive of both fiction and nonfiction. This collection will offer students reading material that will support their individual interests and abilities. Frequent successful reading experiences using appropriate texts will provide the opportunity to improve their reading proficiency with regard to fluency, vocabulary, and comprehension. The books in the classroom library will be attractively displayed to exhibit an inviting accessibility to all students. Teachers will organize classrooms to afford students ample opportunities for, and easy access to, reading materials during literacy center time within the daily reading block.

Word Walls - Teachers will create effective word walls that consist of high frequency words, word patterns or phonic elements, and interesting, exciting words. Students will use word wall during lessons and activities to practice recognizing words quickly and accurately.

Reading Stations - Reading stations will be set up throughout the room in various areas that allow students to work independently or in a small group setting, using instructional materials to explore and expand their literacy. During this time students are engaged in a variety of activities that reinforce and extend learning without the assistance of the classroom teacher. Students will practice reading, writing, speaking, listening, and working with letters and words. Manipulative such as magnetic letters and sound letter cards are used to increase active participation and provide additional guided practice through multi-sensory approaches.

The Literacy Leadership Team will be comprised of the Principal, Assistant Principal of Curriculum, Reading Coordinator, Media Specialist, SPED Teacher, ESOL Coordinator, Testing Chair, Department Chairs, and Reading Teachers. The administrative team will conduct classroom visitations, monitor lesson plans and ensure that reading strategies are implemented across the curriculum. Reading coordinators will support teachers needing assistance. In addition, all faculty members must address strategies for reading instruction in their annual Individual Professional Development Plans (IPDP). These strategies must be constantly updated based on the results and analysis of progress monitoring in reading.

The Literacy Leadership Team will meet on a regular basis to:

- Review the school's implementation of the reading plan;
- Assess the professional development needs of staff related to reading instruction based on student performance data; and
- Develop an action plan that addresses curricular and professional development needs as they relate to the implementation of the reading plan.

As student data is collected and analyzed, it will be used to identify specific areas in which teachers can benefit from additional professional development opportunities. Assessment data will indicate areas where improvement is needed in instructional methods, practices and necessary interventions, thereby allowing for laser-focused professional development (including site-based modeling and coaching). A Coach Log will be updated regularly and reviewed by the principal, to ensure the Reading Coordinator is supporting teachers through classroom modeling and coaching.

Screening and Progress Monitoring- Assessments will be used to (1) monitor a progress in reading as well as mathematics, and science sunshine state standards; (2) Provide teachers with classroom assessment tools that will provide student-level benchmarks; and (3) Provide students with information on their progress on specific benchmarks. Students will be screened using the Florida Assessments for Instruction in Reading (FAIR) or any assessment mandated by the Sponsor's CRRP.

Diagnostic Assessment & Outcome Measures:

In the 2014-2015 school year, the Florida Department of Education will replace FCAT 2.0 with the Partnership for Assessment of Readiness for College and Careers (PARCC) Summative Assessment in math and literacy in grades 3 – 11. PARCC is aligned with the Common Core State Standards. PARCC is composed of five assessments; two of which are summative. This means that students will take two assessments at the end of the year to measure their progress – the first in early spring and the second closer to the end of the school year. In summer 2015, the State Board of Education will set achievement levels, including college-ready performance levels for PARCC. Legislative action is necessary to modify promotion and graduation requirements.

Sustained Silent Reading - Increments of independent, sustained silent reading will be included in the reading classroom. Reading material will be self-selected, and will encourage students to build stamina for increasingly longer and more challenging text. Teachers will monitor for engagement via reading logs, reaction journals, text talk, book passes or story summaries, to help students make connections to text.

The Home Connection – The School believes learning continues beyond the classroom. Home learning assigned will reinforce reading skills taught in the classroom. In addition, the School will promote parental and family involvement in teaching and encouraging reading, encourage family literacy practices, and communicate information regarding students' reading progress to parents. The idea encouraged will be that reading should take place in the home as well as in the classroom, and parents will be encouraged to read with their children whenever possible. . The idea encouraged will be that reading should take place in the home as well as in the classroom, and parents will be encouraged to read a minimum of 15-30 minutes every night with their children.

The principal will actively promote school-wide literacy reform by:

- Including representation from all curricular areas on the LLT;
- Selecting team members who are skilled and committed to improving literacy;

- Offering professional growth opportunities for team members; creating a collaborative environment that fosters sharing and learning;
- Developing a school wide organizational model that supports literacy instruction in all classes; and
- Encouraging the use of data to improve teaching and thus impact student achievement.

Language Arts Department Heads, and/or Reading Coaches, when applicable, will analyze progress monitoring data on a quarterly basis. As student data are collected and analyzed, these data will be used to identify specific areas in which teachers can benefit from additional professional development opportunities. Assessment data will indicate areas where improvement is needed in instructional methods, practices and necessary interventions, thereby allowing for focused professional development (including site-based modeling and coaching).

Data Collection and Analysis

The School's Literacy Leadership Team will compile progress monitoring data on a quarterly basis (or when available) and will disaggregate the results. Classroom instruction will be designed to address the deficiencies shown by data analysis and progress monitoring (incorporating classroom assessments) will be used to measure effectiveness of such.

Progress Monitoring

The Principal will monitor collection and utilization of assessment data, including progress monitoring data (FAIR Assessments), District Interim Assessment data, observational data, and in-program assessment data. Progress monitoring and interim data will be collected a minimum of three times per year. Observational data is collected via principal classroom walk-throughs. In-program assessments will be administered as the program dictates (weekly or monthly). This data will be used to determine intervention and support needs of students by:

- participating in the Data Analysis Team meetings after each FAIR assessment period,
- analyzing the progress monitoring data with reading coach, directing the reading coach to meet with grade level/departments to review their progress monitoring (FAIR) data,
- monitoring that the reading coach uses the data to differentiate teachers support as evidenced by the coach's log, daily/weekly schedule, classroom visitations, and
- monitoring the teacher's use of data driven instruction during classroom visitations.

For ELL's the School will utilize the CELLA (administered each spring to all current ELL students in grades 9-12 to measure proficiency and gains in reading, writing, listening, and speaking). Teachers will keep data portfolios, or folders, of student assessment results and progress in their classrooms to provide additional data of student progress for district and school-based monitoring.

The School will utilize the Florida Assessments for Instruction in Reading (FAIR) as a progress monitoring tool. Students will be progress monitored three times per year using the Florida

Assessments for Instruction in Reading (FAIR). In addition, teachers will keep data portfolios, or folders, of student assessment results and progress in their classrooms to provide additional data of student progress for district and school-based monitoring. The School will also utilize the District's Quarterly Interim Assessments as a means to progress monitor.

The School will know the Reading Plan is working by obtaining quality results on the Sponsor's Interim Assessments, which has proven to be highly predictive of FCAT success. Results will be used to modify instructional practices, interventions, and for the use of differentiated instruction. Subsequently FCAT examinations will dictate whether or not the School has met prescribed goals and objectives and will clearly indicate whether or not students have made a year's worth of learning gains in a given year.

NOTE: The School hereby agrees to adopt and implement the Sponsor's policies and procedures with respect to the CRRP, as amended from time to time.

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

The School will adhere to all applicable provision of 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.

All students at the School, will be engaged in and benefit from the curriculum, including exceptional students (ESE) and/or students who enter the school below grade level. The results of the most recent assessments, teacher-made tests, and screenings through the various core programs will be used to determine the level of mastery in reading, writing, mathematics and science for all students. This information, coupled with the results of the prior year standardized tests results and student records, will be used to determine the best educational setting for students (e.g., appropriate course selection, tutoring, referral for special services).

All students will be engaged in and benefit from the curriculum including exceptional students or students who enter the school below grade level. The results of the most recent Florida Comprehensive Assessment Test, teacher-made tests, and screenings through the reading program will be used to determine the level of mastery in reading, writing, mathematics and science for all students. This information, coupled with the results of the prior year standardized tests results and student records, will be used to determine the best educational setting for students (e.g., appropriate course selection, tutoring, referral for special services).

Apart from providing the specific services listed in a student's IEP, EP, and/or ELL plans for ELLs, as

applicable, the School's faculty will differentiate instruction as necessary, as well as offer tutoring services or other such assistance to ensure students remain successful. Student performance will be continuously assessed.

Students not making adequate progress towards the *NGSSS/CCS* will be identified and the following measures will be instituted:

- All students not meeting standards will be placed on a Progress Monitoring Plan and specific strategies to remediate any learning deficiencies will be implemented (excluding ELLs who have been participating in the ESOL program for less than 2 years.)
- Reading strategies in the content areas will be facilitated throughout the curriculum to provide students additional practice in addition to those taught during language arts classes.
- Early bird, Super Saturday, and daily pullout tutoring may be required for those students consistently demonstrating non-mastery of the standards.
- Students consistently demonstrating non-mastery of Benchmarks on teacher generated quizzes, chapter tests, projects, investigations, and poor academic progress will be targeted for supplemental and intensive instruction/intervention.

Students needing remediation based on respective subject area assessments in specific subject areas will be assigned to and placed on a specific (PMP) targeting these deficiencies, as mentioned above. This plan requires active participation from the student, the parents and specific teachers in order to ensure continuous student improvement. This initiative allows each student to have ownership and understanding of his/her learning style and allows each student to track and monitor his/her achievement. The PMP will be comprised of specific, measurable, individualized goals for that student as well the strategies and services (tutoring/required additional classes, ELL services) to be implemented in order for the student to achieve the specified goals.

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

Additional guidelines for student placement in reading intervention can be found through using the Just Read, Florida! Student Reading Placement Chart at: http://info.fldoe.org/justread/educators/Secondary_Reading_Placement_Chart.pdf

Complete an Assessment/Curriculum Decision Tree (Chart G) to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to determine specific interventions for students at each grade level. The chart must include:

•Name of assessment(s)

•Targeted audience
•Performance benchmark used for decision-making
•Assessment/curriculum connection
•An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided.

Response to Intervention (RtI)

The Response to Intervention model allows for effective identification of student learning needs based upon data. This key component of assessment and instruction is foundational for providing for the needs of all students, particularly those who are below grade level. Early identification of learning deficiencies can provide for early remedy, allowing the student to meet grade level expectations proficiently. This process will be ongoing throughout the School as a means of identifying student need and providing instruction accordingly. Assessment will be ongoing and diagnostic in nature to provide teachers with the most crucial information needed to adjust instruction and provide the appropriate immediate intensive intervention to impact student achievement.

Within the framework of RTI, three tiers are recognized that provide increasing levels of intensity:

- Tier 1- Core Instruction and Support: Academic instruction within the comprehensive core program is provided, along with scaffolding and support, to all students.
- Tier 2 - Targeted Supplemental Interventions: A minimum of 20 additional minutes of targeted intervention instruction is provided with increased levels of intensity, in addition to differentiated small group instruction.
- Tier 3 - Intensive, Individualized Interventions: This highly intensive level of intervention is based entirely upon individual student need. Frequency of interventions is increased along with individualized instructional time.

This tiered approach involves the following four steps:

1. Identify the problem.
2. Analyze the problem and determine why there is a discrepancy.
3. Establish performance goals, develop and intervention plan, and monitor student progress throughout implementation.
4. Use data, collected during progress monitoring, to evaluate effectiveness of the intervention. Adjust or modify intervention instruction as needed to promote student progress.

Exceptional Student Education

Students requiring ESE services will be identified though the Response to Intervention processes. Students already identified will be monitored through the goals outlined on their IEP. These goals will be carefully examined and continually aligned to the most current student data to provide instruction accordingly. All stakeholders will be involved in this process to ensure the success of these students. High expectations for success will be maintained for all students and individual strengths will be accentuated.

English Language Learners

Language Educational Plans and other records will be examined to ensure proper placement in the language arts program at the School. Language arts classes specific to ESOL education will be provided as full credit towards graduation. The Response to Intervention team will monitor the progress of these students and make recommendations to further their achievement.

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

Career Academies – The School provides students with the opportunity to choose coursework in the areas of Criminal Justice and Forensic Science, First Responder, Firefighting, and other programs as determined by the School. Students will take a mandatory exploration course in 9th grade and will subsequently choose an Academy to take coursework in for their 10th – 12th grade years. All students will graduate with a certificate of completion in their chosen Academy.

Students will receive career counseling and guidance as they progress through the year to allow their high school course to be tailored to suit their intended career pathways. In addition to providing curriculum development for these career academies, the school administration will be encouraged to have long range plans for articulation agreements, vocational internships, and future job placements within the students' chosen career path.

The following are the Career Academy strands offered at the School:

- Criminal Justice, Legal and Public Affairs, and Forensic Science Academy
- First Responder / Firefighting Academy
- 911 Operations / Communications Academy
- Business and Technology Academy

CRIMINAL JUSTICE, LEGAL AND PUBLIC AFFAIRS, AND FORENSIC SCIENCE ACADEMY DESCRIPTION

Students enrolled in the Criminal Justice and Forensic Science Academy will be offered a comprehensive curriculum in the fields of law enforcement, law, forensic science, public administration management, and public safety. The purpose of this academy is to provide an understanding of the American legal system, exploring all aspects of criminal justice and public safety, including the nature of crime, ethical and sociological standards, constitutional and criminal laws, law enforcement, investigative procedures, evidence collection, the court system and its procedures, crime prevention, corrections, and entrepreneurship.

Students will train in an environment of high academic achievement, promoting problem-solving and critical thinking skills. Working closely with professionals in the field of law enforcement, students will be provided with hands-on training through both shadowing and mentoring programs. Field trips to law firms, courthouses, and other governmental agencies are integral to the experiences obtained by students in the program. The legal component of the academy utilizes both simulation and actual courtroom experience in its learning laboratory approach to instruction as students study the operation of our government in its task of ensuring individual and public

welfare. Students will observe trials, commission meetings, and conduct research on various topics utilizing the same databases used by judges and attorneys.

The content of the academy includes, but is not limited to, introduction to the criminal justice system, police ethics and constitutional law, patrol procedures, traffic control procedures, defensive tactics and physical proficiency, first aid and cardiopulmonary resuscitation, interpersonal and communication skills, interpersonal and communication skills, investigation procedures, court systems and trail procedures, correctional system, introduction to forensic science, crime prevention, property control, employability skills, and computer skills. For entry into the upper-level portion of the career track, student may be required to go through an application process involving criminal background checks, physical assessments, and reference submissions.

The purpose of this program is to prepare students for employment as police service aides or communications that do not require certification by the Florida Department of Law Enforcement (FDLE), Criminal Justice Standards and Training Commission (CJSTC). This academy provides the foundation skills for students who choose to further their training in the fields of Criminal Justice and Forensic Science, providing them a competitive edge upon entering the employment market.

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Government and Public Administration career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Government and Public Administration career cluster.

The Academy maintains partnerships with local educational institutions such as Miami-Dade College. In addition, partnerships have been established with local law enforcement agencies such as the City of North Miami Police Department, City of North Miami Office of the Mayor, and City of North Miami Council Members. These partnerships enable our students to partake in experiential learning exercises that could not otherwise be replicated.

Criminal Justice, Legal and Public Affairs, and Forensic Science Academy Certificate

Criminal Justice, Legal and Public Affairs, and Forensic Science Academy courses may include but are not limited to:

9th -12th Grade Course Code	
Exploration of Career Occupations	91002100
Exploration of Health Occupations	840021001
Criminal Justice Operations I	891801001
Criminal Justice Operations II	891802001
Criminal Justice Operations III	891803001

Public Service Education-Directed Study 8900410JT
Comprehensive Law Studies 210637001

Public Administration Academy Certificate

Public Administration Academy courses may include but are not limited to:

Comprehensive Law Studies	210637001
Political Science	210634002
Civics	210633001
Ethics	210535003
AP Comparative Government and Politics	210643001
American Political System	210646001
Constitutional Law	210646801
AP Microeconomics	210236001
AP Macroeconomics	210237001

Law and Legal Studies Academy Certificate

Law and Legal Studies Academy courses may include but are not limited to:

Comprehensive Law Studies	210637001
Constitutional Law	210646801
Legal Systems and Concepts	210638001
Court Procedures	210639001
International Law	210635501
Ethics	210535003

CRIMINAL JUSTICE, PUBLIC ADMINISTRATION, LAW AND LEGAL STUDIES, AND FORENSIC SCIENCE ACADEMY INTENDED OUTCOMES (dependent upon the strand)

CRIMINAL JUSTICE

- Identify the history, goals, and career opportunities in the criminal justice system.
- Interpret ethics and professionalism in relation to the criminal justice system.
- Discuss constitutional and criminal laws at the federal, state, and local levels.
- Describe court systems and trial processes.
- Discuss the juvenile justice system.
- Describe the correctional system.
- Utilize person, interpersonal, and communication skills.
- Demonstrate employability skills.
- Describe and demonstrate characteristics and procedures of patrol.
- Prepare written reports.
- Describe and demonstrate traffic-control procedures.
- Describe the use-of-force continuum and demonstrate defensive tactics and physical proficiency skills.

- Demonstrate safety precautions, first aid, and cardiopulmonary resuscitation (CPR).
- Describe procedures to prevent the transmission of sexually transmitted disease, including AIDS and other blood-borne pathogens.
- Describe and demonstrate criminal investigation procedures.
- Describe and demonstrate forensic science tasks; such as fingerprinting, crime lab examination, and forensic photography.
- Demonstrate computer skills.
- Apply basic job-related math skills.
- Demonstrate an awareness of human diversity.
- Explain and demonstrate property control procedures.
- Describe crime prevention programs and demonstrate their development and implementation.
- Describe the ethics of public servants
- Describe the legislature process
- Describe the different levels of governmental involvement

PUBLIC ADMINISTRATION

- Describe the organizational structure and management controls of a city, a county, and a state.
- Describe the three primary governing bodies of state government.
- Identify and describe several major forms of city and/or county governments.
- Describe the form of his/her city and county governments.
- Identify the major elected and appointed officials of his/her city, county, and state and their respective roles.
- Identify the means by which elected, appointed and public employees are selected.
- Identify a selected number of career jobs related to city, county and state governments.
- Identify and describe the services offered by city, county, and state governments.
- Discuss the needs of the health department--The student will be able to:
- Demonstrate knowledge of solutions to air, water and food pollution.
- Demonstrate knowledge of the health department's role in contagious disease control.
- Describe model medical facilities and free clinics administered by health departments.
- Describe the legislative processes of a city, county, and state--The student will be able to:
- Discuss the difference between unicameral and bicameral legislatures.
- Discuss the requirements of legislators.
- Discuss legislator's responsibilities.
- Discuss ways in which the public can influence laws.
- Discuss the content and purpose of state and local constitutions.
- Demonstrate knowledge of the tax base and structure
- Discuss state, county, and city real, property and sales taxes.

- Discuss engineering, permit, filing, licensure, motor vehicle, liquor, trailer and tobacco fees and taxes.
- Discuss franchise, gas and inheritance taxes.
- Discuss special assessments levied to pay costs of improvements.
- Discuss service charges and court fines as a source of revenue.
- Discuss federal aid to states through grants-in-aid and revenue sharing.
- Discuss methods of tax collection.
- Discuss planning versus crisis management--The student will be able to:
- Discuss how crisis management subverts rather than deals with multi-dimensional problems.
- Discuss how long range planning may threaten vested power interacts.
- Discuss how coordination between agencies can improve trust and, in turn, planning.
- Describe how crisis management at the top can lead to destructive handling of field problems.
- Discuss how through long range planning a bureaucracy is better able to respond innovatively to system-wide problems.
- Discuss the importance of dynamic organizational planning.
- State the mission of each public agency--The student will be able to:
- Discuss the transportation department's role in safety, highway management, aeronautics and waterway management.
- Discuss health and welfare agencies' roles in domestic relations, veterans' benefits, the establishment of food and drug standards, and communicable disease control.
- Discuss the role of public protection agencies in civil defense, law enforcement, fire prevention, safety, prisons, and courts.
- Discuss the role of natural resource management in the maintenance of agriculture, forestry, parks, environment, and conservation.
- Discuss the role of regulatory agencies in management of labor, banking, commerce, insurance, liquor, and public utilities.
- Discuss the responsibilities of educational agencies in maintaining facilities, personnel, transportation and curriculum.
- Discuss the role of planning and development agencies in managing resources, urban renewal, training and employment of the government's labor force.
- Demonstrate employability skills--The student will be able to:
- Conduct a job search.
- Secure information about a job.
- Documents that may be required when applying for a job.
- Complete a job application.
- Demonstrate competence in job interview techniques.
- Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.

- Identify acceptable work habits.
- Demonstrate knowledge of how to make job changes appropriately.
- Demonstrate acceptable employee health habits.

LAW AND LEGAL STUDIES

- Define a variety of legal terms and concepts relating to professionalism and the Unauthorized Practice of Law.
- Contrast the duties and responsibilities of the legal secretary with those of the paralegal.
- List five typical duties of the paralegal.
- List four activities paralegals are prohibited from doing.
- Briefly outline the history and development of the occupation of paralegal.
- Write a convincing statement as to why a lawyer should hire a graduate of a good paralegal program.
- Explain how lawyers and paralegal personnel function in our legal system.
- List, discuss and apply the rules of ethics in the legal profession, with special emphasis on client confidentiality.
- Describe methods for resolving ethical dilemmas within the legal environment.
- Discuss what constitutes legal malpractice and illustrate the discussion with examples of malpractice.
- Demonstrate ability to utilize the law library and apply knowledge to legal writing
- Explain the court system of the State of Florida.
- List the basic steps in legal research.
- List and explain the different State and Federal courts, and describe the jurisdiction of each.
- Discuss the fundamental features of civil litigation, criminal litigation and administrative procedures.
- Discuss the term “authority” as it is used in legal writing, and explain the hierarchy of authority, and the difference between mandatory and persuasive authority.
- Discuss case law, how it is made, its component parts, and how to use cases to resolve a legal problem.
- Contrast case law with statutory law, and explain how to interpret statutes, using intrinsic and extrinsic sources.
- Demonstrate how to “brief” a case.
- Explain the difference between legal publications, treatises, and other legal writings.
- List the legal publications most commonly used in the practice of law.
- Explain administrative rules or regulations and that they have the force of law.
- Given a hypothetical case, find applicable statutory law.
- Given a hypothetical case, find applicable regulatory law.
- Given a hypothetical case, find applicable case law.

- Demonstrate how to analogize or distinguish the facts and law of one case to the facts of a given legal problem.
- Demonstrate a working knowledge of the legal research system, by writing a short memorandum on a given question of law, and explaining the steps taken in finding the sources and reaching the conclusions.
- Demonstrate the ability to use a uniform system of citing cases, and to update and cross-reference cases.
- Demonstrate the ability to locate and update legal authority using computer-assisted legal research tools.
- Discuss the purpose of, and draft, a legal memorandum.
- Demonstrate knowledge of tort law, constitutional law, and criminal law concepts and their application to factual situations
- Define the following tort concepts as well as apply the concepts to factual situations:
- Intentional torts as regards interference with persons
- Intentional torts as regards interference with property
- Defenses to an intentional tort
- Negligence and the elements of negligence
- Reasonable person
- Proximate cause
- Defenses to negligence actions
- Strict liability
- Product liability
- Discuss the United States Constitution in the following areas:
- The philosophical underpinnings of the Constitution
- The structure of the Constitution
- The Bill of Rights
- The Fourteenth Amendment as regards:
- Due process clause, and substantive due process, as contrasted to procedural due process
- Equal Protection Clause
- Discuss and define terms and concepts of Criminal Law to include:
- The Theory of Criminal Law - distinguish the concepts of Malum in se and Malum prohibitum
- The evolving nature of criminal law, e.g. The legal definition of a viable human being
- Crimes against persons: types, and the elements of each
- Crimes against property: types, and the elements of each
- Overlapping crimes against the person and against property
- Inchoate crimes
- Defenses to Criminal Prosecution
- Discuss each stage in a criminal proceeding from investigation to disposition and post conviction procedures.

- Demonstrate knowledge of all phases of trial practice and procedure
- Define a variety of terms associated with litigation and trial practice.
- Explain the sequence and basic contents of pleadings.
- Prepare pleadings from information given in a simple hypothetical situation.
- List and briefly explain six causes of action in civil cases.
- Explain the basic concept of the Statute of Limitations.
- Discuss and prepare discovery documents.
- Discuss the basic rules of procedure and evidence code.
- Describe how evidence/exhibits are organized for trial.
- Describe the purpose and contents of a trial notebook.
- Describe the typical steps in jury and nonjury civil trials from pretrial through the appeal, if any.
- Demonstrate knowledge of real property law and its application to real property transactions
- Define a variety of terms associated with real estate transactions.
- Discuss real property concepts to include, but not be limited to, the types of estates that can be conveyed under Florida law.
- Contrast the basic responsibilities of the lawyer and the real estate broker in the conveyance of real property, from the sales or option contract to the recording of the deed.
- Describe the basic requirements of, and prepare, a contract for sale of real property.
- Describe and prepare real property deeds.
- Discuss the purpose of title insurance, a title search and how the "search" is made.
- Explain how "recording" is accomplished and the importance of recording a deed, mortgage, or other real estate documents.
- List and explain the most common forms of limitations on real property use such as covenants, easements, zoning laws, and land use regulations.
- Briefly explain the various encumbrances that can be placed against real property.
- Describe, plan and execute the steps and procedures in a typical real estate closing.
- Describe and prepare a variety of real property documents such as a lease, a promissory note, an option contract, an agreement for deed or a mortgage.
- Distinguish personal property from real property.
- Demonstrate knowledge of estate planning and probate administration concepts and their application to probate procedures
- Define a variety of terms and concepts associated with wills, trusts and probate administration.
- Explain the purposes and requirements of wills and codicils.
- Define a simple Inter Vivos, and a Testamentary trust.
- Explain the procedures of Probate in general.
- Demonstrate knowledge of the fundamental principles of the law of business organizations

- Define a variety of terms associated with business organizations.
- State the major advantages and disadvantages of the various types of business organizations.
- Describe the procedures and steps leading to formation, modification and dissolution of various types of business organizations.
- Discuss the rights, duties and liabilities of the owners, officers, directors and employees of various types of business organizations.
- Explain the financial structure of various business organizations.
- Discuss the nature of the agency relationship to include the duties and liabilities of the principal, the agent, and third parties.
- Demonstrate knowledge of fundamental principles of contract law including the uniform commercial
- Demonstrate knowledge of the elements of a contract.
- Demonstrate knowledge of contract terminology.
- Recognize and identify the differences between void and voidable contracts.
- Demonstrate knowledge of the statute of frauds.
- Demonstrate knowledge of the Parole Evidence Rule.
- Recognize and identify various types of contracts, such as adhesion, bilateral, unilateral, implied, and express.
- Prepare a basic contract given a set of facts.
- Demonstrate knowledge of specific performance, breach of contract, and remedies for breach of contract.
- Demonstrate knowledge of third party beneficiary contracts.
- Demonstrate knowledge of requirements for modification of contracts and assignments of contracts.
- Demonstrate knowledge of, and ability to perform, litigation techniques and procedures
- Describe the various types of interviews that a paralegal would conduct.
- State what the paralegal would need to know prior to the interview, and also describe the materials needed in preparation for the interview.
- Describe the techniques for asking questions, and also list the basic points for good listening.
- Describe the form, or format, that the paralegal would use to present the results of the interview to the attorney.
- Describe the purpose of background investigations and analysis.
- List the sources of information for conducting the background investigations.
- Describe how the results of the background investigation and analysis can be presented to the attorney.
- Discuss the evaluation and use of the evidence.
- Demonstrate knowledge of management techniques and procedures
- Define a variety of terms and concepts relating to law office management and structure.

- List and discuss techniques for improving the confidence that clients will have in the personnel of the law office.
- Discuss the various aspects of fee setting in the law office to include fixed fees, minimum fees, contingent fees, retainers, payment schedules and billing practice.
- Describe the steps and procedures involved in recruiting and selecting personnel for the law office.
- Describe how client files are opened, maintained and closed.
- Describe the purpose and content of an employee handbook.
- Describe a typical law office; its purposes and uses.
- Describe a filing system that would be suitable for a small law office.
- List the advantages of data management and microcomputer skills in a law office.
- Describe the elements of an emergency preparedness plan for a law office.
- Demonstrate knowledge of family law and procedure--The student will be able to:
- Define a variety of legal terms and concepts relating to family law.
- Define the requirements for a valid marriage in the State of Florida.
- Discuss aspects of a dissolution of marriage, including; dissolution, child custody, child support, alimony, property rights, and modification of these items.
- List the grounds needed to obtain a dissolution of marriage and an annulment of a marriage in Florida.
- Discuss pre- and post- nuptial agreements.
- Demonstrate knowledge of employability skills
- Conduct a job search.
- Secure information about a job.
- Identify documents that may be required when applying for a job.
- Complete a job application or resume.
- List and discuss four rules of interviewing.
- Demonstrate competence in job interview techniques.
- Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
- Identify acceptable work habits.
- Demonstrate knowledge of how to make job changes appropriately.
- Demonstrate acceptable employee health habits.
- Demonstrate an understanding of entrepreneurship
- Define entrepreneurship.
- Describe the importance of entrepreneurship to the American economy.
- Identify the necessary personal characteristics of a successful entrepreneur.

FIRST RESPONDER / FIREFIGHTING ACADEMY DESCRIPTION

Students enrolled in this program obtain valuable professional certifications and potential college credits that can open the door to careers in the fire rescue and emergency medical services, as well

as opportunities for higher education. The three (3) year program is comprised of both intensive classroom training and practical task assignments that give students a comprehensive knowledge and understanding of firefighting and emergency medical services. Formal classroom instruction, as well as practical skill components, will provide each student with exposure to fire operations and responsibilities performed by experienced firefighters.

Students will begin specialized training in the firefighter career track. They will be exposed to the various skills and equipment used in the fire service. Each student may be assigned to a fire department officer as his or her personal mentor. Students will be exposed to the opportunities and variable career paths in the fire service. This may be accomplished through guest lectures, worksite visits, on-site training at a certified training facility, and an overview of the skills and preparation required for a successful career in fire suppression, prevention and emergency medical services. Student will enhance problem solving and critical thinking skills that are needed to become a successful fire service employee. They will also be introduced to valuing diversity, developing leadership and technological skills in dealing with a multi-ethnic community. For entry into the upper-level portion of the career track, student may be required to go through an application process involving criminal background checks, physical assessments, and reference submissions.

The School maintains partnerships with local educational institutions such as Miami-Dade College. In addition, partnerships will be established between local agencies such as the Fire Department. These partnerships enable our students to partake in experiential learning exercises that could not otherwise be replicated.

FIRST RESPONDER ACADEMY DESCRIPTION

This program offers a rigorous content curriculum of the relevant technical knowledge and skills needed to prepare students for further education and careers in the Health Science career cluster. This instructional program prepares individuals with an understanding of the initial care needed to be provided to sick or injured persons. Emergency Medical Responders may include law enforcement, life guard, fire services, or basic life support non-licensed personnel who act as part of an organized emergency medical services team. Laboratory activities are an integral part of this program including instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations.

<u>First Responder Academy Certificate</u>

9th -12th Grade Course Code	
Exploration of Career Occupations	91002100
Exploration of Health Occupations	840021001
Health Science I	841710002
Health Science II	841711002
First Responder III	841717101

First Responder III Honors	841717102
Allied Health Assisting III	841713101
Emergency Medical Technician	W170208S1

FIRST RESPONDER ACADEMY INTENDED OUTCOMES

- Discuss and describe an overview of the human body, including organization and chemical processes
- Use correct medical terminology relating to body structure and function.
- Identify and discuss the structure and function of the body systems in health and disease.
- Identify and explain factors relating to the transmission of disease.
- Demonstrate knowledge of the health care delivery system and health occupations.
- Use oral and written communication skills in creating, expressing, and interpreting information and ideas.
- Describe the importance of professional ethics and legal responsibilities.
- Demonstrate an understanding of and apply wellness and disease concepts.
- Demonstrate the importance of health, safety, and environmental management systems in organization and their importance to organization performance and regulatory compliance.
- Explain the importance of employability skill and entrepreneurship skills.
- Recognize and respond to emergency situations.
- Recognize and practice infection control procedures.
- Use information technology tools.
- Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- Demonstrate mathematics and science knowledge and skills.
- Demonstrate language arts knowledge and skills.
- Solve problems using critical thinking skills, creativity, and innovation.
- Describe the roles within teams, work units, departments, organization, inter-organizational systems, and the larger environment.
- Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- Demonstrate an understanding of the roles and responsibilities of the Emergency Medical Responder.
- Demonstrate an understanding of medical - legal aspects.
- Determine and record vital signs of a sick or injured person.
- Use medical identification devices.
- Identify critical incident stressors.
- Demonstrate BLS procedures.
- Recognize and control shock.

FIREFIGHTING ACADEMY DESCRIPTION

This program offers a rigorous content curriculum of the relevant technical knowledge and skills needed to prepare students for further education and careers in the Health Science career cluster

of the field of firefighting. This instructional program offers a broad foundation of knowledge and skills to provide students with foundation skills to gain a marketable edge for further instruction and employment in the fire science realm of a frontline fire fighter.

Firefighting Academy Certificate

9th -12th Grade Course Code	
Exploration of Career Occupations	91002100
Exploration of Health Occupations	840021001
Health Science I	841710002
Health Science II	841711002
First Responder III	080032001
Firefighter I	891811001
Firefighter II	891812001

FIREFIGHTING ACADEMY INTENDED OUTCOMES

- Describe the history and culture of the fire service.
- Describe the mission of the fire service.
- Define fire department organizational principles.
- Describe the organization of the Agency Having Jurisdiction (AHJ) fire department.
- Distinguish among functions of fire companies.
- Given the fire service terminology contained within the Firefighter I curriculum, define terms with 70% accuracy.
- Summarize primary knowledge and skills the firefighter must have to function effectively.
- Distinguish among the primary roles of fire service personnel.
- Explain the Firefighter I's role as a member of the organization.
- Distinguish among policies, procedures, and standard operating procedures (SOPs).
- Explain the function of a standard operating procedure.
- Explain the fire department policies and procedures that apply to the position of firefighter.
- Demonstrate the ability to use departmental documents, standards or code materials to locate information specific to those materials.
- Discuss fire service interaction with other organizations.
- List three other agencies that may respond to emergencies.
- Explain the purpose of the Florida Operations Guide (FOG).
- List ways to prevent firefighter injuries.
- Discuss National Fire Protection Association standards related to firefighter health and safety.
- Describe the responsibilities of a firefighter as required by NFPA 1500.
- Identify at least 3 components affecting the Firefighter I.
- Discuss Florida Firefighter Occupational Safety and Health Administration regulations.
- Explain the two in two out requirement of 69A-62.003.
- List the main goals of a safety program.

- Discuss firefighter health considerations and employee assistance and wellness programs.
- Describe the purpose of protective clothing and equipment.
- Describe characteristics of protective clothing and equipment.
- Summarize guidelines for the care of personal protective clothing.
- Given issued protective equipment consisting of at least helmet (with eye protection), hood, boots, gloves, bunker coat, and bunker pants, describe or demonstrate the care, inspection, and maintenance of the components.
- List the four common respiratory hazards associated with fires and other emergencies.
- Describe the potential long term consequences of exposure to products of combustion:
- Distinguish characteristics of respiratory hazards.
- Describe physical, medical, and mental factors that affect the firefighter's ability to use respiratory protection effectively.
- Describe equipment and air-supply limitations of self-contained breathing apparatus (SCBA).
- Explain the reasons for fit testing each wearer of respiratory protection.
- Discuss effective air management.
- Explain the differences between life safety and utility rope.
- List three (3) uses each for life safety and utility rope in support of response activities.
- Summarize basic guidelines for rope maintenance.
- Given an AHJ rope and procedures, demonstrate the techniques of inspecting, cleaning, maintaining, and storing rope.
- Describe webbing and webbing construction.
- Describe parts of a rope and considerations in tying a knot.
- Describe knot characteristics and knot elements.
- Describe characteristics of knots commonly used in the fire service.
- Given the name, picture, or actual knot, identify it and describe the purpose for which it could be used.
- Summarize hoisting safety considerations.
- Inspect, clean, and store rope.
- List three (3) conditions that would cause the rope to be placed out of service.
- Given a sufficient amount of rope(s), tie the following knot in a reasonable amount of time finishing with an approved safety knot while wearing structural firefighting gloves: Clove Hitch.
- Given a sufficient amount of rope(s), tie the following knot in a reasonable amount of time finishing with an approved safety while wearing structural firefighting gloves: Figure-eight bend (Follow Through).
- Given a sufficient amount of rope(s), tie the following knot in a reasonable amount of time finishing with an approved safety while wearing structural firefighting gloves: Figure eight on a bight.
- Discuss fire hose sizes.

- Describe types of fire hose damage and practices to prevent such damage.
- Given at least three (3) lengths of hose with various examples of wear and damage and orders to inspect, differentiate between wear, damage and an in-service or out of service length. Should hose(s) damage necessitate removal from service, identify the various types of damage to the hose.
- Discuss general care and maintenance of fire hose.

911 OPERATIONS / COMMUNICATIONS ACADEMY

The purpose of this program is to allow student to obtain valuable professional certifications and potential college credits that can provide marketable experience to careers in public safety dispatch operation, as well as opportunities for higher education.

The three (3) year program is comprised of both intensive classroom training and practical task assignments that will give student a comprehensive knowledge and understanding of public safety communications centers and services. Formal classroom instruction, as well as practical skill components, will provide each student with exposure to communications center operations and responsibilities performed by experienced dispatchers.

Student will begin specialized training in the 911 Operations / Communications career track. They will be exposed to the various skills, programs, and equipment used in communication centers and career paths in the public safety dispatch operations. Through guest lecturers, worksite visits, and an overview of the skills and training required for a successful career in public safety dispatch operations, students will view the real-world procedures of this field. Immersed in a rigorous academic program, students will improve problem-solving and critical thinking skills through diverse hands-on simulation experiences. The focus is on developing leadership and technological skills, psychological insight, valuing diversity, and successfully learning to deal with a multi-ethnic community. For entry into the upper-level portion of the career track, student may be required to go through an application process involving criminal background checks, physical assessments, and reference submissions.

911 OPERATIONS / COMMUNICATIONS ACADEMY INTENDED OUTCOMES

- Describe and demonstrate professional ethics and the role of telecommunicator.
- Describe Guidelines and Operational Standards of call classification and prioritization.
- Identify and explain communication equipment and resources.
- Demonstrate oral communication and interpersonal skills.
- Perform operational skills.
- Demonstrate understanding of fire department role and responses as well as hazardous materials awareness.
- Demonstrate understanding of emergency medical services role and responses.
- Demonstrate understanding of law enforcement role and responses.
- Demonstrate basic criminal law for dispatchers.

- Comprehend stress management techniques.
- Understand the duties of a public safety telecommunicator.
- Demonstrate an understanding of Emergency Management practices .
- Demonstrate CPR proficiency.
- Perform emergency call handling techniques and simulations.
- Understand crisis intervention.
- Demonstrate positive human relations and leadership skills.
- Demonstrate employability skills.
- Apply appropriate communication and computer skills
- Demonstrate written communication skills.

BUSINESS AND TECHNOLOGY ACADEMY

The Business and Technology Academy introduces students to the broad career opportunities in the business and technological services industry, and in the process, equips them to make sound choices in for the future. Upon entering this academy students begin preparing for a post-secondary education in the field of business and technology, as well as preparing for the career world in the business community.

The strand is designed for students who are interested in mathematics, and/or computer technology. Students will engage in real-life workplace application of skills through simulations, computer programming, and practical application in the fields of mathematics and communication. Students will experience multimedia production, use diverse business software and application tools, and develop varied publications. The primary goal of the program is to provide students with the skills, knowledge, and self-awareness that will lead to personal, academic and professional success, thus providing them with a competitive edge in a global market. Students are immersed in learning activities which require them to think critically, make decisions, problem-solve, and apply both knowledge and specific skills creatively to real life situations.

The following is a list of courses that will be offered, in accordance with student need and interest:

COURSE TITLE	GRADE LEVEL	CREDIT
Administrative Office Technology	9-12	1
Accounting I	9-12	1
Accounting II	10-12	1
Accounting III	10-12	1
Business and Entrepreneurial Principles	10-12	1
Intro to Information Technology	10-12	1
Digital Design I	9-12	1
Digital Design II	10-12	1
Digital Design III	10-12	1
Business Software Applications 1	9-12	1
Business Software Applications 2	10-12	1
Multimedia Foundations I	9-12	1
Multimedia Foundations II	10-12	1
Computing for College Careers	10-12	1
Web Design 1	9-12	1
Web Design 2	10-12	1
Web Design 3	10-12	1

Additional elective courses may be offered under any of the aforementioned headings to address student's curricular needs.

BUSINESS AND TECHNOLOGY ACADEMY INTENDED OUTCOMES

- Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance. Apply ergonomic principles applicable to the configuration of computer workstations.
- Demonstrate comprehension and communication skills.
- Use technology to apply and enhance communications skills in technical reading and writing.
- Practice quality performance in the learning environment and the workplace.
- Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
- Apply mathematical operations and processes as well as financial planning strategies to commonly occurring situations in the workplace to accomplish job objectives and enhance workplace performance.
- Assess personal strengths and weaknesses as they relate to job objectives, career exploration, personal development, and life goals.
- Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals. Experience work-based learning through job shadowing, mentoring, e-coaching, etc.
- Demonstrate human relations/interpersonal skills appropriate for the workplace.

- Perform office functions and responsibilities to accomplish job objectives and enhance workplace performance.
- Perform e-mail activities.
- Develop an awareness of emerging technologies.
- Demonstrate proficiency using common software applications.
- Demonstrate proficiency using specialized software applications
- Demonstrate knowledge of presentation production issues.
- Demonstrate proficiency in using presentation software and equipment.
- Demonstrate proficiency in Web page design applicable to the WWW.
- Demonstrate an understanding of HTML commands.
- Demonstrate proficiency in using a WYSIWG editor, Web design, or Web animation for Web page design.
- Demonstrate proficiency in using presentation software and equipment to produce a complex presentation.
- Demonstrate proficiency using video editing software and equipment.
- Demonstrate Proficiency in using presentation software and equipment to produce a presentation suitable for streaming via the Web.
- Develop proficiency in using authoring software.
- Participate in work-based learning experiences.
- Apply job readiness, career planning and job seeking skills to obtain personal and professional goals.
- Demonstrate language arts knowledge and skills.
- Demonstrate mathematics knowledge and skills.
- Demonstrate science knowledge and skills.
- Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- Solve problems using critical thinking skills, creativity and innovation.
- Use information technology tools.
- Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- Describe the importance of professional ethics and legal responsibilities.
- Explain the importance of employability skill and entrepreneurship skills.
- Demonstrate personal money-management concepts, procedures, and strategies.

High School Courses

The School provides students with the opportunity of taking physical fitness courses to enhance their health awareness. Physical Education as an elective is offered each year at a different level so that students can take consecutive courses.

9th -12th Grade Course Code

Personal Fitness (0.5)	150130001
Team Sports I (0.5)	150335001
Team Sports II (0.5)	150336001
Beginning Weight Training (0.5)	150134001
Intermediate Weight Training (0.5)	150135001
Individual and Dual Sports I (0.5)	150241001
Individual and Dual Sports II (0.5)	150242001

Foreign Language - The School recognizes that there is a growing international interdependence among nations, which demands that the United States develop citizens with a sound understanding of international and cross-cultural issues and the ability to communicate in more than one language. The School intends to develop students' understanding of international and cross-cultural issues as well as their ability to communicate in more than one language. The School will implement Spanish as a foreign language program for both non-speaking and Spanish-speaking students. Moreover, the school will offer French, as a foreign language, based on the needs of the school's learning community.

High School: Two years of language other than English will be offered, to afford students the opportunity to meet the foreign language entry requirement for state university system and become eligible for the State of Florida's Bright Future's Scholarship. Reading, speaking, and writing a language other than English will not only encompass enhancing students' functional ability with the language, but also will focus on viewing and using the knowledge of another world language as the gateway to the understanding and appreciation of another culture. Additionally, language courses will aim to reinforce and build grammar, vocabulary, comprehension and critical thinking skills that can be transferred to the English language. The following is a list of courses that the school intends to offer, however with the possibility of additional or alternate language coursework upon considering student need and interest:

COURSE TITLE	GRADE LEVEL	CREDIT
Spanish I - (Non-Speakers)	9-11	1
Spanish II - (Non-Speakers)	9-12	1
Spanish for Spanish Sp I	9-11	1
Spanish for Spanish Sp II	9-11	1
Spanish for Spanish Sp III Honors	9-12	1
Spanish for Spanish Sp IV	9-12	1
AP Spanish Language	9-12	1
AP Spanish Literature	10-12	1
French I	9-11	1
French II	9-12	1
French III	9-12	1
French IV	9-12	1
AP French Language	10-12	1

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

The extent to which the effectiveness of the curriculum can be evaluated will be determined by the achievement of the specific measurable objectives stated herein this application (provided herein section 5) and as written in the School's *School Improvement Plan* in subsequent years beyond year one. Those educational goals and performance objectives target student performance and achievement goals, and provide the expectation that all students are expected to make annual learning gains and demonstrate mastery of grade level Next Generation Sunshine State Standards and Common Core State Standards.

The educational strengths and needs of students will be determined on an individual and school-wide basis. Analysis on a school wide basis will assist in determining staff development needs, curriculum realignments, and the objectives submitted in the School Improvement Plan. Data is used to understand and improve school effectiveness by targeting benchmarks indicating which students need additional support to master specific grade level skills. An array of educational activities will be integrated into the curriculum to support the goals of the *School Improvement Plan* and enhance the overall academic success and performance of the students the School will serve.

The School's commitment to continuous improvement, following the Sponsor's guidelines and the process to apply for accreditation with the *Southern Association of Colleges and Schools Council on Accreditation and School Improvement* (SACS/CASI), serves as a means to evaluate not only the effectiveness of the curriculum but also the entire school program. The School will operate in a continuous improvement framework since inception, to obtain and maintain AdvancEd -SACS CASI accreditation. The ongoing continuous improvement process through SACS CASI, provides for reflection and action plans for all school areas with special emphasis on academic standing and school climate concerns of all stakeholders.

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.

The School's educational goals include but are not limited to:

Goal	Baseline	Method of Evaluation
The percentage of students in grades 9-10 who score at or above grade level in Reading on state assessments at the School will meet or exceed the same average for the sponsor's students.	Based on the 2013 FCAT 2.0 results, Miami-Dade averages are: 6th Grade - 57% 7th Grade - 57% 8th Grade - 56% 9th Grade - 52% 10th Grade - 52%	Student scores on the FCAT 2.0 or CCSS assessments as calculated by the state of Florida will be used. Averages will be calculated based on the total number of students enrolled in 6th - 10th grades using the state reported results.
The percentage of students in grade 10 who score at or above grade level in Science on state assessments at the School will meet or exceed the same average for the sponsor's students.	Based on the 2012 FCAT 2.0 results	Student scores on the FCAT 2.0 as calculated by the state of Florida will be used. Averages will be calculated based on the total number of students enrolled in 8th and 10th grades using the state reported results.
At least 90% of students in 10th grade will score a 3.0 or above on the Florida Writes assessment	Based on the 2012 FCAT 2.0 results	Student scores on the FCAT 2.0 or CCSS assessments as calculated by the state of Florida will be used. Averages will be calculated based on the total number of students enrolled in 10th grades using the state reported results.
At least 85% of families will report overall satisfaction with the School	Unavailable. After the first year questions will be repeated annually to provide the opportunity to compare improvements over time.	The school will conduct an independent annual parent survey with numerous questions, one of which will be a ranking of their overall satisfaction of the school. The average of all returned surveys will be used.
The percentage of students who pass expectations on state wide EOC exams shall meet or exceed the percentage of the students who pass the same tests from the sponsor.	Based on the Spring 2013 results, Miami-Dade averages are (Fall / Spring): Algebra – 42% / 66% Geometry – 18% / 60% US History – 27% / 63%	Student scores on the EOC as reported by the state of Florida will be used.
The graduate rate calculated by the State of Florida for the School shall meet or exceed that	Based on Florida's Federal High School Graduation Rates Miami-Dade's 2011-12 graduation rate was 76%	The percentages published by the state of Florida, and the school's graduation rate will be higher than

of MDCPS.		the district's.
80% of the School's students will submit applications to a post-secondary institution of their choice.	Comparable baseline data does not exist.	Completing a college application will be an assigned activity as part of the English course as a Junior. The percentage of students who mail in their applications will be used for measurement.
80% of the School's students will take the ACT or SAT college preparatory exams.	Comparable baseline data does not exist.	All students will be assisted to prepare to take, either the ACT or SAT. The percentage of students who take the test will be used for measurement.

*The School will annually develop SMART goals that are aimed to ensure continuous improvement and learning gains for the specific student population and these goals will be published annually in the School Improvement Plan.

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

Promotion from grade to grade and student placement in each grade level will be in accordance with the requirements set forth in the Miami-Dade County Public Schools' *Student Progression Plan (SPP)*. The SPP, as referenced herein, reflects current policies and procedures adopted by the Sponsor; however the School will adopt and implement the Sponsor's policies and procedures with respect to the SPP, including future amendments to the SPP.

For high school, grade level placement and promotion will be determined as follows:

Grades 9-12 Grade Level Promotion Requirements

END OF GRADE	MINIMUM CUMULATIVE TOTAL OF CREDITS FOR STUDENTS IN THE FOUR-YEAR, 24-CREDIT STANDARD PROGRAM
9	4 (including one English* or one mathematics credit)
10	9 (including two English* credits, one mathematics credit, and one science credit or one English* credit, two mathematics credits, and one science credit)
11	16 (including three English* credits, two mathematics credits, and two science credits or two English* credits, three mathematics credits, and two science credits)
12	24 (required for graduation)

* English Through ESOL as appropriate.

In order for a student who is enrolled in the four-year, 24-credit program, to receive a grade 10 grade level designation, he/she shall have earned an annual credit in English/ESOL and/or an annual credit in mathematics. Additionally, the student shall have earned two or three annual credits in remaining courses for a cumulative total of four annual credits. In order for a student to receive a grade 11 designation, the student shall have earned a total of two English/ESOL credits, one mathematics credit, and one science credit OR one credit in English/ESOL, two mathematics credits, and one science credit and a cumulative total of 9 annual credits. In order for a student to receive grade 12 level designation, he/she shall have earned a total of three English/ESOL credits, two mathematics credits, and two credits in science OR 2credits in English/ESOL, three credits in Math and 2 credits in science and a cumulative total of 16 credits. In order to be graduated, students must earn a cumulative total of 24 annual credits or 18 annual credits for those students selecting an accelerated graduation option and have met all state/School Board approved graduation requirements[23].

Each student must meet specific levels of performance in reading, writing, mathematics, and science in order to be promoted. For each student who does not meet state performance levels in reading, writing, mathematics, and/or science, the School will implement a Progress Monitoring Plan (PMP) to assist the student in meeting expectations for proficiency. In consultation with the parent/guardian, student performance will be evaluated and reported based on mastery of standards to determine a student's eligibility for promotion.

Instructional staff members will utilize such evaluative devices and techniques as may be needed to report individual achievement in relation to school goals, acceptance norms, and student potential. The academic grades in all subjects are to be based on the student's

[23] http://ehandbooks.dadeschools.net/policies/93/secIV.pdf

degree of mastery of the instructional objectives and competencies for the subject. The determination of the specific grade a student receives will be based on careful consideration of all aspects of each student's performance during a grading period: Class work, observations, tests, portfolios, district and state assessments, and written progress reports and report cards (at the end of every nine weeks of school) should serve as the primary means of communicating student progress and achievement of the standards for promotion. The student's mastery of the content of the course, in which the student is enrolled, as determined by the teacher, is a further condition for passing the course.

Reading and Mathematics - Reading courses shall be designed and offered pursuant to the comprehensive reading plan.

English Language Learners - Promotion for an ELL student and an ELL student with disabilities is to be based on the student's performance in the dominant language while the student is in the process of becoming independent in English. Retention of an ELL student requires the review and recommendation of the ELL/LEP committee. Retention of a student with disabilities who is also ELL requires the review and recommendation of the RtI team. Language Arts Through ESOL instructional time for ELL students must be equal to the time non-ELL students are required to participate in the regular English language arts/reading program. In addition, all secondary ELL students, i.e., ESOL Levels I-IV are required to take a second period of Developmental Language Arts through ESOL.

STUDENT ASSIGNMENT

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

C. If the school will serve high school students, describe the school's graduation requirements, to include the methods used to determine if a student has satisfied the requirements specified in section 1003.43, F.S., and any proposed additional requirements.

The School will implement the Sponsor's policies and procedures with respect to graduation requirements, as detailed therein the Student Progression Plan, including future amendments to these graduation requirements, to remain compliant with Section 1003.43, Florida Statutes.

In order to graduate and receive a standard diploma from the School, students must meet all the graduation requirements specified by the state of Florida. The table that follows represents requirements for the High School Graduation Program Offerings for the 24 credit, 18 credit college preparatory, and 18 credit career preparatory programs.

Graduation Options/Requirements

For Students who enter Grade 9 in 2010-2011, and **thereafter**[24]

	24 CREDIT PROGRAM	18 CREDIT COLLEGE PREPARATORY PROGRAM	18 CREDIT CAREER PREPARATORY PROGRAM
ENGLISH/ESOL	4 credits (major concentration in composition & literature and reading for information)	4 credits (major concentration in composition & literature and reading for information)	4 credits (major concentration in composition & literature and reading for information)
MATHEMATICS	4 credits (Algebra I, Geometry, & 2 courses at the Algebra II level or higher)	4 credits (Algebra I, Geometry, & 2 courses at the Algebra II level or higher)	4 credits (Algebra I, Geometry, & 2 courses at the Algebra II level or higher)
SCIENCE	3 credits (Earth/Space Science & Biology I and 1 course from the following: Chemistry, Physical Science, Physics, or Integrated Science III)	3 credits (Earth/Space Science & Biology and 1 course from the following: Chemistry, Physical Science, Physics, or Integrated Science III)	3 credits (Earth/Space Science & Biology and 1 course from the following: Chemistry, Physical Science, Physics, or Integrated Science III)
SOCIAL SCIENCE	3 credits (World History, United States History, United States Government, & Economics)	3 credits (World History, United States History, United States Government, & Economics)	3 credits (World History, United States History, United States Government, & Economics)
FOREIGN LANGUAGE	Not required (foreign language credit is required for admission to state universities)	2 credits in the same language or demonstrated proficiency	Not required
PERFORMING/ FINE ARTS/ PRACTICAL ARTS/CAREER & TECHNICAL EDUCATION	1 credit in performing/ fine arts or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination	Not required	3 credits in a single career/technical education program, 3 credits in career/ technical dual enrollment courses, or 5 credits in career/ technical education courses
PHYSICAL EDUCATION/ HEALTH	1 credit	Not required	Not required
ELECTIVES	8 credits	2 credits	3 credits in a single career/technical education program and 1 elective, or 3 credits in a single career/technical certificate dual enrollment courses and 1 elective credit or 4 credits in career/technical education (including 3 credits in one sequential career/technical education program)
GRADE POINT AVERAGE(GPA)	2.0 on a 4.0 scale	3.5	3.0
MINIMUM GRADE TO EARN COURSE CREDIT	"D"	"B" (weighted or unweighted)	"C" (weighted or unweighted)
TESTING	Students must earn a passing score on the Reading and Mathematics sections of the FCAT graduation and/or EOC test.	Students must earn a passing score on the Reading and Mathematics sections of the FCAT graduation and/or EOC test.	Students must earn a passing score on the Reading and Mathematics sections of the FCAT graduation and/or EOC test.
COMMUNITY SERVICE	Required (see Explanatory Notes chart)	Not required	Not required
ANTICIPATED TIME TO COMPLETION	4 years	3 years	3 years

[24] http://ehandbooks.dadeschools.net/policies/93/secIV.pdf (p.79-82)

Graduation Options/Requirements for Students who enter Grade 9 in 2014-2015, and thereafter[25]

Explanatory Notes

ENGLISH/LANG. ARTS	English I, II, III, & IV or English I-IV Through ESOL are required to meet the English/language arts graduation requirement. This requirement applies to all three graduation options. It should be noted that grade 9 and 10 students who scored at levels 1 and 2 on the most recent administration of the FCAT reading test as well as grade 11 and 12 retakers will be required to take an intensive reading course in lieu of an elective and in addition to the required English course. ELLs scoring at Levels 1 and 2 on the most recent administration of FCAT reading are to be enrolled in a Developmental Language through ESOL course in lieu of an intensive Reading course.
MATHEMATICS	Four credits of mathematics are required to graduate. For the 18 credit option, students must earn 3 credits. A four-year sequence includes Algebra I, Geometry, Algebra II, & Advanced Topics in Mathematics.
	Business Math and Liberal Arts Math meets the high school graduation requirement, but does not meet the minimum entrance requirement for the Florida University System nor the Florida Bright Futures Scholarship Award. Algebra I, Geometry and Algebra II are a graduation requirement for all students.
SCIENCE	For students selecting any one of the three graduation options, 3 credits are required. The 3-year required minimum recommended sequence will include: Earth/Space Science, Biology I, and Chemistry or Physics. Biology I, and one course in Chemistry or Physics (or another equally rigorous science course) will be required for graduation.
SOCIAL SCIENCE	For students selecting the 24 credit option and the two accelerated programs, the required courses include World History - 1 credit, United States History -1 credit, United States Government - .5 credit, & Economics - .5 credit.
PERFORMING/ FINE ARTS/ PRACTICAL ARTS/CAREER & TECHNICAL EDUCATION	For students in the 24 credit program must earn 1 credit in performing/fine arts or an approved practical arts course (see details in Graduation Requirements chart above). Students enrolled in the college preparatory program do not have to meet any requirement in this area. Students in the career preparatory program must meet the requirements listed in the chart above.
PERFORMING/ FINE ARTS/ PRACTICAL ARTS/CAREER & TECHNICAL EDUCATION	For students in the 24 credit program must earn 1 credit in performing/fine arts or an approved practical arts course (see details in Graduation Requirements chart above). Students enrolled in the college preparatory program do not have to meet any requirement in this area. Students in the career preparatory program must meet the requirements listed in the chart above.
PHYSICAL EDUCATION	The PE requirement is met by successful completion of Personal Fitness or Adaptive Physical Education and any other approved physical education semester course. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one credit physical education requirement if the student passes a competency test on personal fitness with a score of "C" or higher. If the student satisfies the physical education graduation requirement through the interscholastic sport option, the student must earn one additional elective credit since no credit is granted for an interscholastic junior or senior varsity sport. Completion of one semester with a grade of "C" or higher in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class shall satisfy one-half credit in physical education or one-half credit in performing/fine arts. Students must still successfully complete the Personal Fitness course or the Adaptive Physical Education course. Completion of two years of a Junior Reserve Officer Training Corps J(R.O.T.C.) class with a significant component in drill and taking the one-half credit Personal Fitness course or, if appropriate, the Adaptive Physical Education course shall satisfy the one credit requirement in physical education and the one-credit requirement in performing arts. Students enrolled in either of the two 18 credit programs are not required to take physical education.
ELECTIVES	For students in the 24 credit program, they should complete their elective credits in areas of interest, such as sequential courses in a career/technical program, fine and performing arts, or academic content area, selected by the student as part of the student's ePEP. Elective courses, or intensive reading or mathematics intervention courses, or any senior high school course listed in the current *Florida Course Code Directory* will fulfill the elective graduation requirement for two of the three graduation options except College Preparatory program.
	For students enrolled in the College Preparatory program at least six (6) of the 18 credits must be dual enrollment, Advanced Placement, International Baccalaureate, Advanced International Certificate Education, or Level 3 courses. Honors courses are not included in these six credits.
COMMUNITY SERVICE	For students in the 24 credit program, the completion of a community service project is an additional graduation requirement regardless of their date of entry into 9th grade. Students in either one of the 18 credit options are **not** required to complete a community service project. However, one of the requirements for the Florida Bright Futures Scholarship Program's Academic Scholars Award is 75 hours of community service.

[25] http://ehandbooks.dadeschools.net/policies/93/secIV.pdf (p.79-82)

Some additional testing requirements and considerations, options and/or caveats the School anticipates it will consider/adhere to, with respect to graduation requirements include:

Grade This Year (2011-12)	School Year Entering 9th Grade	On-Time Graduation Year	Assessment Requirements for Graduation
6	2014-15	2017-2018	☐ FCAT2 Reading ☐ 10th grade ☐ Pass Algebra 1 EOC to receive credit ☐ Pass Geometry EOC to receive credit ☐ Pass Biology EOC to receive credit ☐ Earn Algebra II Credit Pass One of the Following: ☐ Physics ☐ Chemistry AND ☐ Pass one Equally Rigorous Science Course (from state-approved list)

These requirements are pursuant to Florida Statutes 1008.22, 1003.428 and 1003.429, all of which were enacted in 2010.

ENTERING 9th GRADE 2014-2015

Diplomas/Certificates:

The awarding of Diplomas and/or Certificates by the School will occur in adherence to the guidelines and provisions detailed in the M-DCPS Student Progression Plan (SPP) and some of these options are further detailed herein.

A student completing the senior high school or adult program may earn a standard diploma, a certificate of completion, a Superintendent's Diploma of Distinction, an International Baccalaureate diploma, a special diploma, or a special certificate of completion.

Certificate of Completion:

A student who has met all requirements for graduation except passing the graduation test or earning the GPA required for graduation may be awarded a certificate of completion. Any student interested may remain in senior high school either as a full-time student or a part-time student for up to one additional year and receive special instruction designed to remedy his/her identified deficiencies and earn FTE funding, including for the summer session between the 12th and 13th year. Students who receive a certificate of completion from a senior high school and subsequently pass the applicable graduation test in an adult education program should be given their diplomas by the senior high school.

English Language Learners;
Students classified as ELLs, regardless of the number of years in an ESOL program must take and pass both sections of the graduation test in order to meet the testing requirement for a standard diploma.

Students with Disabilities:
A student with disabilities who has met all requirements for graduation with a standard diploma except the state assessment program requirements shall be awarded a certificate of completion from the School, unless the graduation requirement has been waived by the IEP team or Commissioner of Education. Students with disabilities awarded a certificate of completion may elect to continue to participate in school and receive services until they earn a standard diploma or through the year in which the student becomes 22 years of age.

CPT-Eligible Certificate of Completion:
Students who earn the 24 required credits and achieve a GPA of 2.0 or higher, but do not pass the graduation test, are eligible to receive the College Placement Test (CPT)-Eligible Certificate of Completion. Students who receive a CPT-Eligible Certificate of Completion may enroll directly into a Florida community college or postsecondary career and technical education program. Based upon the score the student receives on the CPT, the student may enroll in remedial or credit courses at the community college.

Special Diploma:
Two special options are available for students with disabilities. If a student with disabilities is pursuing a special diploma, it must be reflected on the student's current IEP.

Students identified with the following disabilities, who have been properly classified with rules established by the Florida Board of Education, may be given the opportunity to pursue a special diploma.

- Intellectual Disabilities;
- Specific Learning Disabled;
- Physically Impaired;
- Emotional/Behavioral Disabilities;
- Sensory Impaired;
- Autism Spectrum Disorder;
- Language Impaired; and
- Deaf/Hard of Hearing.

Students with disabilities enrolled exclusively in programs for the visually impaired, speech impaired, Gifted, or Homebound or Hospitalized program are not eligible for a special diploma.
Students with disabilities Students with disabilities awarded a special diploma may elect to continue to participating in school and receive services until they earn a standard diploma or

through the end of the year in which the student turns 22 years of age. A student may switch from a standard diploma to a special diploma and receive credit toward s special diploma for passing basic (general) education courses. The awarding of Special Diploma (option I or option 2) for Students with Disabilities and/or Special Certificate of Completion will occur in adherence to the guidelines and provisions detailed in the M-DCPS Student Progression Plan (SPP).

Student Performance Standards:
The School will abide by the Sponsor's identified student performance standards and the specified performance levels as measured by district indicators and state assessments which are listed in the following chart. Students must at least one (1) or more of the specified level of performance on the state assessments at selected grades.

Grading Student Performance:
Student grades will be issued in accordance with State and Sponsor guidelines, as specified in the Sponsor's SPP. Academic grades will reflect the student's academic progress based on the competencies/benchmarks for the grade level/course in which the student is enrolled. A student's academic grade will reflect the teacher's most objective assessment of the student's academic achievement. The determination of the specific grade a student receives will be based on the teacher's best judgment after careful consideration of all aspects of each student's performance during a grading period, including such factors as class attendance, homework, and participation. The grade will not be based on the student's effort and/or conduct, attendance or tardiness.

In authorized annual courses, the student's final grade shall be determined as follows: 20 percent value for each of four nine-week grading periods, 10 percent value for the midterm exam, and 10 percent for the final exam*, with a provision for teacher override. This equates to ten points required to pass an annual course using a 4.0 scale. (*NOTE - the appropriate weighting will also be given for EOC grades, as applicable, as required by state mandate). Students in grades 9-12, in order to pass an annual course must earn a minimum of 10 grade points, five of which must be earned in the second semester. In order to pass an annual course in grades 9-12, a student must earn a minimum of 10 grade points, of which a minimum of five must be earned in the second semester. Teacher override (either up or down) can be used. In authorized semester courses, the student's final grade shall be determined as follows: 40 percent value for each of two nine-week grading periods and 20 percent value for the final examination, with a provision for teacher override.

The following are the academic grades used:

GRADE	NUMERICAL VALUE (%)	VERBAL INTERPRETATION	GRADE POINT VALUE
A	90 -100	Outstanding progress	4
B	80 -89	Above average progress	3
C	70 -79	Average progress	2
D	60 -69	Lowest acceptable progress	1
F	0 -59	Failure	0
I	0	Incomplete	0

In grading students these numerical or letter grades are to be averaged to determine a students' grade for a nine-week grading period. When calculating a grade for a semester or annual course, the following grade point averages are to be used:

- A = 3.5 and above
- B = 2.50 – 3.49
- C = 1.50 – 2.49
- D = 1.00 – 1.49

Forgiveness Policy:
For senior high school students, the forgiveness policy for required courses is limited to replacing a grade of a D or a grade of F with a grade of a C or higher, earned subsequently in the same or comparable course. The forgiveness policy for elective courses is limited to replacing a grade of a D or a grade of F with a grade of a C or higher, earned subsequently in another course. In either situation when a student attempts forgiveness for a grade, only the new grade will be used to compute the students GPA, but the lower grade will remain on the student's transcript and in the student's permanent record. Any course not replaced according to this policy shall be included in the calculation of the cumulative grade point average required for graduation.[26]

Unexcused Absences:
Students in grades 9-12 who have ten or more unexcused absences in an annual course (5 in a semester course) will be subject to the withholding of passing final grade(s), in accordance with provisions set forth in the Sponsor's SPP and related Sponsor attendance policies.

NOTE: The SPP, as referenced above, reflects current policies and procedures adopted by the Sponsor. The School hereby agrees to adopt and implement the Sponsor's policies and procedures with respect to the SPP, as amended from time to time.

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.

The baseline student academic achievement levels for the school will be established using multiple measures of student's academic performance on the school and the Florida Assessment Program, as applicable. Some of the assessments to be utilized will include the following:

- End of Course Exam results;
- FCAT 2.0 Writing Test;
- Other Standardized tests;

[26] http://ehandbooks.dadeschools.net/policies/29.pdf

- Other standards-based exams;
- Baseline Benchmark assessments, as applicable;
- Interim Assessments;
- FAIR, as applicable; and
- Portfolio assessments (whenever applicable).

The baseline levels of academic achievement established during the first academic year will be compared to academic achievement levels in prior years, when data is available, in order to assess rates of prior academic progress and the baseline rates of academic progress for the School's students. Other than standardized test scores, other baseline data may include report card grades, attendance records, and behavioral records (including in school and out of school suspensions as well as exemplary behavior). In the case of Special Education (SPED), Individual Education Plans (IEP) will be secured and the Individual ELL Student Plans will be obtained for English language learners (ELL). This data will be made available to teachers who will assess progress against the baseline data.

Baseline data will be also be utilized to determine the extent to which educational goals and performance standards have been met (inasmuch as the achievement of the specific measurable objectives identified in the charter school application for the first year of operation). Said baseline data is also made available to stakeholders and the community at-large, as reported in the *School Improvement Plan* via the needs assessment and also through specific learning objectives, which are written to address student's learning needs. In subsequent years, the results (based upon those baseline data items) will be gauged against the objectives specified in the *School Improvement Plan* and this method of goal setting and data collection will be utilized as a living and continuous improvement tool.

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

The School will participate in all required assessments as specified in F.S. 1003.43. (7)(a)(4). In addition to the discussion of required and mandated assessment requirements for graduation; and teacher-made classroom assessments for evaluative purposes to determine mastery of *NGSSS/CCSS* standard's content for earning specific class credit requirements, as discussed above; the School will use state standardized assessment scores, district and school-based assessments to measure student progress toward mastery of the CCSS/Next Generation Sunshine State Standards in all grade levels.

The School will follow the Sponsor's most recent and updated testing calendar, found at http://oada.dadeschools.net/testingcalendar/2013-14TestingCalendar.pdf. The 2014-2015 testing calendar is not available on the website, as of this writing. The School hereby agrees to adopt and implement the Sponsor's Testing Calendar, as amended by the Sponsor, for 2014-15 school year and thereafter.

The School anticipates it will participate in a variety of assessments, some of which will include state mandated, district mandated, in-school classroom evaluations, and other assessments on an as-needed basis.

School-Based Assessments in all Courses

- ✓ Weekly teacher-generated quizzes
- ✓ Monthly teacher-generated chapter tests
- ✓ Midterm and Final Examinations
- ✓ Portfolios and presentations
- ✓ Class participation rubrics
- ✓ Quarterly projects /investigations

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

The State's assessments will be used to improve the teaching and learning of higher educational standards. The primary purpose of the criterion-referenced tests and EOC assessments is to assess student achievement of the higher-order thinking skills represented in the Next Generation Sunshine State Standards. Results of these examinations will inform stakeholders (students, parents, and teachers) about where a student is succeeding and what areas need strengthening on an annual basis. Assessment will serve as a feedback system to guide teachers in lesson planning and individualizing instruction for the subsequent school year. Additionally, it will guide students in understanding full mastery of each respective standard and it will keep parents informed about student progress to specific learning objectives. Expectations are that students will progress at least as well as they did before attending the charter school, that the specific measurable objectives for the School are achieved, and that learner's will have at least a year's worth of learning in a year's time.

The School will also participate in the M-DCPS Interim Assessment Program as means to monitor student's attainment of the curriculum benchmarks as outlined in the NG SSS on a biannual basis (fall and winter interim exams). The School will utilize both components of the Interim Assessment Program, the interim assessments and the item banks, to inform student instruction. The Interim assessment will be utilized to assess level of mastery of benchmarks within the NG SSS; and the Benchmark Assessment Item Bank will be utilized by teachers, as needed, to further monitor student progress after instruction and intervention has occurred.

Student performance in the classroom will be assessed by the classroom teacher, and students not making adequate progress towards the Next Generation Sunshine State Standards and Common Core State Standards, as evidenced in teacher evaluation and assessment of student work and academic performance will also be identified, and appropriate measures for improvement will be instituted. Ongoing communication between the School and the parents will be maintained

through on-line reporting systems such, for example, web-based grade book, and through progress reports, parent conferences, and other forms of written and oral communication that the parents may be comfortable to utilize. Ongoing internal audits (Interim Progress Reports and Report Cards) of student performance, including beginning of year, mid-year, and end-of -year assessments, will also be utilized as reflective and guidance tools.

Furthermore, the establishment of a *School Improvement Plan* will ensure school-wide student assessment and performance data can be shared with parents, students and other stakeholders. The EESAC Committee will participate in the development of the *School Improvement Plan* to ensure input from all stakeholders, including teachers, students, parent representatives, and community members. The attainment of specific learning objectives, with supporting documentation, will be detailed in the School's Annual Report, and copies will be made available to the charter school constituents on an annual basis.

The School will also utilize a Response to Intervention model that integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. The school will identify students at-risk for poor learning outcomes; monitor student progress; provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness; and identify students with learning disabilities or other disabilities. The RTI implementation at the school will contribute to more meaningful identification of learning/behavioral problems, improve instructional quality, provide all students with the best opportunities to succeed at the school, and assist with the identification of learning difficulties and problems.

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

Expectations are that students will progress at least as well as they did before attending the charter school, and that the specific measurable objectives for the school are achieved. The School Instructional Leadership team, consisting of the principal, assistant principal, grade level chairs, ESE and ESOL teachers, Reading Coach and Media Specialist, will monitor and analyze data to maintain a problem solving system that brings out the best in our school, teachers, and our students. The leadership team will meet weekly to:

- ✓ Evaluate data and correlate to instructional decisions;
- ✓ Review progress-monitoring data at the grade level and classroom level to identify students and their academic levels.
- ✓ Identify professional development to enhance students' achievement levels.
- ✓ Collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new programs and skills.

- ✓ Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation

Students' performance in the classroom will also be assessed by the classroom teacher, and students not making adequate progress towards the *NGSSS/CCSS* as evidenced in teacher made evaluations will also be identified, and appropriate measures for improvement will be instituted. Ongoing communication between the School and the parents will be maintained through on-line reporting systems such, web-based grade book (*Gradequick*) and progress reports, parent conferences, and other forms of written and oral communication that the parents may be comfortable to utilize. Ongoing internal audits (Interim Progress Reports and Report Cards) of student performance, including beginning year, mid-year, and end-year assessments, will also be utilized as reflective and guidance tools.

The establishment of a *School Improvement Plan* will ensure school-wide student assessment and performance data can be shared with parents, students and other stakeholders. The ESSAC Committee for the School will participate in the development of the *School Improvement Plan* to ensure input from all stakeholders, including teachers, students, parents and community representatives. The attainment of specific learning objectives, with supporting documentation, will be detailed in the School's Annual Report, and copies will be made available to the charter school constituents on an annual basis.

Some of the specific steps that the School will take are, as follows:

- Every six weeks, the School will conduct formative assessments to measure mastery of Next Generation Sunshine State Standards. This systematic series of on-going assessments will include a rich item bank to evaluate student progress and identify areas in need of improvement. Staff will utilize these data to measure students' understanding of concepts and adjust instruction to move students to skill mastery in a timely manner, as each assessment will be built around an instructional pacing guide. Data will be analyzed after each assessment onsite and remotely to generate reports that will give evidence of student mastery and non-mastery of the Next Generation Sunshine State Standards.

- Teachers will make common assessments using the system item bank. A common assessment includes a smaller scope of assessed standards and is administered on a bi-weekly schedule; teachers will design an assessment schedule around planned units. These assessments will give teachers on-going data regarding student achievement in the classroom. The data will guide instruction.

- Online lesson planning software will be used to capture daily instructional data. All instructional data will be captured and saved to a database, providing lesson plans that will become resources for future use. The lesson planning system will allow administrators to view the blueprints to classroom instruction through the computer or other assistive technology. Teachers will be able to quickly organize instructional material and search for gaps, loose ends, or incomplete content. The Next Generation Sunshine State Standards will be embedded into the lesson planning software, allowing teachers to use integrated search technology to connect assessment data with instructional data (lesson plans).

Additionally, online lesson plans will be helpful for evaluation, teacher self-evaluation, assessment of student learning, and evaluation of the curriculum. Lesson plans will provide an added means of communication that will help teaching teams provide cohesiveness throughout their instructional program. This is especially important when implementing an interdisciplinary thematic unit.

Data generated from the formative and common assessment system will be analyzed and compared to instructional data on a bi-weekly basis. This accountability cycle will keep our pacing guides aligned to students' needs while ensuring 100% coverage of the Next Generation Sunshine State Standards.

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

The comprehensive assessment program will be used to inform students, parents, and teachers about where a student is succeeding and what areas need strengthening. Assessment will serve as a feedback system to guide teachers in lesson planning and individualizing instruction. Interim assessment results will guide students in understanding full mastery of each respective standard and it will keep parents informed about student progress to specific learning objectives. It is important to note that a child's performance is not nearly as significant as the interpretation of that performance on a test. Keeping with the School's mission, students will have an active role in their education by learning to monitor and evaluate their work. Teachers will use assessment rubrics as teaching tools in the classroom by helping students to interpret their performance and comprehend their results. In addition, students will be given the opportunity to participate in DATA chats with teachers. This will provide the student the opportunity to understand their strengths and weaknesses on standardized tests and make them active participants in their education.

Appropriate measures for improvement will be instituted for students not making adequate progress towards the Next Generation Sunshine State Standards. The parent/guardian will be advised in a special conference as needed, and remedial strategies will be communicated. If a child's performance is on target for his or her immediate stage of development, we will so advise the parents. Assessment and performance information will be shared with parents and evidence by parental contact logs for every teacher. Progress reports shall be signed by the parent and returned to the teacher. Not later than midway between marking periods, an interim report shall be sent to parents of students who are experiencing difficulty including, but not limited to, the following: failing, a drop of two or more grades, unacceptable behavior and excessive absences. In schools with an automated system for record keeping and grading, interim reports will be provided for all students.

Ongoing communication between the School and the parents will be maintained through on-line reporting systems such, for example, a web-based grade book and through progress reports, parent conferences, and other forms of written and oral communication that the parents may be

comfortable to utilize. Conferencing will be a highly effective way to keep parents apprised of their child's progress in all grade levels.

The School will ensure communication with parents via the following district-mandated means, as follows:

- Progress Reports (Report Cards):
  The School will issue Progress reports at the end of each marking period. These will not be withheld from students because of failure to pay dues, fees or charges for lost or damaged books or property.
- Interim reports:
  No later than midway between marking periods, an interim report shall be sent to parents of students who are experiencing difficulty including, but not limited to, the following: failing, a drop of two or more grades, unacceptable behavior or excessive absences. In schools with an automated system for record keeping and grading, interim reports will be provided for all students, as an indicator of satisfactory or unsatisfactory progress.
- Required Parental Notification for students in danger of not meeting graduation requirements:
  Any student with a GPA below 2.5 shall have their parent or guardian notified that good work and improvement is necessary to ensure that high school graduation requirements are met. The School will assist students to meet these requirements through a variety of options which may include, but are not limited to:
  - Forgiveness policy,
  - Extended learning,
  - Special counseling,
  - Volunteer and/or peer tutors,
  - School-sponsored help sessions,
  - Homework hotlines, and
  - Study skills classes.

The establishment of a *School Improvement Plan* will ensure school-wide student assessment and performance data can be shared with parents, students and other stakeholders. The EESAC Committee will participate in the development of the *School Improvement Plan* to ensure input from all stakeholders, including teachers, students, and parent representatives. The attainment of specific learning objectives, with supporting documentation, will be detailed in the School's Annual Report, and copies will be made available to the charter school constituents on an annual basis.

Required Parental Notification for students in danger of not meeting graduation requirements The School will assist students to meet these requirements through a variety of options, which will include, but are not limited to:

a. In class interventions,
b. Extended learning,
c. Special counseling,

d. Volunteer and/or peer tutors,
e. School-sponsored help sessions,
f. Homework hotlines,
g. Study skills classes,
h. Co-enrollment.

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.**

Students with disabilities enrolled in the School will be educated in the least restrictive environment and will be segregated only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. An inclusion model with ESE support will be used, as appropriate, wherein the ESE Specialist and General Education teacher regularly monitor students' progress on attaining goals stated on the IEP as well as grade-level curriculum goals.

Appropriately certified personnel will ensure that students' needs are being met even before student is identified or evaluated for Exceptional Education Services through a Response to Intervention (RtI) process, wherein interventions will be frontloaded in the general education classroom as a first step allowing student to be receive support and have an opportunity to learn. The RtI framework will be a comprehensive support to students. The school will practice RtI as prevention oriented approach to linking assessment and instruction. This can then inform teachers on how to best teach their students. The goal of the RtI model at the school is to minimize the risk for long-term negative learning outcomes by responding quickly and efficiently to documented learning or behavioral problems and ensuring appropriate identification of students with disabilities.

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.

The School will not discriminate on the basis of race, religion, or national or ethnic origin, or exceptionality in the admission of student. Any eligible student who submits a timely application and whose parents accept the conditions of the Parental Involvement Contract shall be considered, unless the number of applications exceeds the capacity of the program, class, grade level, or

building. The School will be open to any student residing in Miami Dade County. The School will have an open admissions procedure, utilizing a "first come, first served" policy as required by statute, unless the number of applicants exceeds capacity. In such case, all applicants shall have an equal chance of being admitted through a lottery consisting of a random selection process and conducted by the School's accounting firm in conformity with Florida's Charter School Legislation. All students in the lottery will be assigned a waiting list number should student seats become available or capacity increases. The process will be conducted to ensure that no possibility of discrimination of students who may have disabilities can occur, nor can the discrimination of any other protected class. All students wishing to enroll will have a fair and equal chance of doing so through this system of open and fair admissions. Marketing materials will include a statement stipulating that the School accommodates students with "exceptionalities," "disabilities" and "limited English proficiency".

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.

The School hereby agrees to adopt and implement the Sponsor's policies and procedures with respect to the Special Education, as amended from time to time.[27] It is the School's mission to place students in an environment where they can develop to their highest potential, those students whose needs cannot be adequately addressed at the School will be appropriately referred, and staff will work together with the Sponsor's personnel to ensure that the needs of these students are met. Working with the sponsor effectively in all areas is essential to the success of the School. This collaboration is especially true in the area of Exceptional Student Education, given that the district serves as the Local Education Agency in regard to ESE matters. The School values and understands the role and importance of following the district's policies and working closely with the district staff who are assigned to assist our school with compliance issues related to ESE services. The School will work closely with district staff to align its policies and procedures with the district, as well as to ensure that the procedural safeguards and requirements for ESE students are strictly adhered to.

Parents/guardians of each student with a disability must be members of any group that makes decisions on the educational placement of their child. A person appointed as a surrogate parent shall enjoy all of the procedural safeguards afforded a parent with respect to the identification, evaluation, and educational placement of a student with a disability or a student who is suspected of having a disability. The School will establish procedures that provide for parents, guardians, surrogate parents, or persons acting in loco parentis to participate in decisions concerning the individual educational plan. Parents will be notified in writing of the meeting early enough to ensure that they have an opportunity to attend. The meeting will be scheduled at a mutually agreed upon time and place, in order to ensure that parents are present at each meeting or are afforded the opportunity to participate at each meeting.

[27] http://ehandbooks.dadeschools.net/policies/149.pdf

After a student is enrolled at the School and has been identified as an ESE student an Individualized Education Plan (IEP) will be developed and followed, including the services to be offered, accommodations and modifications that may be described in the IEP. Students will be educated in the least restrictive environment possible, in accordance with their individual plan. A person appointed as a surrogate parent shall enjoy all of the procedural safeguards afforded a parent with respect to the identification, evaluation, and educational placement of a student with a disability or a student who is suspected of having a disability.

The student will be offered numerous interventions utilizing the MTSS process as described in section 4, in order to effectively assist and support the student. The school will work with the district to recommend the student for evaluation for special education services If the most intensive and individualized supports and interventions (Tier 3) are ineffective. Detailed and extensive documentation will be kept on the student's progress, the interventions attempted, and the results of those interventions, throughout the MTSS process. This data will be utilized effectively during the ESE evaluation process.

The School will accept all students who apply and are properly chosen through the lottery system in place. The lottery system will not allow for any form of discrimination in the selection process and will be independent of the student's status as having special needs. The unique educational program focusing both on careers and college will be particularly beneficial for many students for whom a traditional educational program is not successful. The School is prepared to work with all students to help them excel and develop their unique talents. We believe that by working in collaboration with the district we will be able to ensure the appropriate placement of students with disabilities within the services offered by the School or the full continuum of services that are offered by the LEA.

Contracted specialists will be utilized to assist students with impairment disabilities such as vision, speech, deaf, and hard of hearing, and occupational therapy. The school will contract with outside agencies to provide certified individuals to administer direct services, assessments and progress monitoring for these students. Progress monitoring of each student's IEP will be case managed by a School certified ESE staff member of through collaboration with the contracted service provider.

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.

The School will make adaptations to school facilities to make it accessible to the needs of exceptional students, to the maximum extent appropriate. Physical access to the facility will include a barrier-free environment, as required by law. The facility will be in compliance with the accessibility standards included in the Americans with Disabilities Act (ADA) that specify requirements for facilities, such as exterior routes, entries into buildings and rooms, alarms, drinking fountains, and restrooms. Students will be able to use all parts of the building, including classrooms, restrooms, cafeteria, and media center and access rooms or spaces on the school grounds.

The student's IEP will determine the supplementary aids and services that will be provided to each eligible student to enable him/her:

- To be educated and participate with other children with disabilities and nondisabled children
- To advance appropriately toward attaining the annual goals stated on the IEP
- To be involved in and make progress in the general education curriculum
- To participate in extracurricular and other nonacademic activities

Supplementary aids and services may include, but are not limited to:

- Specialized instructional strategies such as graphic organizers, alternate presentation of content or response, or planning guides
- Peer supports such as pairing a student with a disability with a same age classmate who does not have a disability in order to provide reciprocal benefits to students through peer modeling; relationship building; academic support and expanded opportunities to socialize, communicate, and demonstrate learning competencies
- Assistive technology such as a word processor, computer, word prediction software, or a portable note-taking device
- Environmental adaptations such as preferential seating, specialized lighting, or acoustical treatments to minimize noise
- Curricular adaptations or modifications such as clarification of key concepts or balancing teacher assigned and student-selected tasks
- Collaborative teaching with both the general education and ESE teacher

The School's staff will ensure that all accommodations on the student's IEP will be complied with, including through the selection of curricular materials to be used at the school. Materials that offer a significant amount of supplemental and support for students who are behind grade level, can be used for students with ESE needs as well.

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

The School will evaluate its effectiveness in serving ESE students based on each student's success in meeting their goals as set forth on the student's IEP, grade promotion, credit accumulation, graduation, and successful postsecondary transition. The goals for determining the School's effectiveness in serving special education students are consistent with the goals set for all students of the School or as specified in the child's IEP. The School will evaluate its effectiveness in serving exceptional education through the following meetings, reviews, and feedback sessions:

- Analysis of the number of ESE students who meet graduation requirements for standard diploma and graduate each year
- Annual compliance review meetings conducted by the School
- Quarterly updates and record keeping of each student's IEP goal progress and attainment on the appropriate document insert within the IEP
- Annual IEP meetings with parents/guardians and/or adult students
- Annual feedback from students, parents, and staff on the School Climate Survey

- Annual feedback on the FLDOE survey for parents or guardians of students with disabilities, when applicable

An ESE specialist will work with the classroom teacher within the general learning environment to provide accommodations to the curriculum and/or pace of delivery, if a student does not exhibit mastery. Additional support may be provided through specialized pull-out programs, if identified on the student's IEP. Teachers will be provided with the appropriate support staff and information concerning modifications and accommodations included in the student's IEP, in order to meet the identified goal. The School will support the education of the students with special learning needs within the regular classroom setting as the first choice of placement and with a commitment to provide services necessary for full implementation of the child's IEP. The School will delineate an explanation of the grading criteria and an explanation about the necessary curriculum modification on the IEP when students with disabilities are included in general education classes.

Teachers and administrators will disaggregate, review and discuss the various data points on a regular basis. This information will be documented and used as a planning tool for improving teaching and learning. Teachers and administrators will work in teams to analyze whole group data, address overall trends, and review the instructional focus in the spirit and structure of continuous improvement. Teachers will coordinate to disaggregate data, determine the direction that needs to be taken with instruction using their curriculum maps as guides, and inform parents as to academic progress. The results of data reviews will also allow teachers to see where instruction has been effective and where gaps exist, leading to adjustments in instructional delivery. The School also will evaluate its effectiveness in serving exceptional education students by analyzing student achievement data on the following assessments:

- Teacher observation and evaluation of individual student progress End-of-course exams
- Module course grades in the core academic areas.
- FSAP Assessment Data and other standardized test data (as described in section 5)
- Baseline and growth performance in reading, writing and mathematics

These on-going status reports and evaluations will indicate whether the measurable goals and objectives for ESE students are being met at the same rate as those for general education students, in an effort to address deficiencies and apply instructional strategies to raise student performance.

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

The School will use the multi tiered systems of support (MTSS) process[28], intensive remediation classes and comprehensive teaching and learning strategies, as necessary.
The School's educational program and support system will give students who enter the school below grade level sufficient support to take them to grade-level expectations, or at the very least make more than a year's worth of growth during each school year.

[28] http://www.florida-rti.org/educatorresources/MTSS_Book_ImplComp_012612.pdf

The School's curriculum and materials will have numerous supplemental materials available to assist with students who may be struggling to understand concepts or be below grade level. This level of support along with the problem-solving analysis used as part of the multi-tiered system of supports described in section 4 provides numerous opportunities for support and assistance to students who may be struggling. After-school tutoring and online intervention tools will help students who need assistance beyond what can be offered during the school day.

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

The school will be nonsectarian in its programs, recruitment, admission policies and operations. The promotional plan to be followed in publicizing the School will be designed to reach the entire community and, accordingly, all groups within it. By publicizing the availability of the School throughout Miami-Dade County, the School's demographic composition should mirror that of the local community. Therefore it is anticipated that the School may have approximately 10 percent population of students with disabilities enrolled at the School.

Dade County ESE Prevalence

Autism Spectrum Disorder	0.9%	Orthopedically Impaired	0.1%
Developmentally Delayed	0.6%	Speech Imaired	0.7%
Deaf or Hard of Hearing	0.1%	Specific Learning Disability	4.7%
Dual Sensory Imapaired	0.0%	Traumatic Brain Injury	0.0%
Emotional/Behavioral Disability	0.9%	Visually Impaired	0.0%
Established Conditions	0.0%		
Hospital Homebound	0.1%		
Intellectual Disabilities	0.7%	**Total Disabled**	**10.0%**
Language Impaired	0.3%		
Other Health Impaired	0.9%	Gifted	10.4%

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 School will have a teacher to student ESE staffing ratio of 1:30. The school teaching staff will include a certified ESE Program Specialist with demonstrated experience in providing support and services to children with disabilities. The ESE Specialist will be an employee of the School and will at a minimum possess full certification in special education. The ESE Specialist will ensure the implementation of all IEPs and will consult with the general education teachers to provide direct instructional support to special education students. Consultation provided by the ESE Specialist will include:

- Adjustments To The Learning Environment;
- Modifications Of Instructional Methods; And

- Adaptation Of Curricula, And The Use Of Appropriate Accommodations To Meet The Needs Of Individual Students.

Special Education teachers will be hired to service students with disabilities, in accordance with the level of support needed to implement the related services and specialized instruction detailed on the IEP (e.g. including, but not limited to, if applicable, Extended School Year Services (ESY)–for students needing specialized services as required by students IEP).

The school will employ teachers who meet all licensure and/or certification requirements that apply to the area in which the individuals are providing services to the special education students. The number of special education staff will be based on the number of students in the Special Education Program identified upon student enrollment.

Speech-language, occupational, and physical therapy services will be contracted services that the School may provide for students who qualify for those services. Similarly, all personnel who provide related services (e.g. psycho-social counseling will be provided by a psychologist, social worker or mental professional, etc.) to students will meet all required licensure and/or certification requirements pertaining to their area of related service.

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

The School will serve the needs of gifted students in accordance with State Board Rule 6A-6.03019, FAC, *Special Instructional Programs for Students Who Are Gifted*, and the MDCPS Exceptional Student Education Policies and Procedures, as amended from time to time.

Any teacher or parent may refer a student for evaluation for gifted services. Parental consent will be obtained and procedural safeguards will be provided and adhered to. After a formal evaluation has been conducted, a multidisciplinary team will meet to determine eligibility. Eligibility criteria are determined by the state.

If a student is deemed eligible for gifted services (the process would begin with the MTSS system, and culminate in an evaluation in alignment with the sponsor's policies), an Education Plan (EP) will be developed by the team. The EP will prescribe the services that will be provided to the student along with a statement regarding why the student is in need of services. Delivery of services may range from a variety of modalities such as inclusion, co teaching, support facilitation, learning labs, and consultation. The EP will include:

- ✓ Present levels of educational performance
- ✓ A description of the specially designed instruction to be provided
- ✓ Measurable Goals and Benchmarks or Short Term Objectives
- ✓ Initiation, duration, frequency, and location of services
- ✓ A description of how progress will be measured and how the parent will be informed of the student's progress

Services for students who are gifted will be aligned with Florida's Frameworks for K–12 Gifted Learners, which provides guidelines for supporting a challenging and rigorous curriculum that enhances the state standards. The goals of the Frameworks are defined by expected outcomes for gifted students. Each goal specifies the mastery expected by the time the student graduates. Some of the instructional strategies that will be used at the school include:

- ✓ Flexible Grouping - A method of splitting students into groups for class activities based on specific goals, interests, and learning needs, rather than grouping the students by ability.
- ✓ Curriculum Compacting – to provide curriculum that is adapted to the learning needs, rates, and interests of students
- ✓ Content Acceleration - the practice of presenting curriculum content earlier or at a faster pace.
- ✓ Research and Independent Study

Enrichment can also be provided to students through:

- ✓ Learning Centers - Areas arranged by teachers (usually within the classroom) in which materials are provided so that individuals or very small groups can explore a topic without direct instruction from the teacher.
- ✓ Problem-Based Learning - allowing students the opportunity to solve authentic problem situations.
- ✓ Service Learning/Enrichment Clusters - combines learning with service to the community.
- ✓ Open-Ended Tasks - students guide activities in various directions and receive diverse outcomes.

The school will meet the special needs based on the student's Educational Plan (EP) through one of the following delivery model as applicable:

- ✓ Gifted Program through the content areas (9–12) / Gifted Courses - The school will offer gifted content area courses and/or state-approved high school elective courses. All of the students in the gifted course will be eligible for gifted services. Teachers of gifted students will be certified in the appropriate content field endorsed to teach gifted or on an approved waiver to complete the gifted endorsement and do so within three years. Given the small numbers of gifted students in the initial years, we have not included these courses throughout this application, but will add them as necessary based on the needs of the study body as we grow.

- ✓ Consultation Model: Gifted Services **-** Some Gifted students who may not take gifted courses (due to scheduling conflicts or other issues) may use the consultation model. Teachers of the gifted meet regularly with the gifted consultation model student to discuss their progress and set realistic goals. The teacher of the gifted may also contact the administration, counselors, general education teacher(s), social worker, parent, and/or the respective students, if he/she deems appropriate, to discuss and/or monitor instructional alternatives designed to ensure that the gifted students achieve successful accomplishment of

gifted goals in their courses. In addition the teacher of the gifted student will maintain a monitoring log to document meetings with and about the student's progress. Gifted students are not assigned to a gifted course, rather receive consultation services from a teacher who is endorsed to teach gifted or on an approved waiver to complete the gifted endorsement.

Section 7: English Language Learners

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

The Lulac et al vs. State Board of Education Consent Decree, commonly known as the META Consent Decree is the framework for compliance with federal and state laws regarding the civil rights of ELL students. The Consent Decree requires that English Language Learners (ELL) be entitled to equal access to all programs and services appropriate to their academic needs without regard to their level of proficiency in English, including categorical programs such as gifted, Title I, and others. The School hereby agrees to comply with all guidelines set forth in the META Consent Decree including all court-ordered provisions and federal laws as outlined below:

- ✓ Title VI and VII Civil Rights Act of 1964
- ✓ Office for Civil Rights Memorandum (Standards for Title VI Compliance) of May 25, 1970
- ✓ Requirements based on the Supreme Court decision in Lau v. Nichols, 1974
- ✓ Equal Education Opportunities Act of 1974
- ✓ Requirements of the Vocational Education Guidelines, 1979
- ✓ Requirements based on the Fifth Circuit court decision in Castañeda v. Pickard, 1981
- ✓ Requirements based on the Supreme Court decision in Plyler v. Doe, 1982
- ✓ Americans with Disabilities Act (PL 94-142)
- ✓ Florida Education Equity Act, 1984
- ✓ Section 504 of the Rehabilitation Act of 1973

The School will work closely with MDCPS, utilizing the districts forms and procedures to ensure that the students are serviced in accordance with all applicable federal, state and district rules and regulations. The School's Principal will meet with the district's coordinator to ensure that procedures are in place to allow students to receive the services they are entitled to under the plan. The School will align its programs and operations with the MDCPS most recent state approved plan.[29] If any details in this plan have been changed or superseded, the School will make appropriate changes prior to the start of School in consultation with MDCPS. Any misinterpretation or misstatement of the details of the MDCPS plan will be corrected before the start of the school year.

The family must complete the district's Home Language Survey, when a student is accepted to attend. This form is available in English, Spanish and Haitian Creole. The form will ask the family three questions:

[29] http://www.fldoe.org/aala/ELLPlans/

- Did the student have a first language other than English?
- Is a language other than English used in the home?
- Does the student most frequently speak a language other than English?

The school will assess the student within 20 days to determine if the student qualifies for English for Speakers of Other Languages (ESOL) services, If the family answers yes to any of these questions. The school will utilize the assessments utilized by the district to assess the students' oral /aural language abilities. We understand that the current assessment is the CELLA online. We will utilize the publisher's cut scores to determine which students fall within the Limited English Proficiency (LEP) range, and thereby making the student eligible for ESOL services. For those students who are in third grade or above and who do not qualify for ESOL services based on the oral language assessment, they will also be administered a reading and writing proficiency assessment within 10 days of their oral language assessment. The current reading and writing proficiency assessment is the CELLA online. Once again, the publishers' cut scores will be used to interpret the results of the assessment, and for those students who score at or below the 32nd percentile will be eligible for ESOL services. If a student does not score within the lowest 32nd percentile, but there is still a concern regarding the student's English proficiency, the school staff, or student's parent can refer the student to an ELL committee. The committee shall take into consideration the parent's preferences, the assessment results, the extent and nature of the student's prior experiences, a written recommendation and observation of school staff, the level of mastery on state or national assessments, and the student's previous academic history. The committee shall then determine if the student is an ELL, and the written evaluation shall be included in the student's ESOL Program Records folder along with the student's ELL Plan.

The school will convene an ELL Committee meeting to establish the student's ELL plan, once a student is determined to be an ELL student. The school will also send home written notification (in the parent's native language) of the student's placement. The ELL Committee shall be made up of the schools ESOL Coordinator, the administrator (or designee), the student's teacher and the student's parent will also be invited to attend. The plan will address the instructional method to be utilized by the school in addressing the needs of the student. According to the Consent Agreement referred to previously, the written plan must include: the student name, instruction by program, including programs other than ESOL provided, amount of instructional time or schedule, date of ELL identification, and assessment data used to classify or reclassify as ELL, date of exit and assessment data used to exit student as English proficient (see the following).

The School will utilized specific instructional model(s) based, in part, by the number of ESOL students who enroll at the school, and the number of students within individual languages. The primary instructional method to be used will be mainstreamed / Basic ESOL instruction. However if the students who enroll at the school require more intensive services, or if enough students enroll who enable it to be economically feasible, the school will also offer sheltered instruction, especially within English Language Arts courses.

- **Mainstream / Basic ESOL** serves all students who have been classified as limited English proficient based on state and district requirements. In elementary schools with insufficient numbers of ELL students, ESOL may be offered in the mainstream classroom with an ESOL certified teacher.

- **Sheltered Instruction** serves students who either speak the same language or different languages in the same grade level. This model is an integral component of the Bilingual Education Model. In the elementary Sheltered Instruction Model the students are grouped together in each grade. The grade-level curriculum is instructed in English only at the students' level of second language acquisition. Sheltered Instruction ensures that grade-level content area material is made comprehensible to students acquiring a second language. It provides for the simultaneous development of content area skills and English Language Proficiency.

All ELL students will annually be administered the state's Comprehensive English Language Learning Assessment (CELLA) assessment to assess the student's progress toward proficiency in the English language. This assessment will be administered by an ESOL endorsed educator each year according to the state's timeline/testing window.

The criteria for a student to exit the ESOL program are:

- 9th Grades: Proficient in all areas of CELLA and FCAT Reading Level 3 or above (or the equivalent in the PARCC)
- 10th–12th Grades: Proficient in all areas of CELLA and the 10th grade FCAT Reading score (or PARCC equivalent) to meet graduation requirements or an equivalent concordant.

Once a student qualifies to exit the program, the ELL Committee shall meet to discuss the individual student and decide if it is appropriate to exit the student from the program based on the relevant assessment and performance data available for the student. Once again, as always, the parent will be invited to the ELL Committee meeting, and be part of the decision making process. The student's parents will be provided copies of the forms either in person or through the mail, in the parent's native language of the decisions of the ELL Committee.

The student will be closely monitored for two years following the exit decision, once a student is exited from the program,. This monitoring will include reviewing the student's academic and assessment data periodically to ensure the student is not falling behind the progress being made by his or her peers. This monitoring shall be done by the school's ESOL coordinator, who will document such reviews in the student's ESOL Program Records folder as well as on the district's Student Information System. These reviews will take place at each report card and at least semi-annually, and at the end of the second year after exiting. If the student is making satisfactory gains, at the end of the second year, the student will no longer need to be monitored for ESOL services. If, however, a student is not making adequate progress during this monitoring, the student shall be referred to the ELL Committee who shall discuss the student's performance and determine whether or not to reclassify a student as ELL and restart ESOL services, in which case a new ELL plan will be developed, and the parents again notified of the committee's decision.

The School will use the district's computerized student information system to maintain all of the relevant ESOL data as described previously in the plan and in the district's state-approved plan. We assume that this system has queries and safeguards put into place to generate reports on students who are missing their home language surveys, or who are due for assessment or reassessment, and monitoring as part of the ESOL plan. However, if these systems, reports, and flags are not in place within the district's system, the school will develop systems to track, monitor, and alert

administration if particular student is close to the point of putting the school out of compliance so that it can be proactively handled before the deadlines expire.

A Parent Leadership Council (PLC) will be established consisting of parents of ELL students at the school. This PLC will meet at least once a semester, and will provide information to parents regarding the ESOL program at the school, techniques they can use with students outside of school, and opportunities the parents have to get involved in the leadership and operations of the school. The school will work with the district to see if there are additional opportunities for members of the school's PLC to participate in activities provided by the district for their school's PLC members.

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

It is the school's intention to give priority to teaching applications who hold Florida ESOL endorsement. It is our understanding that most recent college graduates have had the required ESOL courses and already have this endorsement. This will not, however, be a requirement for being hired at the school. If a teacher is hired who does not have the ESOL endorsement, they will be strongly encouraged to seek such endorsement within their first year of employment. If the teacher has a student on his or her caseload who is ELL, this will be a requirement for their continued employment. The principal will work with the teacher to seek out and find appropriate opportunities, such as those provided by the district to obtain this endorsement to their certificate. The requirements of the Consent Decree will be followed regarding the requirement of at least 60 in-service points being obtained by the following September 15 if it is a basic core class as described by the Consent Decree, or 18 in-service points for non-core subject areas. At least one teacher at each grade level will be required to hold the endorsement, so that services such as assessment and coordination of the ELL plan can be accomplished by that teacher. At least one member of the Student Success Support Team (SSST) must also have the ESOL endorsement in able to support ELL students.

Our hope is that we will be able to assign an existing staff person the additional responsibility as ESOL Coordinator. However, should the ESOL population at the school be high enough that it becomes necessary to hire an additional person, the Board will rearrange the budget to hire an additional person to the extent that is necessary.

In addition, the school understands the requirement to hire a staff person fluent in any language for which at least fifteen students enroll who speak said language as their primary language. Most likely this person will be one of the educational assistants described in the staffing plan, and one of the main responsibilities assigned to this person will working with students who speak that language, providing assistance and interpretation as necessary in conjunction with the students' teachers.

ELL students will receive instruction that is comprehensible, equal, and comparable in amount, scope, sequence, and quality to the instruction provided to English proficient students. Instruction is aligned with the appropriate CCSS/NGSSS, benchmarks, and course descriptions. Instructional materials used with ELL students will be the same as those used with non-ELL students in the same grade. The school's administrator will be responsible for ensuring that ELL strategies are being

effectively utilized within the school. This will be documented in the lesson plans for all teachers who are teaching ELL students, and need to specifically identify the ELL strategies that are being used to provide assistance to ELL students in the class. Evidence can be observed during classroom visits, through lesson plans, through use of materials and audiovisuals, and through grade book notations. Some of the ELL Strategies to assist ELLs include but are not limited to Marzano's High Yield Strategies, and as follows:

- ✓ **Cooperative Learning** - group projects, language experience approach, shared reading and writing, book pass, dramatizations
- ✓ **Identifying Similarities and Differences** - mind mapping, Venn diagrams, T Charts, cause-and-effect organizers, word sorts
- ✓ **Nonlinguistic Representations -** pictures, manipulatives, concept maps, student drawings, mnemonic clues, visualization, five-senses organizer
- ✓ **Questions / Cues / Advanced Organizers** - activate background knowledge, frontload key vocabulary, predicting, inference, concluding, reciprocal teaching and modeling, think-alouds and guided questions, KWL
- ✓ **Resources** - word-to-word dictionaries in the students' heritage language/English language will be available in the ESOL and content-specific classrooms throughout the year, as well as for all district and state assessments
- ✓ **Home Learning and Practice** - lesson opening with review and preview, metacognition of strengths and weaknesses, reflective journals, sharing goals and objectives with parents, praise efforts to use English, hold high expectations, honor individual learning styles, use authentic assessment

Furthermore, the principal will commit to provide instruction to ELL students in equal amount, sequence, and scope, as to non-ELL students, by ensuring:

- ✓ The same program goals and objectives for ELL students as non-ELL students exist (content of basic subject area courses is the same in scope, sequence and quality as the instruction provided to non-ELL students)
- ✓ Teacher classroom goals and objectives are for mastery of CCSS/NGSSS
- ✓ ELL students have access to honors, college preparatory, and advanced placement courses, as appropriate and regardless of language proficiency
- ✓ Instructional delivery, not content, is modified to meet the needs of ELL students
- ✓ Content area teachers receive appropriate ESOL training, and utilize appropriate ELL strategies when ELL students are enrolled in their classes
- ✓ All ELL students participate in statewide assessments—and FCAT/PARCC accommodations are provided in accordance with state and district mandates and guidelines, which may include:
- ✓ English to heritage language dictionary
- ✓ flexible setting (parent must be notified prior to testing)
- ✓ assistance in the heritage language (as specified in testing manual for each respective section of test to determine level of assistance)
- ✓ flexible scheduling
- ✓ ESOL Department and Testing Chair will attend all required District Professional Development opportunities

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

The entire academic design of the school is built to support students where they are and to bring them up to the high expectations we will have for them in order to prepare them to be successful leaders. Through the use of SSST design, intensive remediation classes when necessary, and comprehensive teaching and learning strategies employed by the school we believe students who enter the school below grade level will receive sufficient support to bring them back to grade-level expectations, or at very least make more than a year's worth of growth during each school year.

In order to make this a reality for ELL students, teachers will regularly document the specific ESOL strategies they are utilizing within their classes on their lesson plans, which will be regularly reviewed by administration. In addition, if a student needs additional assistance, the Student Support Services Team (SSST) will be available to assist the students with small group or individualized support as necessary.

The curriculum that is outlined within this application and any materials that we would consider adopting as a school will always have numerous supplemental materials available to assist with students who may be struggling to understand concepts or be below grade level. These in classroom supports along with the problem-solving analysis used as part of the multi-tiered system of supports described in section 4 and supported by the SSST provide numerous opportunities for support and assistance to students who may be struggling. In addition, after-school tutoring and online intervention tools will help students who need beyond what can be offered during the school day.

In order to ensure ELL students are meeting the CCSS/NGSSS at our school, the following beliefs and guidelines will be instrumental to the operation of our school:

- Set high expectations for ELLs. ELLs will perform much better if placed according to academic achievement rather than language proficiency; placement in challenging classes with quality instruction will enable them to learn more.
- Presenting ELLs with challenging curricular content. Curricula should be organized around "big questions," involve authentic reading and writing experiences, and provide textual choices as well as meaningful content for students.
- Recognize socio-cultural factors. Awareness of students' backgrounds, recognition of their prior literacy experiences, and knowledge of the challenges and benefits that ELLs experience when learning a second language can enable teachers to be more effective. These challenges include: understanding implicit cultural knowledge and norms; developing metalinguistic awareness; learning to code switch and translate; dealing with political, cultural, and social dimensions of language status issues; negotiating disparities between home/community and school literacy practices
- Use technology effectively. Greater access to technology and computer-assisted learning can be effective in engaging ELL's motivation, developing writing and editing skills, and tapping into the collaborative potential of class websites and blogs.

- Position native languages and home environments as resources. Teachers can help ELLs see their native languages and family cultures as resources that contribute to education rather than something to be overcome or cast aside. For example, research shows how students' extracurricular composing develops ELL's abilities in text comprehension, collaboration with peers, and construction of a writerly identity. Teachers can use these techniques to reduce the distance between home and school, while helping ELLs to become more invested in school learning.
- Teach ELLs in grades K–8 the basics of academic literacy. Focusing on content-specific and academic vocabulary, engaging students with class objectives, and encouraging them to write summaries of their learning, as recommended by models like Five Standards for Effective Pedagogy, Cognitive Academic Language Learning Approach (CALLA), and Sheltered Instruction Observation Protocol (SIOP), gives ELLs skills they can use in many academic subjects In addition, helping ELLs make connections between academic content and their own funds of knowledge about home and community literacies can help students see this knowledge as resources for building academic literacy.
- Student Support Services supports students in English and Spanish. Initially the student may have individual or small-group exclusion support during class time but this is replaced by inclusion in which the Language Support teacher or assistant accompanies the student in the subject area during the class period. Student Support Services will include prevention, intervention, transition, and follow-up services for students and families. The Student Support Services Unit will provide direct services for all children, especially those who are experiencing problems that create barriers to learning. Direct services are provided by means such as education, counseling, consultation, and individual assessment. In addition, student support services personnel provide in-service training, parent education, community collaboration. Student support services are an important part of comprehensive school program success. The philosophy of the school is to make every effort to meet the individual needs of every student. In order to achieve this, the school will use Differentiated Instruction. Students will be monitored on a daily and weekly basis.
- Teach ELLs in secondary school, like their K–8 peers, to simultaneously develop their skill with academic English and learn content in a variety of disciplines. Contexts of learning shift rapidly for ELLs in secondary school; on a daily basis they encounter several different teaching styles, varying tasks, multiple expectations, and a range of interaction styles. ELL's own socio-economic status, prior schooling, content knowledge, and immigration status also contribute to this variety.

Section 8: School Climate and Discipline

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

Students are more likely to adhere to rules and regulations when they are engaged in class material and affirmed by the teacher. The consistent and vigorous maintenance of a discipline policy provides structure for students, support for faculty and staff, and peace of mind for parents and guardians. A top-down approach can often become unreflective in its implementation and

draconian in its enforcement. However, being too lax can lead to innumerable problems of mental and physical recklessness, rampant favoritism, and insidious dysfunction. The discipline policy must embody and mirror the mission of the school, whereby students feel like they are active and contributing citizens to a community.

Students will be encouraged to take part in school wide forums of which key administrators and staff members will be required to attend. There, students will have the opportunity to present, anonymously if they choose, their thoughts and recommendations on school procedures, policies, and regulations. The greater extent to which students feel that their voices and needs are heard and weighed will mirror the extent to which they are likely to take ownership for regulating their own actions, challenging those of their peers, and caring for the community they share as a whole.

The School's philosophy regarding student behavior ensures commitment to the School's mission on a daily basis. The School believes that a safe and orderly school is of primary importance to creating an enjoyable learning environment for both students and teachers. Furthermore, when students behave in a respectful, responsible and safe manner, they enjoy a more productive learning experience and develop into responsible adults and citizens.

Teachers will be expected to have a classroom management plan and to share a copy of their plan with the Principal at the start of each year and be in alignment with the PBS philosophy and program of the School. This should identify how students will be corrected, how parents will be informed of classroom issues, and what steps the teacher will take to correct behavior. Teachers will be encouraged and supported to proactively deal with issues in the classroom before seeking administrative assistance.

Once a teacher has exhausted their classroom process and a student is referred to the office for assistance, the Principal will seek to understand the issues related to the problem. The school will use a progressive system of discipline so that issues can be dealt with fairly and justly based on the severity of the situation. We anticipated a leveled system with more severe consequences for more severe infractions and a system where repetitive behaviors are dealt with appropriately. Below is a sample of what we envision, but the final details will be completed prior to June, 2014.
Students will be expected to abide by a strict code of behavior. Proper conduct will be recognized and consequences will be given for breaking rules in accordance with the belief that inappropriate behaviors that interfere with the learning process must be extinguished. It is anticipated through a progressive discipline model, with commitment to apply consistent, best-practice behavior management techniques students will take ownership of their behavior mistakes and learn from these. The school encourages children to believe that "mistakes" of judgment can and often do occur, and it is the acceptance of responsibility for our actions and lesson(s) learned from the "mistakes" that develop a student's character.

MDCPS CHARACTER EDUCATION PROGRAM[30]

[30] http://socialsciences.dadeschools.net/chared/characterEd-9core.asp

The School will follow the MDCPS character education program. Students will be taught character education throughout the school year, reinforcing a sense of responsibility in their actions and deeds, thus molding more self-aware, capable individuals. Students will be encouraged, at minimum, to be honest, kind, respectful, patient, proud, and courteous. The School expects each parent to take an active role in supporting this plan. It is in the student's best interest that parents, faculty and staff work together to ensure a happy, safe and productive learning experience.

MDCPS - Nine Character Core Character Values

Citizenship: Helping to create a society based upon democratic values; e.g., rule of law, equality of opportunity, due process, reasoned argument, representative government, checks and balances, rights and responsibilities, and democratic decision-making.

- ✓ Obeying classroom and school rules.
- ✓ Forming a representative government in school; i.e., student government.

Cooperation: Working together toward goals as basis as human survival in an increasingly interdependent world.

- ✓ Practicing cooperative learning activities in the classroom.
- ✓ Being a member of the team on the athletic field.

Fairness: Treating people impartially, not playing favorites, being open-minded, and maintaining an objective attitude toward those whose actions and ideas are different from our own.

- ✓ Taking turns in a game/activity.
- ✓ Treating people the same, no matter what their ethnicity, race, religion, gender, or physical condition may be.

Honesty: Dealing truthfully with people, being sincere, not deceiving them nor stealing from them, not cheating nor lying.

- ✓ Doing one's own work when taking a test or working on an individual assignment.
- ✓ Telling the truth although it may place a person in a negative circumstance.

Integrity: Standing up for your beliefs about what is right and what is wrong and resisting social pressure to do wrong.

- ✓ Expressing one's conviction in a group of peers although it may not be popular with the majority.
- ✓ Not joining fellow students who are abusing drugs when "everyone" is doing it.

Kindness: Being sympathetic, helpful, compassionate, benevolent, agreeable, and gentle toward people and other living things.

- ✓ Participating in a class project to help lost or stray pets.
- ✓ Helping a fellow student who has been injured.

Pursuit of Excellence: Doing your best with the talents you have, striving toward a goal, and not giving up.

- ✓ Putting forth one's best effort when taking an exam or doing homework.
- ✓ Trying one's hardest when participating in sports.

Respect: Showing regard for the worth and dignity of someone or something, being courteous and polite, and judging all people on their merits. It takes three major forms: respect for oneself, respect for other people, and respect for all forms of life and the environment.

- ✓ Practicing acceptable manners in the school cafeteria.
- ✓ Not damaging or defacing property (graffiti) belongs to someone else.

Responsibility: Thinking before you act and being accountable for your actions, paying attention to others, and responding to their needs. Responsibility emphasizes our positive obligations to care for each other.

- ✓ Fulfilling one's part of an assignment in a group project.
- ✓ Performing a community service project.

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

Code of Conduct: In commitment to our mission, the school student's will abide by the MDCPS's Code of Student Conduct and the Procedures for Promoting and Maintaining a Safe Learning Environment.

In accordance with the MDCPS Code of Student Conduct, the most appropriate disciplinary action taken by the School's officials will be the least extreme measure that can resolve the discipline problem. Teachers and administrators strive to use a variety of informal disciplinary or guidance strategies, prior to, during, and after formal disciplinary action. The School will utilize corrective strategies appropriate to address the level of disruptive behavior as indicated in the Code of Student Conduct.

Our Honor Code

We believe that creating a program focused on character development is of utmost importance. When young adults behave in a respectful, honorable, and responsible manner, they learn more and develop into responsible citizens whose "character counts."

The School's Honor Code is a school-wide plan that clearly outlines student expectations. Model student behavior is recognized and consequences are given for not adhering to the Honor Code.

Each parent must play an active role in supporting this plan. It is imperative that our students learn to be responsible citizens in our community. It is in the young adult's best interest that parents and staff work together to ensure a safe and productive learning experience where all students can maximize their potential. The School's Honor Code requires students to be honest, kind, respectful, patient, proud, and courteous. The School encourages students to believe that mistakes may occur, and what is most important is that they learn from the consequences of the situation.

If a student does not follow our "Honor Code," the consequences are as follows:

Classroom Consequences:
1st Consequence - VERBAL WARNING
2nd Consequence - PARENT CONTACT
3rd Consequence - CLASSROOM EXCLUSION AND/ OR DETENTION
4th Consequence - REFERRED TO THE ADMINISTRATION

Administrative Consequences:
1st Consequence - Student is sent to the principal's office with a referral notice and the parent is notified. Dependent on the incident- reprimand, detention, work detail, physical training, indoor suspension, and outdoor suspension will be considered as acceptable forms of punishment.
2nd – 4th Consequence(s) – In School Suspension (1-3 days)/
5th Consequence– Outdoor Suspension and Placed on a Behavioral Contract
6th Consequence- 10 Day Outdoor Suspension, student will have to re-enroll for upcoming school year

A severe clause can be enacted automatically when the student performs one of the violations listed below:
Severe Clause Violations - Fighting, Use or involvement of Drugs and/or Weapons, Use of Profanity, Defiance of School Personnel, Assault upon a Staff Member, Continuous Disruptive Behavior. The Parent/guardian will be called to pick up the student. Any infraction within the Severe Clause will result in an immediate 10-day outdoor suspension with further action if required as per MDCPS Code of Conduct.

Suspension: The Principal or designee of the School may suspend a student from school for up to ten days for persistent disobedience and/or gross misconduct. Suspension from school can also be issued for Level II behaviors beginning with one day of suspension, and possibly increasing the days of suspension in accordance with the severity of the violation/infraction of school policy. School site administrators may take this action when they have exhausted informal disciplinary strategies, or when they have at least considered those alternatives and rejected them as inappropriate in a given situation.

Outdoor Suspension may be utilized by the School under the following conditions:

- The student's presence in school presents a physical danger to the student or others;
- A "cooling off" period is needed in order to relieve tensions and relieve pressure; and/or
- The student and/or parent refuse an alternative to suspension.

During a suspension the child will be given the opportunity to complete the work that was missed during the suspension. Failure to make up the assigned work missed (within three days of returning

to school) during a period of suspension will result in the student being given the academic grade of "F" for those assignments. A suspended student completing assigned work missed during the period of suspension will not be subject to the withholding of passing final grades unless the student has, in addition to suspension, attained five or more unexcused absences in a semester course or ten or more unexcused absences in an annual course. In addition to making up assigned work, the student will be held responsible for the material presented during his or her absence.

Under no circumstances are teachers required to make special provisions to comply with this procedure. The responsibility for securing assignments missed during the suspension period will be that of the student. Upon completion of the makeup work, within a reasonable amount of time (typically within three days) the student should submit the work to the teacher. The teacher must grade and record the makeup work as it is received. Improved effort and conduct by the student are expected, and lack of improvement will be handled by the teacher in an appropriate manner (e.g., parent conference, lowered effort and/or conduct grades, or referral to administration).

Dismissal or Recommendation for Expulsion**:** In accordance with the Code of Student Conduct, the School's Principal may request the School's Governing Board vote to make a recommendation to the M-DCPS Superintendent that a student be recommended for expulsion, after a hearing where due process has transpired. The principal of the School may request the Superintendent consider this action when the School has exhausted less severe administrative disciplinary action, or when the School has considered those alternatives and rejected them as inappropriate in the given situation. Only the Sponsor can expel a student from a Miami-Dade County Public School, and therefore regardless of any recommendations made by the governing board of the School, the decision to expel lies only with the School Board of Miami-Dade County.

The School's Code of Conduct, as referenced herein, reflects current policies and procedures adopted by the Sponsor. The School hereby agrees to adopt and implement the Sponsor's policies and procedures with respect to the Code of Conduct, as amended from time to time.

II. ORGANIZATIONAL PLAN

Section 9: Governance

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

The City of North Miami is the legal entity that will operate the School and will serve as the governing board (referred to as the charter school oversight committee within CNM) with the intent and purpose to provide supervision of the operation of the city-sponsored charter school through the charter approval granted by the School Board of Miami-Dade County and as provided by Ordinance to the Code of the City of North Miami.

This charter school oversight committee has the responsibility for financial affairs and management of the school; serves as the ultimate policy-maker; provides continued oversight of the School's operations; and is committed to ensure that newly elected members agree to support the founding vision, in order to maintain continuity between these founders and any subsequent future elected board members. Further, this committee is dedicated to the mission of the School and is fully cognizant of their responsibility to provide effective and proper management of public funds.

The Board of the School serves as the ultimate policy-maker that will have the responsibility for the management and oversight of the school. The Board will provide advice and direction to the School's Principal and administrative staff on an on-going, continuous basis. This high level of involvement will include the oversight of school operations to ensure the detailed execution of the school's mission and objectives. The Board will follow established rules and procedures to contract with experienced professionals to provide selected services, in order to ensure the successful opening and continuing operation of the school.

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

- The board meets regularly to address matters of policy, strategic direction, organizational performance and community impact.
- The board receives financial and other important information sufficiently in advance of the board meeting.
- The board meets regularly throughout the year, with a majority of directors in attendance.
- Board candidates are formally selected with an emphasis on the skills needed to advance the work of the organization.
- New directors receive comprehensive orientation after election to the board.
- Ongoing training is provided regularly to the board to ensure effective service by directors.
- The board maintains active involvement through rotation of duties and/or term limits.
- Meetings deal primarily with policy formulation, and the review and evaluation of the work of the organization. Routine matters, requiring board action but little discussion, are handled with dispatch. Some of these routine items may be placed on the consent agenda by the Board President.

- The committee structure reflects the organization's strategic priorities and changes, when necessary, to advance the mission. Committees are used effectively so that board members with relevant skills can focus on key issues.
- The board understands its legal obligations.

The Board and Administrators are the leaders of the School and as the stewards of the public's trust and charter's mission and vision will carry out their duties in a professional, responsible and ethical manner. The School's leaders are focused on fulfilling the School's mission and making sure that all students have an equal opportunity to achieve academic success and personal growth and development. The School's leaders:

- Have a strong understanding of and ensure compliance with applicable local, state, and federal laws, standards and regulations;
- Consistently implement the educational program outlined in the School's charter;
- Effectively communicate with and engages stakeholders in the vision and mission of the school;
- Monitor school climate and takes appropriate steps to ensure that it is conducive to student learning and professional development;
- Monitor and evaluates the effectiveness of the curriculum and instructional programs;
- Provide information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders;
- Treat all individuals with fairness, dignity and respect;
- Respect diversity and implements instructional strategies, innovations, and activities that are research based and reflective of best practice.

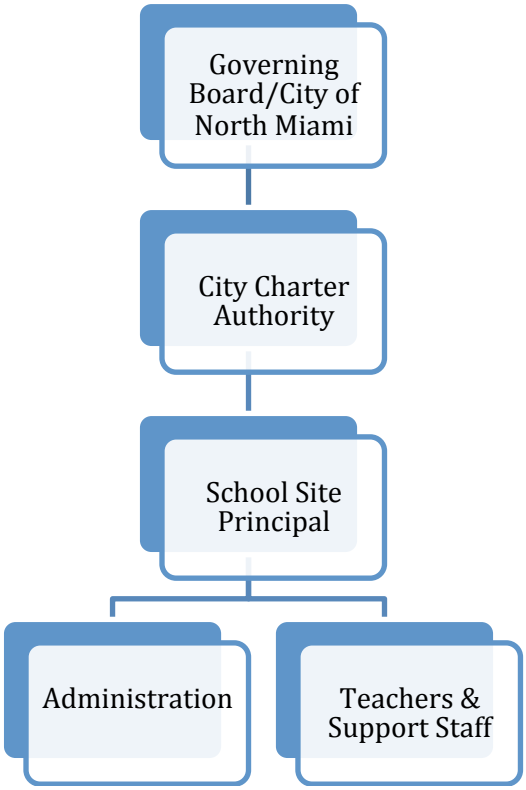
B. Provide an organizational chart for the school and a narrative description of the chart. Clearly describe the proposed reporting structure to the governing board and the relationship of the board to the school's leader and administration.

The School has clearly defined the roles, responsibilities and relationship between the key parties involved in the planning, development, operation and oversight of the School. The Board understands that it is the ultimate policy-making body with the responsibility for the oversight of the affairs and management of the School and its operations. The Board is directly responsible to the Sponsor for the fulfillment of the terms of the Charter Agreement. The Board directs the policies of the school and hires a Principal to implement those policies. The Board will consult with educational, legal and tax experts, as may be required, for the effective execution of its mission and policies.

The Principal of the School will report directly to the Governing Board and will have the responsibility for leading and supervising all aspects of school operations within statutory limits. The school's faculty and staff will report directly to the Principal. The School's leadership team will consist of the Principal, an Assistant Principal, and all support staff needed to ensure that the operations of the school are aligned with its mission and vision. The Principal, hired by the Board, will serve as the instructional leader of the school and will make all school-based decisions, establishing and implementing procedures to ensure smooth day-to-day operations of the school.

The support staff will be responsible for carrying out the procedures established by the Principal in their daily routines and interactions with the stakeholders of the school.

The following organizational chart depicts the relationship between the Members of the Board, the school site administration and staff.



The Governing Board is responsible for the implementation and compliance of the Charter Agreement with the Sponsor. It sets the policy for the school site administrator & provides oversight.

The School's Principal, hired by the Board, will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval granted by the Board. The table titled "Board, Committee and Staff Roles in Financial Oversight" in Section 9.3 further defines the Principal's responsibilities & interaction with the Board. The Principal's job description is found in Section 10.

The support staff is responsible for carrying out the policies and procedures established by the Principal in the day to day operations of the School

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**

The Governing Board shall hold all power afforded to it by Florida Laws for Not-For-Profit Corporations and as described in Section 1002.33, Florida Statutes. The Governing Board understands that it is ultimately the policy-making body that will have the responsibility for oversight of the affairs and management of the school and supervision of school operations. The Governing Board is directly responsible to the Sponsor for the fulfillment of the terms of the Charter Agreement. The Governing Board directs the policies of the school and hires a Principal to implement those policies. The Governing Board will consult with educational, legal and tax experts as may be required for the effective execution of its mission and policies.

The Board fully understands and will comply with all of the requirements of the Sponsor and Federal and State agencies. The Board will ensure that the School:

- ✓ Not charge tuition or fees
- ✓ Be nonsectarian in its policies, practices and operations
- ✓ Be accountable to its sponsor for its academic and financial performance
- ✓ Comply with requirements pertaining to: the provision of services to students with disabilities; civil rights; and student health, safety and welfare
- ✓ Comply with requirements governing public records and public meetings
- ✓ Maintain all financial records that constitute its accounting system in accordance with current law
- ✓ Annually conduct a financial audit
- ✓ Participates fully in the Florida's education accountability program

Responsibilities of the Officers and Members of the Board

President:

As further specified in the Code of the CNM, the Mayor, as President, is the chief executive officer of the corporation and has, subject to the control of the Board, general supervision, direction and control of the business and officers of the corporation. The President shall preside at all meetings of the Board. The President has the general management powers and duties usually vested in the office of the President and general manager of a corporation as well as such other powers and duties as the Board may prescribe from time to time.

Vice President:

As further specified in the Code of the CNM, the Vice President(s), the absence or disability of the President, shall perform all duties of the President and shall have such other powers and perform such other duties as the Board may prescribe form time to time.

Secretary:

The Secretary shall:

- maintain minutes of all meetings of the Board and its committees;
- give notice of all meetings of the Board;
- distribute the minutes of meetings of the Board to all its members promptly after the meetings;
- keep the seal of the corporation in safe custody;
- maintain all reports, statements and other documents required by law, except to the extent the same are to be kept or filed by the Treasurer; and
- perform such other powers and perform such other duties as may be prescribed from time to time by the Board as well as all other duties detailed within the Code.

D. Describe the 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 polices, 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.***

Board Member Powers

The policies and procedures by which the Board will operate, including specific board member powers are detailed within the Code of the CNM.

The Governing Board will establish rules, policies and procedures to govern itself and the school's administration. The policies and procedure will include, but are not limited to, the following:

- Establishing, modifying & implementing the school's mission & purpose
- Principal/administrator selection & role
- Job Descriptions for all staff & Board Members
- Performance assessments for all classes of employees
- Accountability
- Code of Ethics & conflict of interests
- Staff development
- Board member development
- Stakeholder engagement & participation
- Budgetary & Financial
- Vendor selection
- School climate & student safety
- Character & civic education

Board Member Duties

The Governing Board of the School will perform the following duties, as well as any and all other duties specified in Florida Statutes regarding the governing board of charter schools:

- Oversee operational policies, academic accountability, and financial accountability.
- Annually adopt and maintain an operating budget.

- Exercise continuing oversight over charter school operations.
- Report its progress annually to its Sponsor, which shall forward the report to the Commissioner of Education at the same time as other annual school accountability reports.
- Ensure that the charter school has retained the services of a certified public accountant for the annual financial audit, pursuant to paragraph (g), who shall submit the report to the governing body.
- Review and approve the audit report, including audit findings and recommendations.
- Monitor a financial recovery plan in order to ensure compliance (if applicable).
- Report progress annually to its sponsor, including at least the following components (i.e. Charter School Annual Report):
    - Student achievement performance data.
    - Financial status of the school, including revenues and expenditures at a level of detail that allows for analysis of the ability to meet financial obligations and timely repayment of debt.
    - Documentation of the facilities in current use and any planned facilities for use by the charter school for instruction of students, administrative functions, or investment purposes.
    - Descriptive information about the charter school's personnel, including salary and benefit levels of charter school employees, the proportion of instructional personnel who hold professional or temporary certificates, and the proportion of instructional personnel teaching in-field or out-of-field.

Board Member Selection & Removal Procedures & Term Limits

The Code of the CNM, describes the selection, removal procedures, and term limits of Board Members.

Code of Ethics and Conflict of Interest

The City's organizational policies, by which the Governing Board is bound, include provisions relating to conflict of interest and code of ethics. These provisions and policies, by which all Governing Board members, as elected officials, must abide, are detailed within the City of North Miami Code, Notwithstanding, all policies and provisions are consistent with state and federal guidelines and regulations.

Meeting Schedule

The Governing Board of the School will vote upon and post their meeting schedule for each school year, and annually thereafter, in accordance with chapter 119 of the Florida Statutes, relating to public records, and public meetings. The Governing Board of the School will meet at least quarterly.

E. Explain how the founding group for the school intends to transition to a governing board.

The founding group of the School is the same group which will serve as the Board of Directors. The Board is committed to ensure that newly elected members will agree to support the founding

vision, in order to maintain continuity between these founders and any subsequent board members who may be elected to serve in the future.

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

As defined in the Code of the City of North Miami, the Mayor and City Council members will serve on the Board for a term of service to coincide with the term of office of each elected official, who will commit to forward the mission of the School. All Board members will agree to oversee the operational policies, and ensure academic accountability and financial accountability of the School as well as participate in charter school governance training and successfully undergo a background check by the Sponsor, as specified by law. City staff, parents and community partners will be welcomed and encouraged to hold advisory positions to the governing board of the School.

Orientation Process and Ongoing Professional Development:

School administrators and Board members will be trained in the areas of non-profit board governance, Florida's Open Government Requirements, the Florida Sunshine Law, and the Florida Public Records Law. This training will be provided by The Florida Association of Charter Schools or another approved vendor.

School administrators and Board members will be trained each year in the area of Human Resources. The training will cover the areas of Hiring, Utilizing, and Evaluating Administration, Personnel Policies and Procedures, Hiring Practices, Evaluation, Taxes and Benefits.

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.

The board for the School includes the following individuals:

- ✓ Mayor Lucie M. Tondreau-Mayor

  Born in Haiti and raised in Canada, Lucie Tondreau had "discovered" Miami in 1984 "by accident". After leaving the Canadian cold, she was first in 1982 in New York where she was already involved in the fight for the Haitian immigrants' rights. Holder of the "Claire-Heureuse Award", Lucie Tondreau was the flagship of most battles fought by the Haitian community to defend its rights.

  Lucie Tondreau began a journalist career in 1982 in the program "Moman Kreyol" broadcast in New York. In Florida since 1984, she provides on radio news from Haiti, issues analysis, and informs her compatriots on migration issues. On television, she anchors since November 2010 the program "Face to Face" on Island TV. She receives guests, politicians, officials, journalists, artists and experts in various fields to comment on the socio-political and cultural news of Haiti and the Diaspora.

  Lucia is a member of the Haitian-American Grassroots Coalition which includes 16 Haitian-American organizations. She holds in the city of North Miami a consulting firm for immigration

issues, Tondreau & Associates. Lucie Tondreau in 2002 was candidate for the position of District Commissioner of Miami-Dade County. Position now held by the Haitian Jean Monestime. The human rights activist is currently fighting to enforce the article on dual citizenship contained in the amended Haitian Constitution, voted in 2010 but not yet published. The next step in the battle to require transparency around the tax imposed in June 2010 to the Diaspora by the Haitian government on phone calls and money transfers to Haiti.

- ✓ Scott Galvin, Councilman

Lifelong resident of North Miami. Graduate of North Miami Senior High School. Earned a Bachelor's of Science degree in Political Science from Florida International University.
Professional: Junior Achievement of Greater Miami; Vice President of Education
Civic/Community Work

- North Miami City Council, elected in May 1999, 2003, 2007 and 2011. Current term expires in May 2015
- Established *Pioneer Pride Fund*, 2003, to benefit programs at North Miami Senior High School
- *AIDS Healthcare Foundation*, Board of Directors
- *Florida Marlins Foundation*, Advisory Board
- *North Miami Mayor's Economic Task Force*, Board of Directors
- Friends of the North Miami Public Library, Member
- Greater North Miami Chamber of Commerce, Member and Past President
- North Miami Jaycees, Member and Past President
- Greater North Miami Historical Society, Founding Member
- Miami-Dade Gay and Lesbian Chamber of Commerce, Member
- Gay and Lesbian Community Center, Member
- North Miami Westside Property Owners Association, Member

- ✓ Carol Keys, Councilwoman

Carol Keys is a real estate attorney (admitted to the Florida Bar 1978) and is the Owner of Keys Title Company, established in North Miami in 1998. She is a lifelong resident of the city, still residing in the home in which she grew up.
Named by the North Miami Mayor's Economic Task Force as Activist of the Year in 2000, Carol has committed herself to improving the quality of life for North Miami resident's, with a special emphasis on the more vulnerable: children and the elderly.
Education
University of Miami, Masters of Law in Taxation
Cumberland School of Law at Samford University, Juris Doctor
University of Florida, Masters of Science in Accounting
University of Florida, Bachelor of Science in Accounting and Business Administration
Miami-Dade Community College, Associate of Arts
Community Involvement
Growing up in North Miami, Carol Keys was inspired to be actively involved in the community. She has served on City advisory boards, such as the Board of Adjustment (1998-2013), the Floodplain Committee (2002-2013), the Charter Review Board (2012-13). She has also served as past President and Director of the Police Athletic League (PAL) of North Miami, to give guidance to the organization's variety of programs that serve North Miami's youth.

Associations and Memberships
The Florida Bar, Member since 1978
North Dade Bar Association, Member since 1978
Greater North Miami Chamber of Commerce

- President, 2004-06
- Board of Directors, 1992–present

North Dade and the Beaches Real Estate Council, Treasurer, 2007-present
North Miami Foundation for Senior Citizens, Board of Directors, 1996-present
Keystone Point Homeowner's Association–President, 2011–present; member since 1994

✓ Philippe Bien-Amie, Councilman

Phillippe Bien-Amie was recently elected in the District 3 Seat left vacant by Councilman Jean Marcellus. Councilman Bien Amie is dedicated to serving the City of North Miami community and finding effective ways to respond to the needs of its residents.

✓ Marie Erlande Steril, Councilwoman

Marie Erlande Steril is the first black woman elected to public service in the city of North Miami. Mrs. Steril immigrated to the United States in 1982, settling in Miami. She has been a resident of North Miami since 1989, most specifically in District 4 that she proudly represents on the City Council. She has been an active member of the community and has contributed to the betterment of the City at many different levels. She has served as member of the University Relations Board, Community Image Advisory Board for Miami-Dade County, Sunkist Grove Homeowners Association, the Advisory Board on the hiring of the City Manager, just to name a few. Mrs. Steril is married to Mr. Nego Steril and has two children: Marsha and Stanley. She attends Eden Seventh Day Adventist Church.

Education: Councilwoman Steril holds a Master's Degree in Social Work from Barry University.

Community Involvement: Mrs. Steril is the Executive Director of Family Corners, Inc., a social service agency she established in North Miami.

Associations and Memberships

- Miami-Dade County Community Image Advisory Board
- The South Florida Regional Planning Council
- Vice Chair of the National Haitian American Elected Officials Network
- Board of Directors for the Miami-Dade County League of Cities

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

There is a skill to diffusing parent concerns and it usually involves patient listening and empathy with the parent's grievance. The Board will recruit a Principal that is an experienced school leader with knowledge of Florida School Law and the Sponsor's Board rules and procedures.

The Principal also will have business and customer relationship skills. If after giving the parent an opportunity to communicate their concern, the Principal is unable to resolve the Parent's problem within his authority and the boundaries of Florida School Law, then the Parent may request an appearance before the Governing Board. The Board shall expect that all of its employees will treat parents, students and other stakeholders with respect and proper courtesy

Positive relations between the School and its parents and families are a primary concern. For that

reason, every effort will be made to handle disputes in the most positive way possible. The following steps have been outlined in order to facilitate resolution of such issues:

1. Make appointment to clarify issue with student's teacher;
2. Make appointment to clarify issue with school administration;
3. Contact the identified person at the Service and Support Organization;
4. Contact the Governing Board Chair; and
5. State concerns at a scheduled Governing Board meeting.

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:

I. Name of the partner organization.

The City of North Miami is a municipal sponsor for the School. Miami Dade College will be a College partner.

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

Jeff Geimer, Director of Parks and Recreation, City of North Miami, jgiemier@northmiamifl.gov, telephone (305) 895-9842.
Dr. Hector Garcia, Dean of the School of Justice, Miami Dade College, hgarcia8@mdc.edu, telephone (305)327-1328.

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

The programs the School will offer reflect the needs and views of a broad constituency within the CNM, the needs of the local labor market, the expressed desires of parents and students for globally competitive and locally employable high school graduates. The City will work in conjunction with an education service provider with expertise in school management, to ensure that students' needs are being met, and that all students are performing and learning gains are being met.

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

The City Mayor and City Council will serve as the Governing Board of the School. The management and operation of the School will be contracted to an education service provider.

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 educational leadership and on-site management of the School will be delivered through an on-site hired administrator. The governing board of the School is comprised of the Mayor and City Council of the City of North Miami.

The School has access to employ, on a part-time basis firefighters and police officers to provide

expert curriculum instruction in the academy areas. The firefighters employed by The School must: have six years of experience as a Firefighter with Certification as Paramedics; and have Vocational Teaching Certification. Similarly, the police officers who teach at The School must: be active Department of Law Enforcement Officers for at least six years; and maintain Vocational Teaching Certification.

The Board will implement an on-site administration that will consist of a Principal and administrative support staff that will be responsible for the day-to-day operation of the school in the areas of: working with the teaching staff, addressing student-related issues, overseeing the parental involvement agreements and providing input and support for curriculum development. The Principal, along with the leadership team, will be responsible for ensuring the school is operating in accordance with the mission and vision set forth in the charter application and the Sponsor. The Principal and the leadership team will serve as Instructional Leaders, demonstrating mastery of the Florida Principal Competencies, to make all school-based decisions relating to the operations of the school. The Board will provide the school with secretarial staff that will be responsible for supporting the principal and leadership team with the daily interactions with stakeholders. These duties will include recruitment, counseling, monitoring and curriculum alignment. Included in the Appendixes section of this application are the job descriptions for each of the key positions.

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

The School will incorporate the following elements of success into the fabric of the school's day to day operations.

1. Continuous School Improvement Planning
2. Teacher and Leader Effectiveness
3. Curriculum Planning
4. Assessment and Data Process
5. Culture of Excellence focused on Academic, Data, Behavior, and Climate
6. Extended Learning Opportunity
7. Stakeholder Involvement and Communication

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

JOB DESCRIPTONS FOR ALL KEY POSITOINS ARE ATTACHED IN THE APPENDIX.

The Principal

The School's Board will select a dynamic Principal who is committed to the school's mission and will lead others by example. The top administrator functions as a bridge between the board and the staff of the organization. The Principal is empowered by the Board to act on its behalf and implement Board level policies and procedures. The administrator is given the following authority: recruit, hire, organize, and supervise all staff; develop and implement administrative policies and procedures; and allocate resources within the Board's established budgetary guidelines. The Board will hold the Principal accountable to the scope of duties outlined in the Principal's job description through annual job performance appraisals. Some of the key items in the performance appraisal will include curriculum development, success working with the teaching staff, addressing student-related issues, impact of the parental involvement agreements, and efficient use of resources.

PRINCIPAL – KEY ROLES, RESPONSIBILITIES & ACCOUNTABILITY

QUALIFICATIONS:

Education: An earned Master's Degree from an accredited college or university.

Certification: A valid Florida Certification in School Principal, or Professional School Principal.

Experience: A total of five (5) years of school experience is required; which includes a minimum of three (3) years of required experience as a Principal, Assistant School Principal, or District Administrator.

REPORTS TO: The School's Board

SUPERVISES: All Administrative, Instructional, and Service/Support Personnel assigned to the School.

POSITION GOAL: To provide the leadership and management necessary to administer and supervise all programs, policies and activities of the School to ensure high quality educational experiences and services for the students in a safe and enriching environment.

KNOWLEDGE, SKILLS AND ABILITIES: The School Principal will effectively perform the performance responsibilities using the following knowledge, skills and abilities: Ability to: prepare and manage the school's budget and allocated resources; to read, interpret, follow and enforce the State Board Rules, Code of Ethics, Sponsor's School Board policies, and other state and federal laws; use effective interview techniques, coaching procedures, and evaluation procedures; use effective public speaking skills, group dynamics, and interaction and problem solving skills; maintain a sensitivity to multicultural issues; perceive the impact of a decision on other components of the organization; communicate effectively both orally and in writing; and analyze and use data. The School Principal will need knowledge of current educational trends and research. Knowledge and

understanding of the unique needs and characteristics of all of the School's stakeholders.

LEADERSHIP:

The School Principal shall:

- Establish and monitor a school mission and goals that are aligned with the Board's mission and goals.
- Model and maintain high standards of professional conduct.
- Set high standards and expectations for self, others, and school.
- Demonstrate satisfactory or above performance on the Florida Principal Competencies while performing all duties required by the School's job description.
- Provide leadership in the implementation of the Sunshine State Standards, Florida Write, NGSSS, CCS and other tests measuring student achievement.
- Maintain active involvement in the school improvement planning process with the School's Parent & Community Advisory Group by providing resources for decision making and priority setting.
- Use quality improvement principles and processes in daily school administration.
- Implement procedures and policies that ensure a safe and orderly learning environment.
- Anticipate difficult situations and develop plans to handle them.
- Manage and administer the development, implementation and assessment of the school's instructional program to ensure continuous, appropriate student growth and achievement.
- Use collaborative leadership style and quality processes to involve stakeholders in establishing and achieving the school's mission and goals.
- Provide leadership and direction for all aspects of the School's operation.
- Build teams to accomplish plans, goals and priorities.
- Conduct staff meetings to discuss policy changes, instructional programs, potential problems and resolution for existing problems.
- Use appropriate interpersonal styles and methods to guide individuals or groups to task accomplishment.
- Develop and maintain a school atmosphere conducive to learning and student achievement.
- Maintain visibility and accessibility on the school campus and at school-related activities and events.
- Establish procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents.
- Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.
- Provide leadership to involve the school in quality initiatives.
- Communicate school information, goals, student learning and behavior expectations to all customer groups.
- Use effective communication techniques with students, teachers, parents

- and stake holders.
- Provide for the articulation of the school's instructional program among school
- personnel.
- Communicate, through proper channels, to keep the Board informed of impending problems or events of an unusual nature.
- Communicate effectively, both orally and in writing, with parents, students, teachers and the community.

INFORMATION & ANALYSIS:

The School Principal shall:

- Provide leadership and direction for the implementation and evaluation of curriculum and instruction.
- Address the diverse needs of the school population consistent with the School's mission.
- Analyze and use data for decision-making to improve actions, plans, and processes.
- Use current research, performance data, and feedback from students, teachers, parents and community to make decisions related to improving instruction.
- Access, analyze, interpret and use data in decision-making.
- Use key information, such as benchmarks and comparison data, in analyzing results to effectively measure performance.
- Make data accessible to all stakeholders.

STRATEGIC QUALITY PLANNING:
The School Principal shall:

- Develop long- and short-term plans and goals within the School Improvement Plan, aligned with the School's strategic plan.
- Collaborate and provide resources to ensure the development of the School's Improvement Plan.
- Set high goals and standards for self, others and the organization.
- Establish and actively pursue the School's vision and mission in collaboration with staff, parents, students, and other stakeholders.
- Communicate overall School Improvement Plan requirements to all staff so they can describe how goals and plans relate to their work.
- Oversee the selection and acquisition of instructional materials and equipment.
- Collect input and analyze data to develop goals.
- Manage the school's student accounting as it relates to Florida Education Finance Program (FEFP) funding and future planning.
- Direct the development of the master schedule and assign teachers according to
- identified needs.
- Allocate resources consistent with implementation of the School Improvement Plan.
- Utilize a systematic process for collecting input from stakeholders and incorporate customer requirements in developing the School Improvement Plan.

- Establish procedures to monitor processes, activities and responsibilities and respond to feedback.
- Establish and coordinate procedures for student, teacher, parent and community
- evaluation of curriculum.
- Facilitate the horizontal and vertical articulation of curriculum within the school as well as between the school and its feeder system.
- Provide recognition and celebration for student, staff, and school accomplishments.

CUSTOMER FOCUS:
The School Principal shall:

- Develop positive relationships with customers (students, parents, teachers, and community).
- Facilitate a program of family and community involvement.
- Serve as final arbitrator for serious discipline problems in accordance with the School's policy and state statues.
- Develop and maintain positive school/community relations and act as liaison between the two.
- Promote/market the school and its priorities to the community.
- Establish processes and methods to respond to valid customer requirements.
- Facilitate, coordinate, and monitor the implementation of Student Education programs and services.
- Implement procedures to ensure that rights of children with disabilities and parents of such children are protected.
- Work with parents to resolve complaints or concerns.
- Interact with government and service agencies relative to student welfare.
- Establish processes to determine customer needs and level of satisfaction.
- Establish guidelines for desirable student conduct and follow suspension and expulsion policies and procedures.
- Supervise the implementation of the school's student services plan, including guidance, drop-out prevention, health services, attendance and related areas.
- Take appropriate reporting and/or referral action whenever abuse situations are recognized.
- Provide leadership support for community involvement programs and business partnerships at the school level.
- Direct and develop the recruitment of Business Partners to benefit the school and community.
- Develop activities with business partners that promote student achievement.

HUMAN RESOURCES:
The School Principal shall:

- Analyze data and information to plan staff development to accomplish school goals.

- Complete annual Needs Assessment to determine staff development needs.
- Lead and manage personnel development through staff development, in-service and other developmental activities linked to student achievement gains and the school improvement plan.
- Build a school community and environment supporting learning and growth for all toward achieving the school's mission.
- Facilitate the development and implementation of an effective staff development program.
- Participate in the Board's management meetings and other activities to enhance professional development.
- Successfully participate in the staff development programs offered to increase the individual's skill and proficiency related to the assignment.
- Serve as a coach/mentor to assistant principals or others aspiring to leadership roles.
- Review current developments, literature and technical sources of information related to job responsibility.
- Use team approaches in solving problems and improving processes and provide frequent feedback to those involved in improvement efforts.
- Delegate responsibilities to appropriate staff members.
- Consider data and results from action research when solving problems and improving processes.
- Contribute to positive staff morale through support and recognition of groups and individuals working toward school improvement.
- Assign tasks and supervise personnel in task accomplishment, including special projects.
- Provide recognition and celebration for student, staff, and school accomplishments.
- Appropriately and professionally manage personnel issues, including hiring, evaluation, staff deficiencies and retention; provide feedback on professional performance and offer assistance to strengthen weaknesses in performance.
- Interview and select qualified personnel to be recommended for appointment.
- Establish job assignments, supervise all assigned personnel, and conduct performance assessments according to Board's policies and procedures
- Establish and maintain individual professional development plans for each instructional employee linked to student achievement.
- Consider the aspirations of self and others in relation to the jobs and tasks assigned when assessing expertise and developmental needs.

MANAGEMENT OF PROCESSES:
The School Principal shall:

- Identify quality requirements of materials/services and communicate this information to parents, community and suppliers..
- Access community resources to meet school needs.
- Demonstrate readiness and confidence in making and/or sharing decisions in a timely fashion.
- Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.
- Understand, support, and implement the procedures, negotiated agreements, policies and decisions of the School's Board, Sponsor, State, and Federal governmental entities.
- Implement the Board policy, state statutes, and federal regulations as they pertain to the School.

OPERATIONAL RESULTS:
The School Principal shall:

- Show positive trends in the achievement of improvement goal results in the areas of operation, business practices (efficiency) and customer satisfaction.
- Manage and supervise the school's financial resources including the preparation and disbursement of the School's budget and internal accounts.
- Establish and manage the School's student accounting and attendance procedures.
- Supervise and monitor the accurate completion of data collection and submit resulting reports according to timelines.
- Write and disseminate newsletters, memos, letters, press releases, agendas, and other materials using proper grammar and punctuation.
- Coordinate and manage the School's extra-curricular student activities and funds.
- Provide leadership in the effective use of technology in the classroom and in school administration.
- Coordinate plant safety and facility inspections at the School.
- Supervise transportation services at the School.
- Ensure adherence to good safety procedures.
- Comply with district procedures to manage equipment inventory, property leasing, and rental of School Board property.
- Perform other duties as assigned by the Board consistent with the goals and objectives of the position.

PHYSICAL REQUIREMENTS:
Medium work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently and/or up to 10 pounds of force as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be consistent with the policies established by the School's Board. Length of the work year and hours of employment shall be established by the School's Board.

ADMINISTRATIVE ASSISTANT TO THE PRINCIPAL

The primary duties of the Administrative Assistant's to the Principal are described as follows but may be amended by the Board.

- Provides secretarial support to Principal; Records messages; Schedules meetings and appointments; Sorts, date stamps, delivers all incoming mail to Principal and Assistant Principal; Maintains phone log of all incoming calls to Principal
- Provides administrative support to Principal; filing of all documentation, reports, correspondence; Maintains daily sign in log book for teachers; Maintains updated faculty list; Maintains updated phone list; Maintains school calendar; Responds to requests for information; Maintains updated list of terminated employees during school year; maintains tickler system for deadlines, assignments, projects
- Process HR administrative support to the Principal; assists with new hire paperwork; Follows up with fingerprinting for new hires; Maintains and processes teacher certification information in Excel format; Maintains updated personnel files in compliance; Maintains filing system as well as set of locked confidential files; Maintains updated benefits information; Monitors personnel time sheets and requests for absence; Process Out-of-Field Waivers and documents same on Excel spreadsheet; Mandatory attendance at all staff and department chair meetings
- Collects lunch deposit from Cafeteria Manager in absence of Business Manager
- Maintains adequate supply inventory and processes supply request forms
- Distributes school-wide email as approved by Principal
- Maintains inventory for office materials and orders as needed
- Prepares meeting agendas; Posts mandatory notice for Board meetings
- Responsible for taking minutes and distributing same for all required meetings in a timely manner
- Mandatory attendance at all Open Houses, Lottery, and other similar events
- Performs such other tasks and assumes such other responsibilities as the Principal may from time to time assign.

REGISTRAR

- Attends all District DPC meetings sharing information with administrative staff as needed
- Responsible for maintaining District/State data base
- Informs Principal of bulletins that appear on the District/State database
- Input all information required for each panel in the designated database in a timely and accurate manner
- Processes changes to database only via change forms signed by Principal; Processes changes of address in District/State database and emergency cards
- Maintains immunization updates for existing students
- Maintains accurate records for room use and class loads
- Maintains student records according to District guidelines
- Monitors and maintains all cumulative records including sign-out procedures and discard of irrelevant items according to district guidelines; Files new cumulative files as they are

delivered.

- Sends files to schools as appropriate for withdrawn students.
- Reads and distributes inter-school and district mail appropriately.
- Responsible for student enrollment; Facilitates student withdrawals and maintains withdrawal information; Supervises registration of students; Supervises the transmittal of transcripts and other official documents related to students; Maintains waiting list
- Maintaining updated student immunization records
- Maintaining National School Lunch Program records updated and in compliance
- Facilitating annual lottery process
- Processes notification letters
- Maintaining transportation records
- Collects money for lost books when student withdraws
- Prepares an annual report of withdrawals and transfers, indicating the reason for each student's departure
- Maintains in-house database of students
- Performs such other tasks and assumes such other responsibilities as the Principal or his/her designee may assign

Guidance Counselor:

- Provide classroom and small group developmentally appropriate guidance lessons to students.
- Provide personal, social, behavioral, and academic counseling to identified students.
- Provide input to administrators and faculty regarding discipline of identified students.
- Assist families who have specific needs for community support or referral for public services.
- Perform other duties as assigned by the Principal to support the mission of the school.
- Serve as the point of contact and facilitator for scholarships and other mentoring programs.

DEPARTMENT CHAIRS/LEAD TEACHER (3 years classroom experience required)

- Assists in establishing department curriculum objectives and develops a plan for the implementation and evaluation of these objectives
- Assists in the recruiting, screening, hiring, training and assignment of department personnel
- Conducts department meetings and attends school, district and professional meetings as necessary
- Assists department teachers in handling of day-to-day problems of instruction and acts as a resource person for department teachers on curriculum questions
- Assumes responsibility for suggesting the ordering, inventorying and distribution of all departmental instruction materials
- Evaluate personnel and makes recommendations to the principal regarding department personnel
- Advises the principal on the department budgetary needs
- Makes classroom visitation of department personnel when necessary and provides follow-up consultation
- Collects and maintains a file of daily lesson plans
- Provides orientation and in-service training for department personnel

- Meets with other department heads to promote interdisciplinary programs
- Assists in identifying and using community resources for the department programs
- Implements an ongoing program of curriculum evaluation
- Assists the principal in interpreting grading policies, promotional policies and instructional programs to parents and the community
- Administer the tutoring program for the assigned subject area
- Keeps informed of trends and educational innovations as they relate to department concerns

ASSISTANT PRINCIPAL

- The Assistant Principal will assist the principal in all tasks described above as directed by the Principal and will assist in the daily operations of school policies including but not limited to the areas of:
- School operations
- Curriculum (Instruction, assessment, staff evaluation and development)
- Discipline and safety
- Student-related issues
- Parental communication and involvement
- Staff support
- Community support
- School-wide assessment and accountability

Business Manager

- Manage and direct administrative processes and employees.
- Analyze and organize office operations, procedures, and work flow and take appropriate action in accordance with back-up office operations staff.
- Provide and coordinate backup for administrative staff.
- Record and file daily the student and staff attendance data.
- Assist with telephone responsibilities as required.
- Provide for appropriate building mail distribution.
- Type/post/announce daily bulletins/announcements.
- Assist with the scheduling of substitute teachers.
- Liaison to local school district
- Order general office and school supplies and process all check requests and expense reports, purchase orders via appropriate requisition procedure.
- Responsible for facility, office keys.
- Process clerical and personnel records to insure completeness, accuracy, and timeliness.
- Prepare and review school reports.
- Work with Human Resources department on procedures, initiatives, annual benefits enrollment process, etc.
- Coordinate verification and timely processing of payroll including new hire information and timesheets as well as timely distribution of faculty/staff payroll.
- Check-in/distribute building curriculum orders.
- Assist in coordination of social functions and other school meetings.
- Maintain and reconcile petty cash and school checking account.

- Responsible for processing applicants and training administrative staff.
- Establish administrative goals and performance measures.

TEACHERS

NCLB dictates that all students be taught by a "Highly Qualified Teacher" (HQT) who holds at least a bachelor's degree, has obtained full State certification, and has demonstrated knowledge in the core academic subjects he or she teaches.

NCLB requires teachers in K-12 schools to meet the definition of Highly Qualified Teacher (HQT) through the following criteria:

- ✓ minimum of a bachelor's degree
- ✓ full state teacher certification
- ✓ demonstrated subject matter knowledge in each core academic subject assigned to teach, including Bilingual, English as a Second Language, and Special Education.

The School recognizes that teacher quality is one of the most important factors in improving student achievement and eliminating achievement gaps. The School will follow the guidelines set by the Sponsor's Office of Professional Development (OPS). The School will direct its teaching staff to assist any developmental coursework offered by OPS or will pursue development opportunities outside those offered by OPS.

NCLB allows states to develop an additional way for current teachers to demonstrate subject-matter competency and meet highly qualified teacher requirements. Under the High, Objective, Uniform State Standard of Evaluation (HOUSSE), proof may consist of a combination of teaching experience, professional development, and knowledge in the subject obtained from previous years of teaching experience.

The duties and responsibilities of the instructional staff are as follows:

DEMONSTRATE PROFICIENCY

- Demonstrate mastery of all state competencies
- Demonstrate mastery of all twelve of the teacher practices benchmarks for the 21St century at the professional and eventually the accomplished level
- Foster students' achievement gains from baseline assessment levels to be evident in pre/post test comparison results, standardized test scores, and portfolios
- Maintain student portfolios

DEMONSTRATE INITIATIVE

- Demonstrate consistent attendance
- Demonstrate efficiency
- Demonstrate punctuality
- Initiate opportunities for professional development
- Initiate and present innovative ideas for special projects, school functions, field trips, extracurricular activities, and clubs

- Provide supplemental instruction

PARTICIPATE IN CONTINUED PROFESSIONAL DEVELOPMENT
- Attend workshops and conferences
- Demonstrate oral proficiency
- Demonstrate written proficiency
- Pursue further education and supplemental credentials

SERVE AS ROLE MODELS FOR STUDENTS
- Maintaining and promoting a safe environment and administer student surveys twice yearly
- Promote problem-solving skills and character education
- Promote and enforce Code of Excellence

ADVISE PARENTS
- Document parent phone calls, conversations, and conferences
- Work as partners to create behavior modification plans and create
- Pupil Progression Plans for students
- Keep parents updated through interim reports, report cards, phone calls, and notes home
- Maintain flexibility and frequent contact with parents about student progress and school events

DEMONSTRATE AWARENESS OF EACH STUDENT'S EDUCATIONAL NEEDS
- Continually assess students' development (psychological and academic) through clearly defined rubrics
- Establish, maintain, assess, and (if needed) modify individual student progression plans
- Identify those students who exhibit exceptional thinking styles and behaviors and implement and/or accommodate those exceptional needs

PARTICIPATE ACTIVELY IN SCHOOL FUNCTIONS
- Attend parent/teacher meetings and conferences
- Plan and participate in special events

WORK COOPERATIVELY AND PRODUCTIVELY WITH CO-WORKERS
- Take initiative to implement projects, programs, and/or compensate for shortcomings within your classroom and/or the school environment
- Exhibit congeniality among co-workers, students, and parents
- Be flexible - always have a back-up plan

FOLLOW GUIDELINES REGARDING SAFETY AND EDUCATION
- Complete and maintain accident reports
- Consistently maintain portfolios
- Supervise student recreation
- Complete, distribute, and maintain files of all behavior and homework referrals as required
- Complete and maintain files of all report cards, interim reports, and county test records

- Maintain up-to-date lesson plans within the guidelines of the curriculum
- Follow safety requirements regarding aisles, doorways, fire alarms, and fire extinguishers at all times
- Participate in monthly fire and tornado drills
- Keep dangerous objects and toxic substances (ammonias, medicines, etc.) out of the reach of children at all times
- Follow appropriate medication guidelines for all students (never to give Tylenol, cough drops, or any prescription medications without the written consent of the parent and administrator and accompanied by the appropriate medical forms).

SERVE AS ROLE MODELS FOR STUDENTS

- Promote problem-solving skills and character education
- Promote and enforce school rules
- Maintain a pleasant and respectful demeanor among students and parents

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

The Board of the School will be responsible for hiring the School Principal, who will be responsible for the operations of the School in accordance with established charter school best practices and guidelines outlined by the Sponsor and set forth by the School's Governing Board. The Principal will serve as the instructional leader of the school and will be responsible for its academic excellence. The Governing Board will make its priority to recruit individuals who have the administrative and instructional knowledge and experience to undertake the daily challenges of the position of Principal.

The Board will research leadership recruitment initiatives and district expectations for a principal and will identify highly-qualified, local candidates. An initial list of qualified candidates has already been developed. The Governing Board has held preliminary conversations with some candidates. The scope of search will be expanded, if necessary, with national recruitment agencies, such as New Leaders New Schools to seek an individual who has the following minimal requirements:

- a Master's degree (higher degrees preferred);
- a progressive background in administration (preferably school setting) and teaching experience aligned to the mission and vision of the school;
- appropriate certification in Educational Leadership in the State of Florida;
- documented experience in working with School Advisory Councils or educational boards;
- leadership capabilities that are aligned to implementing the National Reform Agenda;
- knowledge of the needs of the student population the school will serve;
- references from previous supervisors that demonstrate a positive administrative experience;
- documented excellent communication skills; and
- capacity to meet or exceed the following Florida Principal Competencies: Proactive Orientation; Decisiveness; Commitment to School Mission; Interpersonal Search; Information Search; Concept Formation; Conceptual Flexibility; Managing Interactions; Persuasiveness; Concern for Image; Tactical Adaptability; Achievement Motivations;

Management Control; Developmental Orientations; Organizational Ability; Delegation; Self-Presentation; Written Communication; Organizational Sensitivity.

Principal Evaluation

The School will utilize an Administrator Performance Appraisal to facilitate the professional evaluation of the Principal. The Board may also establish additional evaluative procedures including, but not limited to; interviews, goal review, budget review, and evaluation of climate surveys.

The goal of the tool is to insure that principals are meeting appropriate expectations and setting goals to meet those expectations as they relate to each individual area. The following steps will be followed:

- The Board President will give the Principal a blank evaluation form. The Principal will have at least (15) days to complete the self-evaluation.
- The Board President will independently complete the evaluation form.
- The President will schedule a conference with the Principal to review the evaluation. The Principal will be asked to sign the completed, reviewed and amended (if necessary) evaluation.
- The completed, signed evaluation will be presented to the full Board for discussion.
- The evaluation will be filed by the Board Secretary in the Principals employment file.

The Teacher evaluation criteria and tools are explained under the school's plan for development and evaluation of staff.

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

The Governing Board will use a 25:1 ratio in 9-12, in accordance with the Class Size Amendment as it applies to Charter Schools, to staff the school. The Governing Board will direct the Principal to ensure that all teachers are certified in their area of instruction and deemed Highly Qualified and adhere to the guidelines set forth by the policies of the Governing Board and Sponsor. The School will have a teacher salary schedule that is competitive with the local charter school market and Sponsor. The Board will use the following staffing plan as a guide. This staffing plan will be amended base on feedback and guidance from the Sponsor.

A staffing plan is included in the financials found in the appendix.

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

RECRUITMENT

The Governing Board of the School will work with the principal to ensure that all faculty members have the qualifications needed to be deemed Highly Qualified and meet the needs of the students served by the school. Therefore, the recruitment plan will take the following into consideration:

- ✓ Partner with local universities to assign interns to the school who will be considered for possible openings that may arise based on their performance.
- ✓ Utilize the Florida department of education website entitled "teach in florida" to announce and recruit highly qualified teachers;
- ✓ Conduct two job fairs a year to organize efforts that will recruit instructional experts to serve as teachers at the school and increase the rigor and relevance of the teaching and learning;
- ✓ Create a competitive salary schedule that includes performance incentives to attract high performing teachers; and
- ✓ Utilize local media venues to advertise openings.

The Governing Board of the School will ensure that the hiring procedures focus on representing the diverse racial/ethnic background of the students it serves. All school-based personnel, including teachers, administrators and staff, will comply with the Sponsor's requirement for fingerprinting, background checks and drug screening prior to employment at the school.

SELECTION OF STAFF

The Governing Board will provide the necessary support to assist the Principal in recruiting and hiring candidates that possess the following qualifications and skills:

Principal/Administration

- a Master's degree;
- a progressive background in administration (preferably school setting) and teaching experience aligned to the mission and vision of the school;
- appropriate certification in Educational Leadership in the State of Florida;
- documented experience in working with School Advisory Councils or educational boards;
- leadership capabilities that are aligned to implementing the National Reform Agenda;
- knowledge of the needs of the student population the School will serve;
- references from previous supervisors that demonstrate a positive administrative experience;
- documented excellent communication skills; and
- capacity to meet or exceed the following Florida Principal Competencies: Proactive Orientation; Decisiveness; Commitment to School Mission; Interpersonal Search; Information Search; Concept Formation; Conceptual Flexibility; Managing Interactions; Persuasiveness; Concern for Image; Tactical Adaptability; Achievement Motivations; Management Control; Developmental Orientations; Organizational Ability; Delegation; Self-Presentation; Written Communication; Organizational Sensitivity.

Instructional Staff

- appropriate certification in the field that will be assigned to the teacher;
- Bachelor's Degree;
- references from previous supervisors that demonstrate satisfactory performance (preferably in the education field);
- ability to be a team player and participate in Professional Learning Communities; and

- commitment to the vision and mission of the school.

The Governing Board of the School will not authorize an individual to provide instruction in the school if they do not contain a certificate or license in Florida or if their license has been revoked or suspended. The School will adhere to the fingerprinting requirements outlined in Section 1012.32, F.S., and all employees will have to participate in a background check and drug-screening. The Governing Board will appoint a hiring committee to work with the principal in recruiting and hiring the staff to ensure alignment to the vision and mission of this charter. The hiring process for the school will be as follows:

- the Governing Board hires the Principal, works with universities to develop partnerships that will attract Highly Qualified Teachers and will appoint the hiring committee (inclusive of all stakeholders);

- the Hiring Committee will work with the Principal to advertise positions, develop interview questions for the positions available and conduct initial interviews. The committee will also verify candidate credentials and references and provide two recommendations to the principal of possible candidates to be hired; and

- the Principal conducts a final interview (includes content experts such as department chair) and hires the candidate of choice.

EVALUATION OF STAFF

The Governing Board will evaluate the Principal annually using a comprehensive summative form that validates the principal's competence and possession of the competencies aforementioned in the Florida Principal Competencies. The Governing Board will measure the Principal's performance in terms of meeting and exceeding these competencies annually with emphasis in the areas outlined within the Principal's job description included in the Appendix section of this charter application.

SB 736 (Chapter 2011-1, L.O.F.)[31] revises the evaluation, compensation, and employment practices for classroom teachers, other instructional personnel, and school administrators to refocus the education system on what is best for students. The bill aligns with Florida's successful Race to the Top application to which 62 of the 67 school districts and 53 local unions have supported and agreed to implement. The bill revises the evaluation system to focus on student performance. The bill reinforces Race to the Top, which requires 50 percent of the evaluation for classroom teachers and other instructional personnel to be based on student performance for students assigned to them over a 3-year period. The bill specifies that 50 percent of a school administrator's evaluation is based upon the performance of the students assigned to the school over a 3-year period. If less than 3 years of student growth data is available for an evaluation, the School must include the years for which data is available and may reduce the percentage of the evaluation based on student growth to not less than 40 percent for classroom teachers and school administrators and not less than 20 percent for other instructional personnel. The School will measure student

[31] Section 1012.34(3)(a)1., Florida Statutes

learning growth based on the performance of students on the state-required assessments for classroom teachers, other instructional personnel and school administrator evaluations. The remainder of a classroom teacher's evaluation is based on instructional practice and professional responsibilities. The evaluation system must differentiate among four levels: highly effective; effective; needs improvement or, for instructional in the first three years of employment who need improvement, developing; and unsatisfactory.

For instructional personnel who are not classroom teachers, the remainder of the evaluation would consist of instructional practice and professional responsibilities, and may include specific job expectations related to student support. The remainder of the school administrator's evaluation would include the recruitment and retention of effective or highly effective teachers, improvement in the percentage of classroom teachers evaluated at the effective or highly effective level, other leadership practices that result in improved student outcomes, and professional responsibilities.
School districts, beginning with the 2014-2015 school year, must administer local assessments that are aligned to the standards and measure student mastery of the content. The school district can use statewide assessments, other standardized assessments, industry certification examinations, or district-developed or selected end-of-course assessments.

The School will embrace the spirit of SB 736 and Race to the Top by tying the most significant gains in salary to the effectiveness demonstrated by the evaluation. Beginning with instructional personnel or school administrators hired on or July 1, 2014, the evaluation will determine an individual's eligibility for a salary increase. The salaries of quality teachers, other instructional personnel, and school administrators will grow more quickly, while those of poor performing employees will not. The new salary schedule will require a base salary schedule for classroom teachers, other instructional personnel, and school administrators with the following salary increases:

- An employee who is highly effective, as determined by his or her evaluation, will receive a salary increase that must be greater than the highest annual salary adjustment available to that individual through any other salary schedule adopted by the school district.
- An employee who is effective, as determined by his or her evaluation, will receive a salary increase between 50 and 75 percent of the annual salary increase provided to a highly effective employee.
- An employee under any other performance rating will not be eligible for a salary increase.

The bill holds charter schools to the same standard as other public schools with respect to performance evaluations for instructional personnel and school administrators, assessments, performance pay and salary schedules, and workforce reductions.
The Principal's evaluation will include a student performance component that will be aligned to the school accountability requirements of the State of Florida under the Florida A+ Plan and the federal requirements of the United States Department of Education under the No Child Left Behind Act. The student performance section will make 50% of the total performance rating given to the principal. The Principal will evaluate the Assistant Principal annually adhering to the same guidelines established in the Principal's evaluation.

Teacher Evaluation
The Principal will evaluate the teachers using a performance appraisal system that will be established to validate teacher competence in accordance with Florida Statues and as specified in

the Educator Accomplished Practices which include the characteristics needed in a teacher such as the knowledge, skills and abilities to effectively support high student achievement. Additional areas that will be considered are: assessment, communication, continuous improvement, critical thinking, diversity, ethics, human development and learning, knowledge of subject matter, learning environment, planning, role of the teacher, and technology. Lastly, the teacher evaluation will include a student performance component that will be aligned to the school accountability requirements of the State of Florida under the Florida A+ Plan and the federal requirements of the United States Department of Education under the No Child Left Behind Act. The student performance section will make 40% of the total performance rating given to the teacher. For teachers in non-tested areas, a mutually agreed upon student performance target area will be developed by the teacher and principal at the beginning of each school year. This mutually agreed upon target should be aligned to the overall vision and mission of the school.

The Principal will conduct formal teacher observations three times a year. Additional observations will be conducted should areas of concern arise during any the observation. If teachers are found unsatisfactory, an improvement plan will be created to assist with the improvement of the deficiencies noted. This plan will include but not be limited to specific strategies, resources, and timelines for the teacher to improve the weaknesses. The Principal will also use the Class Walk Through Program to provide ongoing feedback on the teacher's performance.

The Principal also will evaluate other support staff such as custodians and clerical staff. Based on the evaluation, the principal will conduct appropriate evaluative conversations with the employee. These evaluation methods will serve as a decision making factor for continued employment with the School. Teachers are expected to promote and support high student achievement in accordance with the School's mission and core of ethics.

RETENTION OF STAFF

The Governing Board believes that the retention of staff is based on relationships developed and benefits provided. The Governing Board wants to ensure its' employees are provided with competitive benefits and employee services, within the School's financial parameters and responsibilities. Experience and research dictates that when the employees have a good benefit package and a positive working relationship with their supervisors the environment is conducive to effective teaching and learning. The Board is committed to ensuring that its' leaders have strong interpersonal skills to promote professional growth among the instructional staff. This school culture of excellence results in high retention rates and high academic performance. In addition, the school will have a clear human resource process that demonstrates its commitment to employees by addressing their concerns.

Section 11: Education Service Providers

A. Describe the services to be provided by the ESP.

The Board has not selected an ESP, at this point in time. If and when the Board selects an ESP, the ESP's services will include assistance with facilities design, staffing recommendations and human resource coordination, curriculum development, research and data updating, sponsor relations and reporting, program marketing, and bookkeeping, budgeting, and financial forecasting, provided to the Governing Board for its oversight and approval.

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).

(Draft of proposed contract between the School and the ESP will be included in the application).

C. 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.

The CNM has not selected an ESP, at this point in time.

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.

General accounting services including bookkeeping, purchasing support, payables, asset management, budget preparation, cash flow analysis, and preparation of interim financial statements and assistance with the work of the School's independent certified auditor. All financials are provided to the Governing Board for its oversight and approval.

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.

The Governing Board will conduct periodic and annual evaluations of the performance of the School in the following categories, as to each of which the ESP is required to provide data to the Governing Board: financial performance, including variance to budget; staff turnover data; academic performance, including enrollment; and facilities costs and needs. Failure to perform its obligations under the management agreement by the ESP is grounds for termination by the School.

F. Provide a summary of the ESP's history, including its educational philosophy and background and experience of senior management.

(will provide with final application, based on Board's selection)

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.

N/A

Section 12: Human Resources and Employment

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

The School will be a not-for-profit, private employer, and will not participate in the Florida Retirement System. Teacher salaries will be comparable to those outlined in the teacher salary schedule implemented by the local public school district. Full time, salaried employees will be entitled to Health Insurance.

B. Describe the personnel policies and procedures to which staff will be required to adhere, including expectations for participation in the school's professional development program.

The purpose of the School's personnel policies and procedures is to provide guidelines for the varied range of personnel related employment, evaluation, discipline, dismissal, benefits and code of conduct issues. The policies will clearly set forth and communicate the principles of fairness and due process and will be in full compliance with all applicable laws and regulations.

All faculty and staff members will be hired through a comprehensive recruitment and selection process. This process includes, supervisor and peer interviews, teaching demonstrations (for teachers), and review of credentials, background checks and reference checks.
The School will employ Highly Qualified Teachers (see Staffing Plan, Section 10). The school will follow the letter and spirit of the No Child Left Behind Act (NCLB) of 2001 in seeking and developing "highly qualified" teachers. All teachers must possess, at a minimum, the following qualifications: possessing a Bachelors Degree; having the requisite State credentials or certificate; and demonstrating core academic subject matter competency.
Some of the qualifications the School will look for in its teachers are, as follows:

- Appropriate certification
- Bachelors degree in Education or area of specialization in the grade(s) to be taught; advanced degrees appreciated
- Exemplary personal presentation and interpersonal skills
- Literate in computer skills
- Committed to high student achievement
- Strong referrals and recommendations
- Mentoring characteristics & attitude
- Communications skills with parents, students, resource personnel and other stakeholders
- History of professional development

The School will not hire an individual to provide instructional services or to serve as a teacher aide if the individual's certificate or licensure as an educator is suspended or revoked by this or any other state. The School will require all employees to undergo a background check and fingerprinting in collaboration with the Sponsor as required by §1002.33 (12)(g), Florida statutes prior to that employee reporting to the classroom. The School will not violate the anti-discrimination provisions of Federal or State law in its hiring and employment practices.
The school's vision, mission and objectives will be clearly delineated and communicated. Recruitment and development efforts will look to motivate staff to embrace and embody the school's mission. The School will strive to promote a sense of enthusiasm and commitment as well as a strong belief in and understanding of the charter school concept.
All staff members will be expected to adhere to the highest standards of conduct and behavior and set a positive example for all students.

Code of Professional Practices
The School will adopt the Florida Department of Education's Code of Professional Practices.

Drug-free Workplace
The School is a drug-free workplace and all personnel may be subject to random drug testing. Testing procedures and guidelines will be communicated to employees prior to implementation and will be consistent with those of the Sponsor. All employees shall use the Charter Schools General Drug Test Authorization form. Applicants may not report to work until the school receives notification of a negative test.
The school may terminate a staff member's employment when performance or conduct does not meet standards, in accordance with established and communicated policies and procedures. In most cases employees will be given a reasonable opportunity to correct the problem. Once a corrective action opportunity is given to an employee and the school determines that the employee has failed to make the necessary correction, he or she will be subject to further discipline, including termination.
A summary of the policies and procedures regarding probationary period, voluntary and involuntary termination, job performance, misconduct, and insubordination, are as follows:
Ninety-Day Probation Period
All employees will be hired on a 90-day provisional contract and may be terminated at any time in accordance with the School's termination provisions.
Voluntary Termination
The school will consider an employee to have voluntarily terminated or abandoned his or her employment if an employee does any of the following:

- Elects to resign from the school.
- Fails to return from an approved leave of absence on the date specified by the school.
- Fails to return to work without notice to the school for three (3) consecutive days.

Involuntary Termination
The School expressly reserves the right to discharge employees for cause, but without being in violation of Federal or State laws. The school maintains consistency in its termination of employees through the consistent implementation of its policies and procedures. Terminated employees will receive all earned pay to the next regular pay period. An employee may be terminated involuntarily for any reason not prohibited by law, including a leave of absence in excess of 180 days, poor performance, misconduct, or other violations of the school's rules of conduct for employees.
Involuntary termination, other than for an administrative reason or abandonment of employment, will result in forfeiture of all earned accrued compensation, other than as required to be paid by law.
Job Performance
Employees may be disciplined or discharged for poor job performance, including but not limited to, the following:

- Below-average work quality or quantity
- Poor attitude or lack of cooperation
- Excess absenteeism, tardiness, or abuse of break or lunch privileges
- Failure to follow instructions or procedures
- Failure to follow established safety/security procedures

Misconduct
Employees may be disciplined or discharged for misconduct, including but not limited to the following:

Insubordination

- Dishonesty
- Theft
- Discourtesy (to students, parents, peers, supervisors, etc.)
- Misusing or destroying school property or the property of another
- Disclosing or using confidential or proprietary information without authorization
- Falsifying or altering school records, including the application for employment
- Interfering with the work performance of others
- Harassing other employees or students
- Being under the influence of, manufacturing, dispensing, distributing, using, or possessing alcohol or illegal or controlled substances on school property or while conducting school business or supervising students.
- Possessing a firearm or other dangerous weapon on school property or while conducting school business
- Conduct which raises a threat to the safety and well being of the school, its employees, students, or property, including being charged or convicted of a crime that indicates unfitness for the job
- Failing to report to the school, within five days, any charge or conviction under any criminal, drug, state or felony arrests

The School may proceed directly to a written reprimand or to termination for misconduct or performance deficiency without resort to prior disciplinary steps, when the school deems such action is appropriate. If an employee is recommended for dismissal by the Principal of the School, the Principal will propose such dismissal at a meeting of the Governing Board. The employee shall have the right to contest the dismissal at the board meeting and present testimony or evidence in connection with the action to dismiss.

Evaluation of Faculty

The school sets very high standards and expectations for the performance of the faculty. Faculty and staff are evaluated on a regular basis through-out the school year and all new educators are evaluated with in the first forty-five days using the Formal Professional Evaluation Form.

Teachers are provided with a variety of tools to insure success in the classroom. During preplanning activities teachers are provided the following documents as a part of the Faculty Handbook:

- Developing Questions Planning Tool
- Examples of Support Interventions for ESE Students
- Homework Planning Tool
- Lesson Planning Tool
- Multicultural/Foreign Language/ESOL Education Strategies
- Parent Conference Planning Tool
- Personal Characteristics of Effective Classroom Managers
- Phone Call Planning Tool
- Procedures Planning Tool
- "S.M.A.R.T." Objectives
- Techniques to Reduce Misbehavior in the Classroom
- The Modification Process - ESE Accommodations

These research-based tools are designed to provide teachers with a resource to help insure success in daily activities in the classroom environment.
The following are evaluation tools used during the school year by administrators and lead/mentor teachers. The goal is for the teacher to improve his/her skills in the classroom. The following tools will be employed:

- Formal Professional Evaluation Form
- Standardized Professional Practices for Teachers
- Employee Self Evaluation
- Goal Planning Template
- Rubric for Evaluating Teachers

In the event deficiencies are found a Professional Development Plan is put into place and the teacher is paired with a mentor. Professional development and in-service opportunities are also provided.

Professional Development

The School is committed to maintaining a high level of quality instructors by implementing a comprehensive professional development plan. The School will support the professional development needs of all professional staff by subsidizing college classes, facilitating the attainment of continuing education credits through the Teacher Education Center (TEC) or another approved source.
Appropriate and relevant school-wide training will occur on teacher planning days as well as on early release dates. All staff will participate in school-initiated and other relevant and necessary workshops for professional development, and a member of the administrative team will coordinate, assist and monitor the staff development process.
The School will require all staff to report to school two weeks prior to the opening of school for the purpose of becoming oriented to the various policies, methodologies and programs that will become the framework for the new charter school. Training will be provided by consultants, staff members, publishers, etc. Professional development will be an ongoing commitment of the School and support will be demonstrated annually in the budget development process.

Teacher training will also be offered throughout the school year in a variety of areas:

- **Strategies for Teachers: C**reating a positive classroom environment where every student can learn through proactive discipline, positive reinforcement, and consistent routines. Keeping the classroom in control.
- **Data-Driven Decision Making for Teachers and Administrators:** Interactive Workshop teaching staff how to use Specific Performance Indicators (SPI) to identify student needs. Staff members will be trained on types of educational research, corresponding sources of data, and collection instruments to be used for continuous school improvement. Teachers will be trained on how to use quantitative and qualitative data to plan and improve classroom instruction.
- **New Discoveries about Reading & Reading Instruction: T**he latest research on reading to help struggling readers and keep others on a steady course of improvement.
- **Mission and Vision:** School administrators build understanding of the school's mission and vision. Faculty and staff will be trained in the development and use of the school's mission and vision toward achieving teaching and the School's goals. The faculty, staff, parents, students, and community stakeholders will play a role in annually assessing how well the mission and vision statements are aligned with the school culture and needs. The results of

this assessment will be reviewed in this training yearly to ensure that the mission and vision statements serve as the vehicle for continuing school excellence.

- **The Art of Effective Communication: E**ffective communication. Skills and confidence to communicate as a consummate professional with parents, teachers and students.
- **Improving Individual Student Achievement:** small group training focusing on specific subject related instructional and assessment strategies used to increase student achievement. The focus of this training will be on specific strategies by core academic areas as detailed in the instructional program strategies and assessments.
- **Continuous Improvement Process:** The mission of the School comprises of a continuous improvement process both in and out of the classroom. The process and professional development that accompanies is conducted by lead teachers and administrative staff. It builds on the importance of adopting a school "culture" of continuous improvement through climate surveys, student and staff assessments, and the development of a School Improvement Plan (SIP).
- **ESE Strategies for the Inclusion Model:** Assisting ESE students without disrupting the rest of the classroom. Making the necessary adaptations for ESE students while keeping other students on track.
- **Effective Teaching Strategies in Science:** Teaching techniques, focusing on the essential standards and engaging students. How to apply those methods to science instruction.
- **Differentiated Instruction – Emphasis on Reading:** Providing individualized instruction to 20+ students in the same classroom. How to run an effective reading block using small group instruction. Ensure that all students are reaching their full reading potential.
- **Literacy Leadership Workshop –** Teachers will be schedule by departments and rotate throughout this 1 day workshop comprised of the following 4 sessions: Differentiated Instruction, Content-Area Classroom Libraries, Vocabulary Strategies/Word Walls and Reciprocal Teaching Strategies. The sessions will prepare teachers to adopt the *Just Read Florida!* Initiatives into their daily instruction.
- **Teachers as Facilitators**: Select teachers will attend local, state and national conferences and serve as trainer to the remainder of the staff upon return to the School. In-house workshops and meetings will be held monthly by administrators and may occur as often as biweekly through team leaders, in order to facilitate support, encourage communication, allow for team planning, and troubleshoot concerns and needs.

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.

The School will hold periodic information meetings at various locations to inform area residents and other interested persons about the charter school opportunity. The promotional plan to publicize the school will be designed to reach the entire community and, accordingly, all racial/ethnic groups within it. The school will implement a community awareness plan that will target area elementary schools, area communities and homeowner associations. Presentations will include information about charter schools in general and specifically about the School's curriculum

focus and the application procedure. Flyers will be developed in multiple languages (including Spanish and English) for distribution at area businesses, community centers, churches, and child care facilities. The School's staff will make extensive efforts to address people where they meet, work, pray and play in order to communicate the opportunities available at the new school. Special effort will be taken to ensure that marketing, application and registration materials are available in multiple languages. All marketing materials and the School's website will include the following statement: "Tuition-free public charter school".

The School's staff will contact social service agencies in the area that typically serve "harder to reach" families referenced here. Information brochures and applications printed in multiple languages (including Spanish, English, Haitian-Creole) will be distributed to these agencies to facilitate the school's desire to inform these groups about the new school. School personnel will solicit opportunities to meet with families served by these agencies for a "direct" opportunity to inform parents about the new school.

The School will make great efforts to reach all families and reflect the demographics of the County. A comprehensive advertising and promotional plan will include the use of print, broadcast and online media – including minority and community periodicals -- to disseminate information about the school's educational program and open enrollment period. Promotional flyers and/or brochures will be distributed to community groups and churches to ensure that harder-to-reach families are aware of the School and their eligibility to apply for enrollment. This information will also be posted in local public facilities such as the post office, community centers, libraries and other locations of public access. In order to best reach out to the county's growing diverse population, informational materials will be available in multiple languages, as needed.

The School will also distribute press releases and public service announcements to various media outlets to promote the open enrollment period, open house and other essential details about the school and its programs. A banner will also be posted on site with relevant information.

Once opened, parents and community partners will be encouraged to inform family, friends, and their community groups about the School. Local elected officials will be invited to visit the School and they will also be given an update on the program's growth and asked to share open enrollment information with their constituents through their newsletter and/or community meetings.

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.

Students will be considered for admission without regard to ethnicity, national origin, gender, or achievement level. Due to the diverse racial and ethnic mix of the City, the School expects to achieve diversity reflective of the community it serves. The promotional plan to be followed in publicizing the School will be designed to reach the entire community and, accordingly, all racial/ethnic groups within it.

THE COMMUNITY THE SCHOOL WILL SERVE

The City of North Miami's demographic information and racial and ethnic composition, is as follows:

North Miami	
Population, 2012 estimate	60,565
Population, % change, April 2010-July 2012	3.10%
Black persons, percent, 2010 (a)	58.90%
Hispanic or Latino origin, percent, 2010 (b)	27.10%
White persons not Hispanic, percent, 2010	12.40%
Foreign born persons, percent, 2007-2011	50.50%
Language other than English spoken at home, percent age 5+, 2007-2011	72.00%

The CNM charter school will be a great option for the students that finish the 8th grade at neighboring Benjamin Franklin K-8 Center. The gender, racial and ethnic composition of this school is:

Benjamin Franklin K-8 Center

Racial/Ethnic Group	Number of Students Enrolled in October		School %		District %		State %	
	Female	Male	2011-12	2010-11	2011-12	2010-11	2011-12	2010-11
WHITE	1	2	0.6	0.9	8.3	8.6	42.4	43.2
BLACK OR AFRICAN AMERICAN	214	221	85	85.1	23.9	24.5	23	22.9
HISPANIC / LATINO	37	35	14.1	13.6	65.9	65.1	28.6	27.9
ASIAN					1.2	1.2	2.5	2.5
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER							0.1	0.1
AMERICAN INDIAN OR ALASKA NATIVE					0.1	0.1	0.4	0.4
TWO OR MORE RACES	1	1	0.4	0.4	0.5	0.5	3	3
DISABLED	10	28	7.4	7.2	10.3	10.8	13.2	13.7
ECONOMICALLY DISADVANTAGED	235	245	93.8	93	71.9	70.2	57.6	56
ELL	80	93	33.8	38.1	25.2	24.1	11.9	11.7
MIGRANT					0.2	0.2	0.5	0.5
FEMALE	253		49.4	49.4	48.8	48.8	48.7	48.8
MALE		259	50.6	50.6	51.2	51.2	51.4	51.3
TOTAL	512		100	100	100	100	100	100

The School will provide copies of its promotional materials and announcements in several languages (English, Creole, Spanish and other dominant language in the community) to local community organizations (i.e. religious organizations, parks, community out-reach centers). The local committee, along with community partners, will work to carry out to bring promotional materials to parents in the surrounding neighborhoods and help recruit them to attend general informational meetings at night in local community centers. This will be part of the School's grass roots marketing efforts to ensure that "harder-to-reach" families (e.g. single-parent families, low socio-economic households, etc.) are aware of the School and their eligibility to apply for enrollment.

The School will prepare a press release in multiple languages for dissemination to the major print, television, and radio media in the county to inform the general public of the location of the school as well as the enrollment period. These meetings will be publicized by way of public service announcements (PSA) which may be distributed to local television, radio, and print media outlets through the support of local community partners such as Faith Christian Center Church to promote the school and opportunities for parents in the area. In addition, parents and community members who have expressed their support for the school will be encouraged to inform family, friends, communities, etc.

Informational flyers advertising the School and its general meeting times will be posted in, but not be limited to, local public facilities such as the post office, community centers, libraries, daycare centers, local supermarket community boards, and local businesses. Once launched, the School will use the organization's educational website to provide information about the school (e.g. informational meetings, registration periods) and make the initial application available to parents via the internet. Other locations of public access will also be sought out to ensure proper coverage in the community.

The School will be nonsectarian in its programs, admission policies, employment practices and operations. The School will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications then there are spaces for students, in which case students will be admitted through a random selection process.

The School will adopt a non discrimination policy and will include this statement in its advertisements and enrollment marketing communications:

"The City of North Miami Charter School is an Equal Opportunity Employer and a non-discriminatory educational provider. It is the policy of the School to comply with all applicable state and federal laws regarding non-discrimination in employment and educational programs and services. The School will not discriminate on the basis of race, creed, gender, national origin or age in administration of its educational policies, admissions policies, athletic, and other school programs."

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

Any eligible student, as described in F.S.1002.33(10), who submits a timely application and whose parents accept the conditions of the Parental Involvement Contract shall be considered for enrollment, unless the number of applications exceeds the capacity of the program, class, grade level, or building. In such case, all applicants shall have an equal chance of being admitted through a random selection process. If the number of applications falls short of the established capacity, supplemental registration periods may be held for the purpose of reaching student capacity.

An open admissions policy will be implemented wherein the School will be open to any student residing in the County. If the number of applicants exceeds capacity all applicants shall have an equal chance of being admitted through a random selection process, lottery, conducted by the school's accounting firm in conformity with Florida's charter school legislation.

Students in the lottery will be assigned a waiting list number and will be admitted when student seats become available or capacity increases. Florida's charter school legislation, Fla. Stat. 1002.33(10)(e), provides that the School may give enrollment preference to certain student populations. Said student populations include:

1. Students who are siblings of a student enrolled in the charter school;
2. Students who are the children of a member of the governing board of the charter school;
3. Students who are the children of an employee of the charter school; and
4. Students who are the children of an active-duty member of any branch of the United States Armed Forces.

Additionally, in order to minimize any traffic impact caused by the school and ensure that the school is available to serve the residents of the neighborhood where the school is located, the Governing Board of the charter school may elect to limit the enrollment process to target students residing within a reasonable distance of the school as provided under Fla. Stat. §1002.33 (10)(e). The School will not discriminate on the basis of race, religion, or national or ethnic origin, or exceptionality in the admission of students. Staff at the School will accommodate the needs of students enrolled at the school to ensure a positive learning experience.

Enrollment Timeline (Approximate Dates):

July 1:	Initial student registration period begins
July 15:	If the number of applicants exceeds capacity, admission lottery will be conducted. Students who have registered will be officially enrolled.
July 16:	Second registration period begins.
August 1st:	If number of applicants exceeds capacity, lottery will be conducted. If the number of applications falls short of the established capacity, supplemental registration periods may be held for the purpose of reaching student capacity.

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.

The School will require parents and students to sign separate Parent and Student Agreements (Contracts). The home-school partnership is solidified through a Student/Parent Contract, entered into as a requisite for initial and continued enrollment at the School. The Contract will be implemented as a major initiative of the School and parents willingly agree to the required 30 hours of service as an investment in the child's education. The School will provide various options to allow parents to meet this obligation.
Utilizing the Memorandum of Opinion originating from the Office of General Counsel, Florida Department of Education, Opinion No. 03-05, the Board shall reserve the right to deny reenrollment privileges to a student as a result of a breach of the parent contract for volunteer service. It is the express intention of the School to provide parents and guardians with an over-abundance of opportunities for fulfilling the volunteer requirement. The School will be flexible in providing other means of facilitating compliance by the parent/guardian, so that no student is denied readmission as a result of this policy.

Through the contract, parents and students agree, as members of the School's family, to abide by all of the school rules and regulations, and specifically, the parent contract stipulates various items that will be utilized in support of the child's education, providing certain means for ensuring their success. For example, the parent contract dictates:

- The School's Student Code of Excellence and the Sponsor's Code of Student Conduct and acknowledges subsequent receipt of same at time of registration.
- The School's attendance policy that speaks to withholding of credit due to absences, excusing absences, the tardy policy and authority for signing students out from school, and consequences, such as detention, etc.
- The School's uniform policy and acknowledgement of parent/student handbook receipt at time of registration.
- The parent's responsibility to provide transportation to and from the School
- The 30 hours of parental volunteerism prior to the last day of school
- That breach of the parental contract may result in the child's losing preferential re-enrollment status at the School for the following school year, meaning they may not automatically articulate to the next grade level without reapplying for open enrollment.

The School will finalize these policies after approval of the charter application by the district. The incoming school Principal will collaborate with the Board to finalize these policies.
Student responsibilities described in the Student Contract include such basic items as the student's responsibility to wear the proper uniform, behave appropriately and be responsible for timely submission of class assignments and/or homework. These items are proposed drafts and will require final approval from the Board of Directors. Although the Board has not fully determined all policies applicable to the lack of fulfillment of these agreements by parents, it is expected that students not fulfilling their responsibilities stated in the agreement will be subject to the School's regular disciplinary procedures. The Board shall give parents every opportunity to fulfill their agreement, but if a parent shall consistently or flagrantly disregard the School's policies, then the School may withhold an offer of reenrollment to the family's students, depending upon the circumstances.

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

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

Parent involvement will be further encouraged via a volunteer requirement that reflects the parent's ongoing commitment to their child's schooling. Parents will be provided opportunities to meet a minimum 30-hour commitment based on the belief that a parent should be able to dedicate time each month (September to June) to in-school or out-of-school activities in direct support of the school and their child.

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

- Quarterly Parent/Teacher Conferences – hosted in the evenings at the school for parents to discuss topics affecting their children's educational progress
- Open Houses, Career Fairs, Special events - held yearly to maintain communication and active involvement between the school and community.
- School Website, Monthly Newsletters, and Event Calendars – updated monthly to disseminate information and maintain open lines of communication
- Parental Service Contracts – parents are expected to volunteer a minimum of 30 hours with their child's teacher and/or be involved in school activities

- Parent Teacher Student Association (PTSA) –coordinates extra-curricular events involving parents, teachers, students, and community members
- Educational Excellence School Advisory Council (EESAC) - comprised of school personnel, parents, students, local businesses, and community members. The School will also foster partnerships with the community and its organizations inviting them to participate as active members in the EESAC

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

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

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

- Conducting a breakfast briefing for civic leaders to describe the charter school's unique educational program and its positive impact on student achievement.
- Writing personalized letters to all major donors that contributed to the School.
- Including a column written by the Board President or his designee in the monthly parent newsletter outlining key issues facing the school.

- Organizing a series of personal interviews by Board directors with the leaders of youth and family service agencies in order to explore opportunities for collaborative programs benefiting children enrolled in the charter school and their families.

Community Partnerships

The School will develop a mentoring and summer internship program that will support its Civics Oriented Action Plan. The Action Plan is aligned with Common Core Social Studies Program Standards.

The members of the Board will be intricately involved in developing community partnerships. The school will seek partnerships with community service organizations, such as area churches to inform community stakeholders about the proposed school and to determine where there may be other opportunities to develop working partnerships. The Educational Excellence School Advisory Council (EESAC) will assure that the community leaders, parents and school administration are all equally vested in the education of the children attending the School.

The School will benefit from the following partnerships/resources and community-based programs encoring parental and community involvement in the School:

- City of North Miami Oversight Committee
- Executive Pass Partnership with Miami Dade College
- Curriculum Leaders Committee (CLC)
- Curriculum Advisory Committee (CAC)
- EESAC Meetings
- Parent Academy Workshops

III. BUSINESS PLAN

Section 14: Facilities

If the site is acquired:

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

The City is interested in bringing a school to the western portion of the City in order to better serve its residents. The best option available to the City at this time is to develop a charter school on the western portion of the Claude Pepper Park property. Located at 1255 NW 135 Street. Claude Pepper Park is a 30 acre site with undeveloped land on the side of the property bordering Northwest 17th avenue. The park has a new multimillion dollar recreational facility that adjoins the target charter school property. The facility's gymnasium and park will be made available to the School under a joint use agreement.

The School will comply with State requirements for Educational Facilities. The Board will provide a facility that meets the needs of the student population. The facility will meet all applicable commercial and life safety codes. The facility layout will be based on previous plans that have been successfully deployed by other charter schools in the area serving similar populations. The facility layout will accommodate up to 1,300 high school students in grades 9-12. In addition, the layout will include adequate resource rooms for enrichment programs, common areas for gathering (lunch, assemblies, etc), and space for school administration. The school site plan will also include

appropriate outdoor recreational areas, designated pick-up and drop-off zones, adequate stacking of vehicles and parking for staff and guests.

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

The Board and the school itself will ensures that the Jessica Lunsford Act (1012.465.F.S.) is be followed to ensure the safety of all faculty, staff and students on the property.

The City of North Miami has established policies that are supportive of the charter school facility process:
Policy 1.11.3: The City should utilize all feasible opportunities to collocate public facilities, such as parks, libraries, recreational and community centers, with schools.
Policy 1.11.5: The City will provide expedited development review process for all proposed schools within North Miami.
Policy 1.11.9: The City shall encourage the creation of educational campus development plans and to the extent feasible ensure that plans are consistent with urban design guidelines and uses as outlined in the Future Land Use Map.[32]

C. Describe how the facility will meet the school's capacity needs for students to be served.
The facility will include sufficient administrative, classroom, food preparation and dining areas in meeting with the needs of enrolled students and in compliance with all applicable local and state laws, regulations and policies.

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 facilities will be ready for occupancy, and will be leased at a fixed annual rate so that the school does not incur construction risks, including unanticipated delay costs, cost overruns, and the like.

Lease payments will commence upon the taking of possession of the facilities by the school. Long-term leasing provides to the school the ability for the school's Board to focus on its core mission (education and educational programming), outsourcing the design, acquisition, permitting, financing, and construction of facilities to experienced entities in those fields. In addition, long-term leasing separates the school from the vagaries of real estate and financial markets, creating long-term guaranteed access to needed physical plant without the associated risks of ownership. The lease documents will provide that so long as the school is meeting its rent and other obligations, even the foreclosure of the property by the developer's lender will not affect the school's continuing rights to possession and use of the facilities under the lease. The school's already acquired Grant Award will be used to cover the costs of the facilities renovations, rent, utilities, etc.

[32] City Of North Miami, EAR-Based , Comprehensive Plan Amendments, Volume I: Goals, Objectives, and Policies and Volume II: Data, Inventory, and Analysis, Ordinance Number 1248, December 11, 2007

E. Describe the back-up facilities plan.
The School's Governing Board expects no delays, as the school site in question is already secured. In the event of an unlikely delay, the School's Governing Board may request a one year deferral from the Sponsor.

Section 15: Transportation Service
A. Describe the school's plan for transportation, including any plans for contracting services.
The School will meet all DOE requirements in the State Board of Education Rule 6A-3.0141 "Employment of School Bus Drivers" as well as the Sponsor's School Board Rules 6.173 and 6.60. All vehicles will meet Florida specifications including preventive maintenance and inspections and mechanics must be State certified.

The School may provide transportation through an agreement with the Sponsor, a private school bus transportation provider, or parents. The Board plans to utilize the Sponsor's rules and procedures for contracting with vendors, in order to:

- Provide for the safety of the students;
- Reduce the School's liability;
- Assure the enforcement of Statutes/Rules; and provide for the controlled and accurate flow of information.

The Board and the School's Principal will follow the vendor contracting information established by the Sponsor. The school will follow the guidelines and requirements of the Sponsor's Transportation department. Only the Sponsor's approved and properly stickered buses will be allowed at the school site.

Charter schools are permitted under §1002.33 10(E)(4), Florida statute to limit the enrollment process to target certain student populations including those living within a reasonable distance of the charter school as long as the resulting racial/ethnic balance is reflective of the community served by the school or within the racial/ethnic range of other public schools in the same district.
If transportation is offered, the School will restrict transportation of students to those who live within a reasonable distance from the School, usually considered to be within a two to four mile radius of the School.

Transportation of charter school students shall be provided by the charter school consistent with the requirements of Chapter 1006. The governing body of the charter school may provide transportation through an agreement or contract with the district school board, a private provider or parents. The school shall ensure that transportation is not a barrier to equal access for all students residing from a reasonable distance as determined in its charter.
Circumstances will certainly arise where a parent is unable to provide for his or her child's transportation to or from school. In those situations, the school will provide transportation by contracting with an independent private transportation provider. Additionally, the School will also contract private carriers to provide specialized transportation for students with disabilities, based on their particular need(s) as specified in the child's IEP.

The School will enter into agreements with the students' parents, requiring them to provide transportation for their students. That requirement shall be part of the school's parental involvement obligation. The school believes that the time a parent can spend daily transporting the

student (his or her child) to the school is a valuable opportunity for the parent and student to strengthen their bond and share information regarding the day's activities and events at the school.

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.

The School will contract with the Sponsor's food services program, if available. If the sponsor's service is not available, an organized meal service that meets local health, state and federal regulations will be offered at the school site. Nutritious meals will be provided in accordance with the USDA Dietary Guidelines of meal component and portion size requirements. All meals will be distributed to students using a point of sale MDCPS is an approved Sponsor of the National School Lunch Program and therefore the School will participate in the free/reduced price meal program. The School will sponsor the National School Lunch and Breakfast Programs, as required, and will provide free and reduced priced meals for eligible children. The School will provide free and reduced priced meals for eligible children (children from households with gross incomes within the free limits on the Federal Income Guidelines) may be eligible for either free or reduced priced meals).

Schools have a Standard Sample Size Verification Plan that is implemented between October to February (must be completed by 11/15) of each school year. At this time the confirmations of eligibility for free and reduced price meal benefits under the National School Lunch Program are completed. Verification includes income documentation or confirmation that the child is included in a currently certified Temporary Assistance to Needy Families (TANF) assistance unit, SNAP, or Food Distribution Program on Indian Reservation (FDPIR). Verification efforts are not required for students who have been directly certified, homeless certified, and migrant certified or designated as a runaway youth. Directly certified students, migrant children, homeless and runaway youth are granted automatic eligibility for free meal benefits.

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

- Disseminate lunch applications to all students upon enrollment;
- Collect lunch applications and determine applications, according to Florida Income Eligibility;
- Guidelines, published in the Federal Register by Food & Nutrition Service, USDA;
- Enter determinations for each child into ISIS;
- Provide students with notice of eligibility;
- Serve/Charge student lunches in accordance with determined eligibility; and
- Submit claims for reimbursement within 30 days of the following month for each approved month of the school year (if sponsoring the NSLP).

Contracting Services - The School may contract with an independent provider to prepare and serve meals, or the school may prepare and serve the meals to students. If an independent provider is required, the school will solicit bids from private vendors for food service. The private vendor selected by the school will prepare and deliver food to the school in accordance with standards

established by the Florida Department of Professional and Business Regulations. At this time, details have not been finalized; however, the specific arrangement will be detailed in the charter school contractual agreement. The private vendor will be required to maintain and supply the school with daily records of all lunches served and current copies of inspection and insurance certificates.

Lunch Area - The school facility will include a lunch-room that meets state nutritional and sanitation standards. The School agrees to have two satisfactory health inspections conducted on a yearly basis, by the State Department of Health, County Department, as required, to maintain Permit for Food Service. The health inspections will be posted on the School's website.

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.

A summary budget is provided in the attachments section of the application. (Pending curriculum, staffing and technology decisions will impact the final budget and its corresponding financials. The additional required financial forms will be provided with the application.)

B. Provide a start-up budget (i.e., from the date on which the application is approved to the beginning of the first fiscal year of operation) that contains a balance sheet revenue projections, expenses and anticipated fund balance.

START UP BUDGET

Start-up Budget						
	February	March	April	May	June	Total
Line of Credit / Grant **	25,000					
EXPENSES:						
Administration Staff	2,500	3,500	3,500	3,500	3,500	16,500
Marketing & Enrollment		2,500		2,000	500	5,000
Computer/Printer	1,500				1,000	2,500
Administrative Expenses	500	200	100	100	100	1,000
TOTAL OPERATING EXPENSES	4,500	6,200	3,600	5,600	5,100	25,000
Fund Balance	20,500	14,300	10,700	5,100	-	

** The School will apply for a $25,000 planning and design grant, as provided by the Charter School Implementation Grant Program. If awarded, the grant will assist the school with the start-up costs which will be incurred prior to the period when the school will begin to receive operational funding from the sponsor. In the event that the start-up grant is not awarded, the school can either use resources from its network or has identified a non-profit charter school lender that will provide a line of credit to support the opening expenditures.

C. Provide a detailed narrative description of the revenue and expenditure assumptions on which the operating and start-up budget are based.

The School's budget forecast was developed using statistical data collected from charter schools of similar size and location and Florida Department of Education informational sources. Representatives of the charter applicant have attended state and district sponsored charter school budget training workshops in prior years. The data and methodology used to prepare the budget forecast is highly reliable, and every one of the charter schools that developed budgets using this system completed the past school year with a budget surplus.

The budget contains the following sections to help the reader follow the assumptions presented in the budge:

Budget Summary – this section contains summary information of the overall budget. It is broken up into three different areas:

- Grades Served- Number of students, per student revenue based on the State provided revenue worksheet. In addition, the annual increase in per pupil funding is calculated.
- Revenue and Expenditure Summary- Contained in the expenditure section is information on the size and cost of the facility.
- Teacher Staff Summary – Illustrates the average class size, number of teachers, and benefits per teacher.

Budget Detail – The complete five-year budget is presented in this section. For each year of the budget there is a proposed budget enrollment at 100% of projected enrollment, as well as at 75% and at 50% of enrollment:

- The revenues are calculated based on the number of students using the Revenue Worksheet. For subsequent years the State Source funding is calculated using the funding formula in the Budget Summary multiplied by the number of students.
- The expenditures are calculated based on a function of each line item. Each line item has a cost and a basis for the calculation.
- For salaries the total is presented from the Staffing matrix section for each function.

Budget Monthly Years 1-5 – In these sections the annual budget is presented in a monthly format on a cash basis for each of the years of the charter.

School Design – In this section the number of classrooms and students is presented in four different formats along with the percentage of ESE, ESOL, and students qualifying for free and reduced lunch meals.

Staffing Matrix – This section is broken out into three different areas;

- The first item is the assumptions used for calculating the benefits provided to each staff member.
- The second area is to provide the calculation for the number of staff members for each position.
- Next is the calculation of the pay amount times the number of positions for that function. In addition, benefits costs are calculated at the gross amount times the benefits rate from the first item.

Start-up Budget – The budgeted amounts of revenue and expenditures before the school's first fiscal year of operation are presented in this section.

All Charter School Calculator – This section is from the Florida Department of Education Revenue worksheet used to calculate the gross State Funding.

Operating Budget Revenue
The FTE Revenue forecast is based upon data provided by the Florida Department of Education and the sponsoring school district at informational meetings held by sponsors for new charter school applicants. The application includes a detailed Revenue Worksheet in *Exhibit G*, which explains how revenue figures were derived.

The Transportation Reimbursement revenue was based on the assumptions provided in the budget notes therein.

The Lunch Program income is calculated based on an estimated percentage of F&R lunch from existing schools in the target area, plus an estimation of students paying for their own meals. The revenue and costs associated with the lunch program are detailed in the Budget Detail section of the budget.

The capital outlay revenues are forecasted in years four and five. As a conservative budgeting measure the School did not include the amount of revenue that schools with over 250 students would receive from the sponsor's 5% allocation, since the 5% fee is applicable to only the first 250 students. The remainder is returned to the school for capital outlay purposes as defined by statue. No other amount is assumed or forecast. If the School is classified as a "high-performing school", the sponsor's allocation is reduced from 5% to 2% for the first 250 students. The revenues were kept flat for year 1. The average reflects a 1% increase but also reflects a 1% increase in expenses. If the revenue does not increase, the school will decrease expenses (salaries, etc. 1% all) to maintain a balanced budget regardless of fluctuations in FTE revenues.

Operating Budget Expenditures
Expenses have been forecast using the statistical expense data compiled from over 100 successfully charter schools operating in Florida. The data is highly reliable and every one of more than 80 charter schools that developed budgets using this system this past 2013 school year completed the year with a budget surplus.

Staffing Plan: Costs for educational staff and administrators are forecast using the published pay scale in effect in the district where the school is located as a guide. The number of instructional personnel is in line with Florida Law for class size as it pertains to charter schools (see Staffing Plan in the budget).

School Administration
The staffing plan shows the gradual increase of administrative staff as enrollment increases. The percentage reflected in the budget for the principal refers to the salary, which may be reduced based on the enrollment for that year.

Instructional Staff
- Teacher Salaries were derived at by using an average salary of $39,500/teacher for Year 1, with a CPI of 1% for every year thereafter. Teachers include ESOL certified personnel, ESE,

- Reading/Math Coaches with supplements
- Supplements for additional staff duties are budgeted at 3,500
- Paraprofessionals are budgeted at an average salary of $18,000/year.
- Substitute teacher costs assume that substitutes will be hired for 10 days/full-time teacher at a rate of $110/day.
- Pupil Personnel Services includes 1 ESE Teacher (to serve as program coordinator) and 1 counselor
- Media Services: A Media Specialist is included as of Year 3.

Support Staff
- Fulltime Registrar
- Part-time business manager
- Part-time administrative assistant (Y1) other clerical personnel on as needed basis
- Additional staff includes food services, custodial and security staff.

Employee Benefits are calculated at a rate of approximately 22% (see "Staffing Matrix" section of the budget for exact calculation) of all salaries (excluding contracted services). This includes health insurance costs, 401k contributions, s, Worker's Compensation, and all mandatory federal and state employment taxes. For employee insurance and benefits selection, the Governing Board will issue an RFP to engage the services of a professional employer organization that provides human resource services to small and moderate size employers. The use of a professional employer organization allows the staff of the School to enjoy the same level of benefits that are available to employees of large organization such as Fortune 500 companies (including health/dental/vision insurance and Retirement/401k plans).

Staff Development covers Workshops/Trainings workshops and other PD activities (and includes incentive pay for teachers) costs for funds to satisfy FL Statute 1012.34.

Instructional Expenses include: expenditures include Classroom Supplies and Equipment, Teacher Supplies, Textbooks and Student Activities budgeted at a per student rate. Supplemental instructional materials (CIRP/SIRP and Technology) as per Reading and Math Interventions (ReadingPlus/IXL etc.)The budgeted amounts assume that the only revenue that the school will receive is FTE, and is therefore consistent with (and exceeds) the amount allocated to instructional materials under the categorical funding formulas used by the State of Florida.

SB 736 Merit Pay amount was derived from the FFEP Teacher Salary Allocation (WFTE share) to be used for merit raises.

Contract Services include professional fees paid to entities such as the Services and Support Provider, Speech Therapist, and other contracted instructional services. As noted in the detailed Revenue Worksheet included in the application, the budget anticipates that 10% of students will be classified as ESE. The School has budgeted for the 1:30 teacher student ratio for ESE students. There is additional money in the budget to modify the amount paid for ESE services under Miscellaneous and in the Budget Surplus, should the rate of contracted services for ESE/ESOL increase due to the various needs of the students once enrolled.

The budgeted amounts assume that the main revenue that the school will receive is FTE, and is therefore consistent with (and exceeds) the amount allocated to instructional materials under the categorical funding formulas used by the State of Florida.

Instruction Related Technology includes the purchase of computer equipment/Promethean boards and repairs of such, and educational software and electronic textbooks budgeted per classroom. In addition, the budget includes EduSoft Software and scanner and hardware maintenance. This amount assumes that the main funding received is FTE, and does not take account possible Implementation Grant funds. The amount may be categorized as a one-time expense outright, or as the annual expense paid under a long-term financing agreement (i.e. computer leases, loan payments, etc.). It is anticipated that equipment to administer state tests such (i.e. FAIR, EOC, online CELLA, PARCC) will be funded by the planning and implementation grant. In the event that the grant is not awarded, the school has allocated for equipment leasing.

Central office fees are budgeted in case the School decides to contract with an ESP or vendors by services on a per student basis as follows: Instructional Services (Curriculum Planning, Research, Development and Evaluation) $115.00, General Administration management $225.00, Fiscal Services (Planning, Research, Development and Evaluation) $110.00.

Advertisement and Promotion includes costs related to recruiting students and staff (i.e. printing of brochures, website production, and advertisements in local media outlets).

Independent Financial Audit (Fiscal Services) cost was derived using amounts paid by schools of similar size to accounting firms that perform the Independent Audit.

Food Services: Lunch Program expense is based on current figures found in the affiliated charter schools. The School is already approved under the National School Lunch Program and is qualified to receive reimbursements. Since we are uncertain of the precise population (and number of free and reduced lunch meals to be served) we are unable to provide a more precise budgeted structure for food service. However, an estimated amount is provided in the "Budget Detail" section of the budget.

Pupil Transportation Services is calculated at $225/bus with 15% utilization.

Advertisement and Promotion includes costs related to recruiting students and staff (i.e. printing of brochures, website production, and advertisements in local media outlets)

Independent Financial Audit (Fiscal Services) cost was derived using amounts paid by schools of similar size to accounting firms that perform the Independent Audit.

Operations of Facility/Plant includes Purchased Service - CAM (Custodial, fire and alarm, pest control), Property Insurance and Utilities. The fees included are comparable to the average annual amounts paid by other charter schools with similar enrollment numbers.

Lease of Facilities: The amount assumes an average cost of $900 per student station in the budget. This amount is comparable to that paid by several other charter schools with similar enrollment numbers which have opened recently. It is the intent of this proposed school to try

to negotiate under similar terms when entering into new leases. The school will have a triple net lease, which incorporates improvements. The lease is based on $900 per student.

Maintenance of Plant**:** Amount listed is comparable to the average annual amounts paid by other charter schools with similar enrollment numbers

Contingency Plan includes a reserve of 5 % of FEFP

D. Explain the school's spending priorities.

The Governing Board has established clearly delineated spending priorities that focus on the school's students and teachers. Efficient management practices will be utilized in order to maximize the dollars going directly to the classroom. The board will strive to invest in the latest, innovative and proven tools to help students reach academic excellence. High quality educators will be identified, recruited and developed. The board and administration will work to develop a participatory, rewarding work environment that recognizes creativity and performance.

The spending priorities of the School are as follows:
1. Personnel expenses
2. Instructional Resources
3. Facilities costs
4. Furniture Fixture & Equipment lease payments
5. All other operating expenses, excluding the fee paid to the management company (if applicable)
6. ESP management fees

The School's spending priorities are focused on providing the best educational environment for all students. Expenditures are directed first and foremost to ensure a safe learning environment and to provide a certified teaching staff and qualified administrative team.

E. Provide monthly cash flow projections for the school's start-up period.
(will be provided with the final application, based on the Board's spending priorities and anticipated funding sources).

F. Describe the school's fundraising plan

Fundraising will serve as a catalyst to further service the School's needs. Throughout the school year, the School will conduct fundraising activities to generate capital and to supplement the per pupil allocations. Examples of fundraising activities include Book Fairs, Yearbook Sales, Holiday Store, School Pictures, and a School Fair. The School may also apply for grants from national, state, and local foundations, as well as other sources for education grants, including the Charter School Implementation Grants. Specific grant sources will be determined, based on appropriateness and feasibility, by the school administration and Governing Board.

The School will also receive a percentage of the sales made from school pictures, uniform sales, and yearbook sales. The School will also welcome and encourage sponsorship and donations from local business partners within the local community. This includes financial and in-kind donations that will promote the educational program from the benefit of the community.

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.

The Board understands that it has the ultimate responsibility for the financial viability of the charter school. The Board will review and approve a preliminary annual budget prior to the beginning of the fiscal year. The Principal will prepare a school-site budget that will include anticipated revenues and expenditures based on student enrollment. The Board will review the budget on a quarterly basis and make revisions as necessary. The Board's Treasurer will review the budget on a monthly basis and inform the Board's President of any changes, as necessary.
The Principal will manage the day-to-day operations and site-based finances, including expenditures and receivables. The board will adopt a policy whereby the principal will need to seek prior board approval for expenditures over a pre-approved amount. The Principal will report at least quarterly to the Governing Board on the progress of the site-based budget and make recommendations and seek approval for large expenses. The Board will oversee the Principal and remain responsible for all financial matters delegated to the principal.

Financial Oversight by the Governing Board
The School will establish financial procedures to further safeguard its finances. The Board will annually adopt and maintain an operating budget, retain the services of a certified public accountant or auditor for the annual independent financial audit and review, and will approve the audit report, including audit findings and recommendations. In the event a financial recovery plan is necessary, the board will monitor it and ensure such plan is appropriately maintained. The Governing Board of the school will also review and monitor the financial statements on at least a quarterly basis during regularly scheduled board meetings.

BOARD'S & FINANCE & AUDIT COMMITTEE ROLE IN OVERSIGHT

Board's Role	**Finance & Audit Committee's Role**
Approves a budget that reflects the charter school's goals and Board policies	Revises budget as needed and makes recommendations.
Approves the format and frequency of financial and programmatic reports to comply with all regulations and reporting requirements.	Recommends format for financial and programmatic summary reports for Board approval.
Reviews monthly or quarterly financial statements.	Reviews monthly financial statements with the School's administrator, school business manager, and/or CPA.
Ensures adequate financial	Reviews accounting and

controls are in place and that financial reports are in accordance with accounting practices and applicable provisions of the Charter Agreement.	control policies and makes recommendations for changes and improvements.
Reviews the audited financial statements, management letter, and senior staff's response.	Reviews the audited financial statements, management letter, and senior staff's response with administrator and auditor.
Approves the Schools investment policies and reviews them annually.	Regularly reviews and makes recommendations about investment policies.
Is well-informed about the School's finances.	Coordinates Board training on financial matters. Acts as liaison between full Board and charter school administrator on financial matters.

Board Focus: Formative, Developing and Mature Stages

The Board will focus on formulating sound financial policies and monitoring all major financial decisions, particularly during the early, formative stage of the school. The Governing Board will focus on controlling costs as the school develops. As the school matures, special focus will be given to evaluating the political and economic environment within which the charter school operates. The Board will decide how that environment affects the charter school's ability to achieve its goals. This financial oversight function consists of three main responsibilities:

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

Monitoring the School's Financial Position

The Board will develop policies for reducing or controlling the cost of educational programs and related services:

- The Governing Board will work to increase the efficiency of management systems to reduce costs while maintaining the quality of the services provided.

To provide effective financial oversight the board will create a Finance & Audit Committee of members with experience in financial management. The job description for the Finance & Audit Committee is, as follows:

<u>Finance & Audit Committee – Job Description</u>

General Purpose

The Finance & Audit Committee is commissioned by and responsible to the board. It has the responsibility for working with the charter school administrator to create the upcoming fiscal year budget; presenting budget recommendations to the board; monitoring implementation of the approved budget on a regular basis with recommend proposed budget revisions; recommending to the board appropriate policies for the management of the charter school's assets. The Finance & Audit Committee will be assisted by the charter school administrator.

Appointments and Composition

Members of the Finance & Audit Committee will be the treasurer of the board, who shall serve as chair and the president together with other members appointed by the president with the advice and consent of the board in accordance with the by-laws.

Responsibilities

1. Prepare an annual budget for the charter school in collaboration with the charter school's principal.
1. Develop and annually revise a three-year financial forecast and develop long-range financial plans based on the forecast in collaboration with the charter school's principal.
2. Review all grant proposals, and when necessary, recommend action by the board.
3. Review all non-budgeted expenditures over a set dollar amount to be determined by the board and recommend action to the board.
4. Annually submit objectives as part of the planning and budgeting process.
5. Annually evaluate its work as a committee and the objectives it has committed itself to and report on same to the board of directors.
6. Arrange for an annual audit with submission of same to the board.
7. Report to the board at regular meetings in a manner determined by the board.

Financial Reports

At each board meeting, the board will receive certain financial reports that detail the charter school's income, expenses and any surplus or deficit. The reports should highlight any deviations from the budget, projected revenues and any actions the charter school administrator takes to correct those deviations. The board will review and interpret three key financial documents:

- **Cash-flow projection worksheet.** Covers a 12-month period and shows all anticipated financial obligations and expected cash revenues based on the existing work plan and budget. This worksheet helps to reveal if there will be any periods when funds will be insufficient to cover expenses. The worksheet should be updated each month to reflect any changes in cash projections.

- **Balance sheet.** This report shows the financial position of the charter school at a particular point in time. It summarizes the school's assets, liabilities (debts or payables) and reserves (equity or fund balance), which the board can use to assess the financial stability of the organization and to see whether its liabilities can be met.

- **Income statement.** Also known as a profit and loss statement, this report presents an analysis of the net income or deficit of the charter school over a defined period of time. The board can use this report to assess the overall financial performance of the charter

school by comparing actual income and expenditures with the budget. It can also be used to compare current income and expenditures with those of the previous year. Using this information, the board can advise the charter school administrator to revise budgets or work plans or to take actions to reduce costs and/or seek additional revenue.

Capital investments also will be reviewed by the board. Capital investments accounts will be scrutinized to determine whether they are consistent with the organization's mission and strategic plan, and whether they are financially sound.

The charter school's Principal will ensure the board, or the board's Finance & Audit Committee, receives the following information on a quarterly basis:

- A report of revenue and expenses (income statement) compared to the budget, with explanations of any significant variance
- A cash flow projection update
- A balance sheet showing the financial position of the organization at that time
- A report on the number of students currently enrolled compared with the number projected, and compared with the number in same period of the previous year
- A report on fund raising activities and results
- A list of critical issues that might affect the financial stability of the charter school.

Defining Roles

The complementary financial management and oversight roles of the board, Finance & Audit Committee and charter school administrator are summarized in the chart below:

Board, Committee and Staff Roles in Financial Oversight

Board's Role	**Finance & Audit Committee's Role**	**Charter School Administrator's Role**
Approves a budget that reflects the charter school's goals and board policies	Revises budget as needed and makes recommendations.	Prepares the budget and presents it to the Finance & Audit Committee or full board with backup information.
Approves the format and frequency of financial and programmatic reports.	Recommends format for financial and programmatic summary reports for board approval.	Makes recommendations for financial and programmatic reports to the board; assures reports include information required by charter contract.
Reviews monthly or quarterly financial statements.	Reviews monthly financial statements with charter school Principal, school business manager, and CPA.	Monitors income and expenses on a daily basis. Prepares financial and educational program reports that can be compared to the charter school contract, budget and projected activities.
Ensures adequate financial controls are in place and that	Reviews accounting and control policies and makes	Raises policy issues and provides information for

financial reports are in accordance with accounting practices and applicable provisions of the charter contract.	recommendations for changes and improvements.	standard accounting policy decisions. Carries out policies established by the charter school board.
Reviews the audited financial statements, management letter, and senior staff's response.	Reviews the audited financial statements, management letter, and senior staff's response with administrator and auditor.	Provides information and offers recommendations to Finance & Audit Committee. If necessary, responds to the audit firm's management letter.
Approves charter school's investment policies and reviews them annually.	Regularly reviews and makes recommendations about investment policies.	Provides additional information and financial analysis if needed.
Is well-informed about the charter school's finances.	Coordinates board training on financial matters. Acts as liaison between full board and charter school administrator on financial matters.	Provides training and information as requested.

The board will obtain services from a reputable, qualified and experienced CPA firm for accounts receivable/payable, bank record reconciliation, monthly and quarterly reports, audit preparation, and financial management Sponsor and DOE reporting. Payroll processing, employee benefits, and insurance requirements will be completed by human services provider.

Purchase Order Processing – Financial Controls

Day-to-day management of the school's finances will involve the principal with the assistance of the CPA, the Finance & Audit Committee and contracted subject-matter experts. The principal will be responsible for the following:

- The principal Identifies needed services to maintain the instructional program and physical facility in top condition.
- Upon identifying a good or service, the principal will authorize a purchase order for procurement of a good or service within the established parameters of the principal's purchasing authority as granted by the Governing Board.
- Purchase requests in excess of the established principal's authority will be referred to the Finance & Audit Committee.
- Upon delivery and confirmation of ordered materials or the satisfactory completion of a service, the principal or his/her designee approves the packing slip, work order or shipping bill and returns these with any invoice to the CPA firm for payment.
- The CPA confirms that the receipt of goods or services has been properly documented and the documents are forwarded to the board's Treasurer for payment to the vendor.
- All internal funds are subject to the same level of control and a thorough record of each internal fund is maintained so that the board, principal and management entities have full visibility on all internal fund revenues and expenses.

- The Finance & Audit Committee reviews all purchase orders for budget alignment.

A sample purchase order form recommended by the FLDOE Charter Support Unit is found in the Attachment section of the application.

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

The School has established financial procedures to further safeguard its finances. The Governing Board shall annually adopt and maintain an operating budget, retain the services of a certified public accountant or auditor for the annual independent financial audit and review, and will approve the audit report, including audit findings and recommendations. In the event a financial recovery plan is necessary, the Board will monitor it and ensure such plan is appropriately maintained. The Governing Board of the School will also review and monitor the financial statements of the School on at least a quarterly basis during regularly scheduled Board Meetings.

Controls - The Board of Directors is responsible for establishing and maintaining a system of internal controls in order to provide reasonable assurance that the school's assets are safeguarded against loss from unauthorized use or disposition, and that transactions are executed in accordance with the school's authorization and recorded properly in the financial records. Specifically, the Board has established controls in accordance with all applicable federal, state and local laws and in line with accepted industry standards and best practices regarding:

- Revenues, accounts receivable, and cash receipts
- Expenditures, accounts payable, and cash disbursements
- Budgeting and financial reporting
- Risk management
- School inventory & capital assets
- Student records
- Employment records

Standard procedures utilized to ensure sound internal accounting and a system of checks and balances include:

General Accounting - utilization of accepted state codification of accounts pursuant to the Financial and Program Cost Accounting and Reporting for Florida Schools in all transactions pertaining to its operations.

Internal accounting procedures for the School pertaining to receivables and disbursements are as follows: For receivables, all cash payments will be logged, coded by source and deposited daily. Daily deposits will be reconciled to cash receipts logs. Disbursements will be made only to approved vendors and must be appropriately authorized. Disbursement voucher packages are prepared at the School site and authorized by the School Principal. Disbursement vouchers are submitted to the ESP with appropriate supporting documentation to substantiate the nature, account classification, business purpose and amount. Disbursement vouchers are reviewed and approved by the Principal and the ESP.

All checks over a pre-approved threshold, as established by the Board, will require dual signatures. Certain checks & checks over a certain amount will require board chair signature and/or approval. Authorized signatures on checks are limited to the Chair of the Governing Board,

the School Principal or designee, and a representative of the ESP, as approved by the Governing Board.

Bank statements will be reconciled on a monthly basis. The School will provide regular financial statements to the Sponsor including a statement of revenues and expenditures and changes in fund balances, prepared in accordance with generally accepted accounting principles. These will be provided on the dates required by the School Board in the charter school contractual agreement between the School and the Sponsor.

- **Wire Transfers -** copies of all wire transfers (e.g., FTE funds, grants, charter school capital outlay) into the school's banking account(s) along with supporting documentation are maintained and recorded in the general ledger by journal entry.
- **Internal Revenue Collection -** any funds collected at the school (i.e., lunch monies, fundraisers, field trips) may be initially collected by the school staff. These funds along with supporting documents are submitted to the Financial Manager whose responsibility is to record and prepare the deposit. All deposits will be prepared in duplicate; the original goes to the financial institution and the copy remains intact in the deposit book. A copy of the financial institution validated receipt along with supporting documentation will be maintained.
- **Capital Expenditures -** purchase orders are required for all capital expenditures and are pre-approved by the Executive Director, Principal, or Designee. Limits are set by the Board of Directors and may change as necessary. These purchase orders are prepared in duplicate with one going to the vendor and the other remaining at the school on file in the Accounting Office. Any purchase order totaling more than the limit as set by the Board of Directors requires Board action.
- **Operational Checking Accounts -** all expenses related to the operations of the school are paid from the operating account. All operating expenditures are subject to the same approval processes as indicated for capital expenditures. All accounts are reconciled on a monthly basis and presented to the Board of Directors for review.
- **Authorized Check Signers -** authorized signers on school accounts are limited to certain specified individuals as approved by the Board of Directors.
- **Data Security -** financial data will be maintained on a secured system/network. Only the School Director and authorized representatives of the Board of Directors have access to the data. Appropriate file backups and physical records will be maintained in a secure environment.

The School will provide the Sponsor with annual audited financial reports as of June 30 of each year. These reports will include a complete set of financial statements and notes thereto prepared in accordance with generally accepted accounting principles for inclusion into the Board's financial statements annually, formatted by revenue source and expenditures and detailed by function and object, as per the Sponsor's timelines.

The School will utilize the standard state codification of accounts as contained in the Financial and Program Cost Accounting and Reporting for Florida Schools, as a means of codifying all transactions pertaining to its operations for both internal and external reporting. Financial reporting will be subject to any directives issued by the State of Florida and the local school district.

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

The School will utilize the standard state codification of accounts as contained in the Financial and Program Cost Accounting and Reporting for Florida Schools, as a means of codifying all transactions pertaining to its operations for both internal and external reporting. Financial reporting will be subject to any directives issued by the State of Florida and Sponsor.

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

The School will maintain both student and financial records in accordance with Chapter 119, Florida Statutes. Retention schedules established by the records and information management program of the Division of Library and Information Services of the Department of State will be followed. The school maintains both active and archival records for current and former students in accordance with federal, state, local laws and with the regulations prescribed by the Florida Department of Education. The school ensures that all student records are kept confidential as required by applicable law.

All permanent records of students leaving the school, whether by graduation or transfer to another sponsoring district school are transferred to the sponsoring district school in which the student is enrolled. All students leaving the school to attend an out-of county school or a private educational institution shall have a copy of their permanent record forwarded to the school in which the student is enrolled. All permanent records remain in the last school in which the student was enrolled.

All student and financial records are kept in locked, fire-proof cabinets or in a fire-proofed locked records storage vault. Only certain school personnel have access to student records, and computerized student records are backed up regularly and stored in a secure area.

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 School will provide evidence of insurance coverage as required by the Sponsor and in accordance with the timeframe as stated in the Charter. Insurance will only be obtained from an insurer (carrier) authorized by the Department of Insurance of the State of Florida or an eligible surplus line insurer under Florida Statutes. The insurer will have an AM Best rating of "A-" or better and financial size category of "IV" or better according to the latest edition of Best's key rating guide published by AM Best Company.

Insurance coverage will be as follows, unless agreed to differently by the Sponsor and Board in the Charter Agreement:

- School Leaders Errors and Omissions Insurance

$1,000,000 per claim/annual aggregate, maximum $25,000 deductible.

- Fidelity Bonds

The School will carry fidelity bonds on all employees whose duties include receiving or disbursing cash.

- Commercial General Liability Insurance

$1,000,000 per occurrence/$3,000,000 annual aggregate. Property damage liability will be on a first-dollar basis without deductible or self-insured retention. The maximum property damage liability shall be $1,000.

- Automobile Liability Insurance

$1,000,000 per occurrence/$3,000,000 annual aggregate including all owned and non-owned automobiles.

- Worker's Compensation Insurance

Part 1 as required in Florida Statute and Part II shall have the following limits: $500,000 each accident; $500,000 Disease(s); $500,000 Diseases, each employee; or, as required by Florida Law.

- Fire, Property & Casualty - Bldg. & Equipment Coverage

Property coverage insurance will be carried on all real and tangible property with a value greater than $500.

- Unemployment Insurance

The School will provide health insurance coverage to employees. Employee dependants and spouses are eligible for coverage through the plan at the employee's expense.

Coverages: The School's insurance shall cover the School (and its subcontractors, to the extent that it is not otherwise insured) for those sources of liability which would be covered by the latest edition of the standard Workers' Compensation Policy, as filed for use in Florida by the National Council on Compensation Insurance, without restrictive endorsements. In addition to coverage for the Florida Worker's Compensation Act, where appropriate, coverage is to be included for the Federal Employers' Liability Act and any other applicable federal or state law.

Minimum Limits: There shall be no maximum limit on the amount of coverage for liability imposed by the Florida Workers' Compensation Act or any other coverage customarily insured under Part 1 of the standard Worker's Compensation Policy. The minimum amount of coverage for those coverages customarily insured under Part 2 of the standard Worker's Compensation Policy shall be: EL Each Accident: $500,000; EL Each Disease-Policy Limit: $500,000; EL Disease-Each Employee: $500,00.

Section 19: Action Plan

A. Present a timetable for the school's start-up.

SCHOOL OPENING TIMELINE 2014-2015 SCHOOL YEAR

Action Plan	
Item	**Timeline**
Approval of application by Sponsor	October - Dec. 2013
Start-up Grant Preparation	November
Board participation in Florida Charter School Conference	November
Start-up Grant Submission	December
School Board approval of contract and public hearing	January - February 2014
Site Selection - initial vetting of adequate facilities	January - February 2014
Develop Board Policies & Procedures	February - March
Hiring School Principal	March

Identify top sites & negotiate lease terms	March - April
Teacher Recruitment	March - June
Issue RFP for marketing, printing & advertising	March
Marketing and public relations for enrollment	March - June
Parent Orientation Meetings	March - July
Parent Meetings to communicate role of parents in the implementation of the School's innovative programs	March - June
Finalize & approve Board policies & procedures	April
Issue RFP for other products & services	April - June
Selection and Hiring of staff (as per staffing plan)	April - July
Communicate innovative programs to prospective staff & parents	April – July
Purchase required products & services	April - August
Finalize & Execute Lease	May
Board Member required training	May
Initial student registration period	April - June
Ordering classroom materials	April - June
Enrollment of registered students	May
Review pre-opening checklist	May
Lottery - if number of applicants exceeds capacity	May-June
School Principal & CFO FLDOE required training	May-June
Second Registration Period Begins (If number of applicants exceeds capacity, lottery will be conducted)	July 15 - August 1
Final Preparation of Facilities (inspections/permits)	June - July
Employee fingerprinting, drug-testing, &background checks	June – July
Staff fingerprinting, drug-testing, & background checks	August 1
Staff orientation and preparation for opening	August

School-Emergency Management and Recovery Plan - The School will implement a Security Action Plan articulated in its Staff Handbook that prepares all staff for unanticipated events including but not limited to: medical, fire, hazardous, weather security, etc. The School will cooperate with the District to provide the safest school possible for the staff and students, and will incorporate all the applicable and appropriate District-approved emergency efforts in order to maintain a safe school environment. Accordingly, the School will adopt the emergency plans for fire, hurricane, tornado, and child safety currently in effect within the District.

All staff members will be trained regarding procedures for disaster preparedness plans outlining procedures for emergency situations and natural disasters. Staff will be trained to implement an action plan within an emergency situation. Both students and staff will be trained in planning for these events through routine drills and practice. Procedures and plans will be provided to teachers and the staff through the employee handbook, and parents and community members will receive information regarding emergency procedures via newsletters and parent meetings.

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 the City of North Miami Charter School 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 Stephen E. Johnson, City Manager to sign as the legal correspondent for the school.

_____ July 25, 2013
Signature *Date*

Stephen E. Johnson
Printed Name

Form Number: IEPC-M1
Rule Number: 6A-6.0786
May 2012

Exhibit F

CHARTER SCHOOL GOVERNING BOARD DISCLOSURE FORM

Miami-Dade County Public Schools
Charter School Support

Thank you for your interest in serving as a charter school governing board member.

The governing boards of these schools play a vital role in their future. By being appointed to serve on a charter school board, your role will be to set policy, maintain the school's vision, and ensure that the school complies with its charter and applicable statutes.

We have designed this disclosure form to be straightforward, while collecting the detailed information needed to ensure the appointment of effective board members.

NAME OF THE CHARTER SCHOOL(S): City of North Miami Charter School

NAME OF THE GOVERNING BOARD MEMBER: Marie Erlande Steril

Name of any other Board to which the Governing Board Member has membership:

North Miami City Council

THIS FORM MUST BE COMPLETED BY EVERY GOVERNING BOARD MEMBER

Charter School Support
1450 N.E. Second Avenue, Suite 807
Miami, Florida 33132
Ph: 305-995-1403

Personal Information

Name of Charter School: City of North Miami Charter School

Title/Prefix: [X] Mrs. [ ] Mr. [ ] Ms. [ ] Miss [ ] Dr. [ ] Other _____

Name: MARIE (First) ERLANDE (Middle) STERIL (Last)

Home Address: 1005 NW 128 St (Street Number)

N. Miami (City) Fl (State) 33168 (Zip Code)

Home Phone: 305 681-7762 Work Phone: _____

Fax Number: _____ Cellular Number: 786-355-7192

Email Address: _____

Spouse's Name: Nego (First) _____ (Middle) STERIL (Last)

Employment of Board Member: City of North Miami (Employer Name) Vice Mayor (Title/Position)

Employee Address: 776 NE 125 St (Street Number)

N. Miami (City) Fl (State) 33161 (Zip Code)

Will your child(ren) attend this charter school? No If no, why not? older

Will you be able to attend regularly scheduled board meetings? Yes ✓ No ____

Please check your highest education level:

[ ] High School/GED [ ] Associate's Degree [✓] Master's Degree

[ ] Trade/Business School [ ] BA or BS Degree [ ] MD, DO, JD, Ph.D., etc.

Please check each area of expertise you would contribute to the board:

[ ] Community Service [ ] Education [ ] Finance

[✓] Fund Raising [ ] Law [✓] Management

[ ] Marketing [ ] Personnel [ ] Public Relations

[ ] Parent Involvement Programs [ ] Other (please specify): _____

OPTIONAL: If you would like any additional information considered, such as governmental, employment or volunteer experience, honors or awards, please attach a resume or include on a separate sheet of paper.

Relationship

Instructions - If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

Note: Florida Statutes Section 1002.33(7)(a)(18) Requires full disclosure of the identity of all relatives employed by the charter school who are related to the charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision-making authority. For the purpose of this paragraph, the term "relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

1. Do or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)18), have any contractual agreements with the charter school? Yes ☐ No ☒
2. Do or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)18), have any ownership interest in any educational service provider/management company or any other company contracting with the charter school? Yes ☐ No ☒
3. Did or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)18), lease or sell property to the charter school? Yes ☐ No ☒
4. Did or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)18), sell any supplies, materials, equipment or other personal property to the charter school? Yes ☐ No ☒
5. Have you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)18), guaranteed any loans for the charter school or loaned it any money? Yes ☐ No ☒
6. Are or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)18), be employed by the charter school, its educational service provider or other contractors? Yes ☐ No ☒
7. Did you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)18), provide any start-up funds to the charter school? Yes ☐ No ☒
8. Do you, or any of your relatives, or any companies in which you have an ownership interest,have any contractual agreements or business relationships with the School Board of Miami-Dade County or any of its employees? Yes ☐ No ☒
9. Did or do you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)18), have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer 'yes' to any of questions 1-8? Yes ☐ No ☒
10. Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a member of the charter school board? Yes ☐ No ☒
11. Do you currently serve as a member of the board of any public school district or charter school other than the board for which you have been nominated? If yes, name other boards to which you have membership. Yes ☐ No ☒
12. Do you currently serve as a public official? *If you are being re-nominated to the same charter school board, and do not serve as a public official in any other capacity, please select "No" as your response.* Yes ☐ No ☒
13. To the best of your knowledge, are there situations not described above which may give the appearance of a conflict of interest between you and the charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the charter school? Yes ☐ No ☒

Ethical Issues

Instructions - If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper.

- Citations

Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group? Yes ☐ No ☒

- Agency Proceedings/Civil Litigation

Are you presently, or have you ever been involved in administrative agency proceedings or civil litigation during the past five years? Yes ☐ No ☒

Criminal Background History

Charter school board members are public officials appointed by the Charter School as part of their charter which is approved by the School Board of Miami-Dade County, Florida. The School Board of Miami-Dade County, Florida requires the Charter Schools Support Office to complete a criminal records check for each nominee.

Instructions - Complete this section by placing your **initials** in the space beside option 1, 2 and/or 3. If you initial option 1 or 2, please provide on a separate sheet of paper what the charges were and which courts were involved.

1. _____ I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.
   initial

2. _____ I am currently charged with one or more crimes.
   initial

3. _____ I have **not** been convicted, pled guilty or nolo contendere (no contest) to any crimes.
   initial

I understand that:

- Miami-Dade County Public Schools must request or cause a criminal records check to be performed on me from local, state, or federal law enforcement agencies;
- Until that report is received and reviewed by Miami-Dade County Public Schools, my nomination for appointment will not be processed;
- If the report received from the local, state, or federal law enforcement agencies is not the same as my representation(s) above or attached hereto respecting either the absence of any conviction(s) or any crimes of which I have been convicted, my nomination for appointment is voided at the sole discretion of the School Board of Miami-Dade County, Florida or its designee.

Disclosure Verification and Affirmation of Fulfillment of Board Requirements

I recognize that all information submitted with this disclosure form or gathered by Miami-Dade County Public Schools as a result of this disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold Miami-Dade County Public Schools, its School Board, staff, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations or resulting from this process.

I understand that if I am appointed, I will be required to comply with all governing board requirements as stipulated in Florida Statutes Section 1002.33 and as stipulated in the charter school contract. Governing board requirements include, but are not limited to:

1. annually adopting and maintaining an operating budget and submitting it to Sponsor by designated timeline (F.S. Section 1022.33(9)(h));
2. exercising continuing oversight over the charter school's operations (F.S. Section 1022.33(9)(i));
3. ensuring that the charter school has retained the services of a certified public accountant or auditor for the annual financial audit, pursuant to s. 1002.345(2) (F.S. Section 1022.33(9)(j)(1));
4. reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan, if any; (F.S. Section 1022.33(9)(j)(2));
5. monitoring a financial recovery plan, if any, in order to ensure compliance (F.S. Section 1022.33(9)(j)(3)(b));
6. participating in governance training approved by the Florida Department of Education which must include government in the sunshine, conflicts of interest, ethics, and financial responsibility (F.S. Section 1022.33(9)(j)(4)) and SBE Rule 6A-6.0784;
7. reporting the progress of the charter school annually to its sponsor (F.S. Section 1022.33(9)(k));
8. appearing before the sponsor or the sponsor's staff at least once a year to present information concerning each contract component having noted deficiencies if the charter school receives a school grade of "D" under s. 1008.34(2) (F.S. Section 1022.33(9)(n));
9. submitting to the sponsor for approval a school improvement plan to raise student achievement and to implement the plan (Contract Section III, C);
10. adopting policies establishing standards of ethical conduct for instructional personnel and school administrators. The policies must require all instructional personnel and school administrators, as defined in s. 1012.01, to complete training on the standards; establish the duty of instructional personnel and school administrators to report, and procedures for reporting, alleged misconduct by other instructional personnel and school administrators which affects the health, safety, or welfare of a student; and include an explanation of the liability protections provided under ss. 39.203 and 768.095. (F.S. Section 1022.33(12)(g)(3));
11. complying with Florida Code of Ethics for Public Officers and Employees and Sponsor's ethics rules (Contract Section I, B, (19)); (Chapter 6B-1.001, Code of Ethics of the Education Profession in Florida, and Chapter 6B-1.006, Principles of Professional Conduct for the Education Profession in Florida);
12. defining and refining policies regarding educational philosophy, and overseeing assessment and accountability procedures to assure that the school's student performance standards are met or exceeded (Contract Section VI, C);

13. ensuring that before employing instructional personnel or school administrators in any position that requires direct contact with students, the charter school conducts employment history checks of each of the personnel's or administrators' previous employers, screen the
14. instructional personnel or school administrators through use of the educator screening tools described in s. 1001.10(5), and document the findings (F.S. Section 1022.33(12)(g)(4)); Page 4 of 5
15. not appointing, employing, promoting, or advancing or advocating advancement in or to a position in the charter school of someone who is a relative (F.S. Section 1022.33(24)(b));
16. being subject to Florida Statutes Sections 112.313(2), (3), (7), and (12) and 112.3143(3) relating to standards of conduct for public officers and voting conflicts (F.S. Section 1022.33(25)(a));
17. complying with and following the provisions of the school's corporate by-laws (Contract Section II, C (21));
18. being accountable to the school's students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluating, and reporting (Contract Section VI, E);
19. being fingerprinted by the Sponsor within thirty (30) days of appointment to the governing board (Contract Section VI, G);
20. acting as the school's fiscal agent and being involved from the inception in administrative functions, pursuant to such rules and policies as are developed by the governing board (Contract Section VI, G);
21. not being an employee of the school while a member of the governing body (Contract Section VI, L);
22. not receiving compensation, directly or indirectly, from the school's operations, including but not limited to grant funds (Contract Section VI, M);
23. ensuring that governing board meetings take place locally and in a physical location and facility that is easily accessible to the school's parents, students and employees, are publicized in advance to the school community and are open to the public pursuant to Fla. Stat. § 286.011 (the Sunshine Law) (Contract Section VI, O);
24. ensuring that notices of all governing board meetings are posted at the School, at the location of the meeting, and at the M-DCPS Citizen Information Center at least five (5) days prior to the meeting (Contract Section VI, R);
25. not permitting employees of the management company, if any, nor members of the management company's employees' families, as defined in School Board Rule 6Gx13-4A-1.18, Assignment – Members of the Same Family, to be members of the School's governing board or serve as officers of the Corporation (Contract Section VII, C);
26. striving affirmatively to provide equal opportunity in employment (Contract Section VIII, A, 2).
27. complying with the requirements of Section 1002.33 (24), Florida Statutes regarding the prohibition of the appointment or employment to a position in a charter school if such appointment or employment has been advocated by personnel who exercise control or authority over the charter school and who is a relative of the individual or if such appointment or employment is made by the governing board of which a relative of the individual is a member.

I understand that it is my obligation to notify the Charter School and Charter School Support for Miami-Dade County Public Schools should any information provided change. I also affirm awareness of all governing board requirements as stipulated above, in Florida Statutes Section 1002.33 and as stipulated in the charter school contract and promise to fulfill them.

My signature below certifies that all information provided in this disclosure is true and complete.

Signature

7/29/13
Date

Exhibit F

CHARTER SCHOOL GOVERNING BOARD DISCLOSURE FORM

Miami-Dade County Public Schools
Charter School Support

Thank you for your interest in serving as a charter school governing board member.

The governing boards of these schools play a vital role in their future. By being appointed to serve on a charter school board, your role will be to set policy, maintain the school's vision, and ensure that the school complies with its charter and applicable statutes.

We have designed this disclosure form to be straightforward, while collecting the detailed information needed to ensure the appointment of effective board members.

NAME OF THE CHARTER SCHOOL(S): City of North Miami Charter School

NAME OF THE GOVERNING BOARD MEMBER: Philippe Bien-Aime

Name of any other Board to which the Governing Board Member has membership:

North Miami City Council

THIS FORM MUST BE COMPLETED BY EVERY GOVERNING BOARD MEMBER

Charter School Support
1450 N.E. Second Avenue, Suite 807
Miami, Florida 33132
Ph: 305-995-1403

Personal Information

Name of Charter School: City of North Miami Charter School

Title/Prefix: ☐ Mrs. ☑ Mr. ☐ Ms. ☐ Miss ☐ Dr. ☐ Other _____

Name: Philippe (First) _____ (Middle) Bien-Aime (Last)

Home Address: 531 NE 133 Street (Street Number)

N. Miami (City) FL (State) 33161 (Zip Code)

Home Phone: N/A Work Phone: 305 895-9815

Fax Number: N/A Cellular Number: 786 224 8636

Email Address: pbien-aime@northmiamifl.gov

Spouse's Name: _____ (First) _____ (Middle) _____ (Last)

Employment of Board Member: City of N. Miami (Employer Name) Councilman (Title/Position)

Employee Address: 776 NE 125 Street (Street Number)

N. Miami (City) FL (State) 33161 (Zip Code)

Will your child(ren) attend this charter school? May be If no, why not?_____

Will you be able to attend regularly scheduled board meetings? Yes ____ No ____

Please check your highest education level:

☐ High School/GED ☐ Associate's Degree ☐ Master's Degree

☐ Trade/Business School ☑ BA or BS Degree ☐ MD, DO, JD, Ph.D., etc.

Please check each area of expertise you would contribute to the board:

☐ Community Service ☐ Education ☐ Finance

☐ Fund Raising ☐ Law ☐ Management

☐ Marketing ☐ Personnel ☐ Public Relations

☐ Parent Involvement Programs ☐ Other (please specify): _____

OPTIONAL: If you would like any additional information considered, such as governmental, employment or volunteer experience, honors or awards, please attach a resume or include on a separate sheet of paper.

Relationship

Instructions - If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

Note: Florida Statutes Section 1002.33(7)(a)(18) Requires full disclosure of the identity of all relatives employed by the charter school who are related to the charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision-making authority. For the purpose of this paragraph, the term "relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

1.	Do or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)18), have any contractual agreements with the charter school?	Yes ☐	No ☑
2.	Do or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)18), have any ownership interest in any educational service provider/management company or any other company contracting with the charter school?	Yes ☐	No ☑
3.	Did or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)18), lease or sell property to the charter school?	Yes ☐	No ☑
4.	Did or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)18), sell any supplies, materials, equipment or other personal property to the charter school?	Yes ☐	No ☑
5.	Have you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)18), guaranteed any loans for the charter school or loaned it any money?	Yes ☐	No ☑
6.	Are or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)18), be employed by the charter school, its educational service provider or other contractors?	Yes ☐	No ☑
7.	Did you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)18), provide any start-up funds to the charter school?	Yes ☐	No ☑
8.	Do you, or any of your relatives, or any companies in which you have an ownership interest,have any contractual agreements or business relationships with the School Board of Miami-Dade County or any of its employees?	Yes ☐	No ☑
9.	Did or do you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)18), have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer 'yes' to any of questions 1-8?	Yes ☐	No ☑
10.	Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a member of the charter school board?	Yes ☐	No ☑
11.	Do you currently serve as a member of the board of any public school district or charter school other than the board for which you have been nominated? If yes, name other boards to which you have membership.	Yes ☐	No ☑
12.	Do you currently serve as a public official? *If you are being re-nominated to the same charter school board, and do not serve as a public official in any other capacity, please select "No" as your response.*	Yes ☑	No ☐
13.	To the best of your knowledge, are there situations not described above which may give the appearance of a conflict of interest between you and the charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the charter school?	Yes ☐	No ☑

Ethical Issues

Instructions - If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper.

- Citations

Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group? Yes ☐ No ☑

- Agency Proceedings/Civil Litigation

Are you presently, or have you ever been involved in administrative agency proceedings or civil litigation during the past five years? Yes ☐ No ☑

Criminal Background History

Charter school board members are public officials appointed by the Charter School as part of their charter which is approved by the School Board of Miami-Dade County, Florida. The School Board of Miami-Dade County, Florida requires the Charter Schools Support Office to complete a criminal records check for each nominee.

Instructions - Complete this section by placing your **initials** in the space beside option 1, 2 and/or 3. If you initial option 1 or 2, please provide on a separate sheet of paper what the charges were and which courts were involved.

1. _____ I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.
   initial

2. _____ I am currently charged with one or more crimes.
   initial

3. AMR I have **not** been convicted, pled guilty or nolo contendere (no contest) to any crimes.
   initial

I understand that:

- Miami-Dade County Public Schools must request or cause a criminal records check to be performed on me from local, state, or federal law enforcement agencies;
- Until that report is received and reviewed by Miami-Dade County Public Schools, my nomination for appointment will not be processed;
- If the report received from the local, state, or federal law enforcement agencies is not the same as my representation(s) above or attached hereto respecting either the absence of any conviction(s) or any crimes of which I have been convicted, my nomination for appointment is voided at the sole discretion of the School Board of Miami-Dade County, Florida or its designee.

Disclosure Verification and Affirmation of Fulfillment of Board Requirements

I recognize that all information submitted with this disclosure form or gathered by Miami-Dade County Public Schools as a result of this disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold Miami-Dade County Public Schools, its School Board, staff, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations or resulting from this process.

I understand that if I am appointed, I will be required to comply with all governing board requirements as stipulated in Florida Statutes Section 1002.33 and as stipulated in the charter school contract. Governing board requirements include, but are not limited to:

1. annually adopting and maintaining an operating budget and submitting it to Sponsor by designated timeline (F.S. Section 1022.33(9)(h));
2. exercising continuing oversight over the charter school's operations (F.S. Section 1022.33(9)(i));
3. ensuring that the charter school has retained the services of a certified public accountant or auditor for the annual financial audit, pursuant to s. 1002.345(2) (F.S. Section 1022.33(9)(j)(1));
4. reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan, if any; (F.S. Section 1022.33(9)(j)(2));
5. monitoring a financial recovery plan, if any, in order to ensure compliance (F.S. Section 1022.33(9)(j)(3)(b));
6. participating in governance training approved by the Florida Department of Education which must include government in the sunshine, conflicts of interest, ethics, and financial responsibility (F.S. Section 1022.33(9)(j)(4)) and SBE Rule 6A-6.0784;
7. reporting the progress of the charter school annually to its sponsor (F.S. Section 1022.33(9)(k));
8. appearing before the sponsor or the sponsor's staff at least once a year to present information concerning each contract component having noted deficiencies if the charter school receives a school grade of "D" under s. 1008.34(2) (F.S. Section 1022.33(9)(n));
9. submitting to the sponsor for approval a school improvement plan to raise student achievement and to implement the plan (Contract Section III, C);
10. adopting policies establishing standards of ethical conduct for instructional personnel and school administrators. The policies must require all instructional personnel and school administrators, as defined in s. 1012.01, to complete training on the standards; establish the duty of instructional personnel and school administrators to report, and procedures for reporting, alleged misconduct by other instructional personnel and school administrators which affects the health, safety, or welfare of a student; and include an explanation of the liability protections provided under ss. 39.203 and 768.095. (F.S. Section 1022.33(12)(g)(3));
11. complying with Florida Code of Ethics for Public Officers and Employees and Sponsor's ethics rules (Contract Section I, B, (19)); (Chapter 6B-1.001, Code of Ethics of the Education Profession in Florida, and Chapter 6B-1.006, Principles of Professional Conduct for the Education Profession in Florida);
12. defining and refining policies regarding educational philosophy, and overseeing assessment and accountability procedures to assure that the school's student performance standards are met or exceeded (Contract Section VI, C);

13. ensuring that before employing instructional personnel or school administrators in any position that requires direct contact with students, the charter school conducts employment history checks of each of the personnel's or administrators' previous employers, screen the
14. instructional personnel or school administrators through use of the educator screening tools described in s. 1001.10(5), and document the findings (F.S. Section 1022.33(12)(g)(4));
15. not appointing, employing, promoting, or advancing or advocating advancement in or to a position in the charter school of someone who is a relative (F.S. Section 1022.33(24)(b));
16. being subject to Florida Statutes Sections 112.313(2), (3), (7), and (12) and 112.3143(3) relating to standards of conduct for public officers and voting conflicts (F.S. Section 1022.33(25)(a));
17. complying with and following the provisions of the school's corporate by-laws (Contract Section II, C (21));
18. being accountable to the school's students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluating, and reporting (Contract Section VI, E);
19. being fingerprinted by the Sponsor within thirty (30) days of appointment to the governing board (Contract Section VI, G);
20. acting as the school's fiscal agent and being involved from the inception in administrative functions, pursuant to such rules and policies as are developed by the governing board (Contract Section VI, G);
21. not being an employee of the school while a member of the governing body (Contract Section VI, L);
22. not receiving compensation, directly or indirectly, from the school's operations, including but not limited to grant funds (Contract Section VI, M);
23. ensuring that governing board meetings take place locally and in a physical location and facility that is easily accessible to the school's parents, students and employees, are publicized in advance to the school community and are open to the public pursuant to Fla. Stat. § 286.011 (the Sunshine Law) (Contract Section VI, O);
24. ensuring that notices of all governing board meetings are posted at the School, at the location of the meeting, and at the M-DCPS Citizen Information Center at least five (5) days prior to the meeting (Contract Section VI, R);
25. not permitting employees of the management company, if any, nor members of the management company's employees' families, as defined in School Board Rule 6Gx13-4A-1.18, Assignment – Members of the Same Family, to be members of the School's governing board or serve as officers of the Corporation (Contract Section VII, C);
26. striving affirmatively to provide equal opportunity in employment (Contract Section VIII, A, 2).
27. complying with the requirements of Section 1002.33 (24), Florida Statutes regarding the prohibition of the appointment or employment to a position in a charter school if such appointment or employment has been advocated by personnel who exercise control or authority over the charter school and who is a relative of the individual or if such appointment or employment is made by the governing board of which a relative of the individual is a member.

I understand that it is my obligation to notify the Charter School and Charter School Support for Miami-Dade County Public Schools should any information provided change. I also affirm awareness of all governing board requirements as stipulated above, in Florida Statutes Section 1002.33 and as stipulated in the charter school contract and promise to fulfill them.

My signature below certifies that all information provided in this disclosure is true and complete.

Philippe Ben-Aimé
Signature

07/25/2013
Date

Exhibit F

CHARTER SCHOOL GOVERNING BOARD DISCLOSURE FORM

Miami-Dade County Public Schools
Charter School Support

Thank you for your interest in serving as a charter school governing board member.

The governing boards of these schools play a vital role in their future. By being appointed to serve on a charter school board, your role will be to set policy, maintain the school's vision, and ensure that the school complies with its charter and applicable statutes.

We have designed this disclosure form to be straightforward, while collecting the detailed information needed to ensure the appointment of effective board members.

NAME OF THE CHARTER SCHOOL(S): City of North Miami Charter School

NAME OF THE GOVERNING BOARD MEMBER: Lucie M. Tondreau

Name of any other Board to which the Governing Board Member has membership:

North Miami City Council

THIS FORM MUST BE COMPLETED BY EVERY GOVERNING BOARD MEMBER

Charter School Support
1450 N.E. Second Avenue, Suite 807
Miami, Florida 33132
Ph: 305-995-1403

Personal Information

Name of Charter School: City of North Miami Charter School

Title/Prefix: ☐ Mrs. ☐ Mr. ☑ Ms. ☐ Miss ☐ Dr. ☐ Other _____

Name: Lucie (First) M (Middle) Tondreau (Last)

Home Address: 12235 N.W. 8 AVENUE (Street Number)

N. Miami (City) FL (State) 33168 (Zip Code)

Home Phone: N/A Work Phone: (305) 895-9815

Fax Number: N/A Cellular Number: (786) 663-9889

Email Address: tondreau@northmiamifl.gov

Spouse's Name: N/A (First) N/A (Middle) N/A (Last)

Employment of Board Member: City of N. Miami (Employer Name) Mayor (Title/Position)

Employee Address: 776 NE 125 Street (Street Number)

N. Miami (City) FL (State) 33161 (Zip Code)

Will your child(ren) attend this charter school? Yes If no, why not? _____

Will you be able to attend regularly scheduled board meetings? Yes ✓ No ____

Please check your highest education level:

☐ High School/GED ☐ Associate's Degree ☐ Master's Degree

☐ Trade/Business School ☐ BA or BS Degree ☐ MD, DO, JD, Ph.D., etc.

Please check each area of expertise you would contribute to the board:

☑ Community Service ☑ Education ☐ Finance

☐ Fund Raising ☐ Law ☑ Management

☑ Marketing ☐ Personnel ☑ Public Relations

☑ Parent Involvement Programs ☐ Other (please specify): _____

OPTIONAL: If you would like any additional information considered, such as governmental, employment or volunteer experience, honors or awards, please attach a resume or include on a separate sheet of paper.

Relationship

Instructions - If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

Note: Florida Statutes Section 1002.33(7)(a)(18) Requires full disclosure of the identity of all relatives employed by the charter school who are related to the charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision-making authority. For the purpose of this paragraph, the term "relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

1.	Do or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)18), have any contractual agreements with the charter school?	Yes ☐	No ☑
2.	Do or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)18), have any ownership interest in any educational service provider/management company or any other company contracting with the charter school?	Yes ☐	No ☑
3.	Did or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)18), lease or sell property to the charter school?	Yes ☐	No ☑
4.	Did or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)18), sell any supplies, materials, equipment or other personal property to the charter school?	Yes ☐	No ☑
5.	Have you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)18), guaranteed any loans for the charter school or loaned it any money?	Yes ☐	No ☑
6.	Are or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)18), be employed by the charter school, its educational service provider or other contractors?	Yes ☐	No ☑
7.	Did you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)18), provide any start-up funds to the charter school?	Yes ☐	No ☑
8.	Do you, or any of your relatives, or any companies in which you have an ownership interest,have any contractual agreements or business relationships with the School Board of Miami-Dade County or any of its employees?	Yes ☐	No ☑
9.	Did or do you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)18), have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer 'yes' to any of questions 1-8?	Yes ☐	No ☑
10.	Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a member of the charter school board?	Yes ☐	No ☑
11.	Do you currently serve as a member of the board of any public school district or charter school other than the board for which you have been nominated? If yes, name other boards to which you have membership.	Yes ☐	No ☑
12.	Do you currently serve as a public official? *If you are being re-nominated to the same charter school board, and do not serve as a public official in any other capacity, please select "No" as your response.*	Yes ☑	No ☐
13.	To the best of your knowledge, are there situations not described above which may give the appearance of a conflict of interest between you and the charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the charter school?	Yes ☐	No ☑

Ethical Issues

Instructions - If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper.

- Citations

Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group? Yes ☐ No ☑

- Agency Proceedings/Civil Litigation

Are you presently, or have you ever been involved in administrative agency proceedings or civil litigation during the past five years? Yes ☑ No ☐

Criminal Background History

Charter school board members are public officials appointed by the Charter School as part of their charter which is approved by the School Board of Miami-Dade County, Florida. The School Board of Miami-Dade County, Florida requires the Charter Schools Support Office to complete a criminal records check for each nominee.

Instructions - Complete this section by placing your **initials** in the space beside option 1, 2 and/or 3. If you initial option 1 or 2, please provide on a separate sheet of paper what the charges were and which courts were involved.

1. _____ I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.
   initial

2. _____ I am currently charged with one or more crimes.
   initial

3. _____ I have **not** been convicted, pled guilty or nolo contendere (no contest) to any crimes.
   initial

I understand that:

- Miami-Dade County Public Schools must request or cause a criminal records check to be performed on me from local, state, or federal law enforcement agencies;
- Until that report is received and reviewed by Miami-Dade County Public Schools, my nomination for appointment will not be processed;
- If the report received from the local, state, or federal law enforcement agencies is not the same as my representation(s) above or attached hereto respecting either the absence of any conviction(s) or any crimes of which I have been convicted, my nomination for appointment is voided at the sole discretion of the School Board of Miami-Dade County, Florida or its designee.

Disclosure Verification and Affirmation of Fulfillment of Board Requirements

I recognize that all information submitted with this disclosure form or gathered by Miami-Dade County Public Schools as a result of this disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold Miami-Dade County Public Schools, its School Board, staff, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations or resulting from this process.

I understand that if I am appointed, I will be required to comply with all governing board requirements as stipulated in Florida Statutes Section 1002.33 and as stipulated in the charter school contract. Governing board requirements include, but are not limited to:

1. annually adopting and maintaining an operating budget and submitting it to Sponsor by designated timeline (F.S. Section 1022.33(9)(h));
2. exercising continuing oversight over the charter school's operations (F.S. Section 1022.33(9)(i));
3. ensuring that the charter school has retained the services of a certified public accountant or auditor for the annual financial audit, pursuant to s. 1002.345(2) (F.S. Section 1022.33(9)(j)(1));
4. reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan, if any; (F.S. Section 1022.33(9)(j)(2));
5. monitoring a financial recovery plan, if any, in order to ensure compliance (F.S. Section 1022.33(9)(j)(3)(b));
6. participating in governance training approved by the Florida Department of Education which must include government in the sunshine, conflicts of interest, ethics, and financial responsibility (F.S. Section 1022.33(9)(j)(4)) and SBE Rule 6A-6.0784;
7. reporting the progress of the charter school annually to its sponsor (F.S. Section 1022.33(9)(k));
8. appearing before the sponsor or the sponsor's staff at least once a year to present information concerning each contract component having noted deficiencies if the charter school receives a school grade of "D" under s. 1008.34(2) (F.S. Section 1022.33(9)(n));
9. submitting to the sponsor for approval a school improvement plan to raise student achievement and to implement the plan (Contract Section III, C);
10. adopting policies establishing standards of ethical conduct for instructional personnel and school administrators. The policies must require all instructional personnel and school administrators, as defined in s. 1012.01, to complete training on the standards; establish the duty of instructional personnel and school administrators to report, and procedures for reporting, alleged misconduct by other instructional personnel and school administrators which affects the health, safety, or welfare of a student; and include an explanation of the liability protections provided under ss. 39.203 and 768.095. (F.S. Section 1022.33(12)(g)(3));
11. complying with Florida Code of Ethics for Public Officers and Employees and Sponsor's ethics rules (Contract Section I, B, (19)); (Chapter 6B-1.001, Code of Ethics of the Education Profession in Florida, and Chapter 6B-1.006, Principles of Professional Conduct for the Education Profession in Florida);
12. defining and refining policies regarding educational philosophy, and overseeing assessment and accountability procedures to assure that the school's student performance standards are met or exceeded (Contract Section VI, C);

13. ensuring that before employing instructional personnel or school administrators in any position that requires direct contact with students, the charter school conducts employment history checks of each of the personnel's or administrators' previous employers, screen the
14. instructional personnel or school administrators through use of the educator screening tools described in s. 1001.10(5), and document the findings (F.S. Section 1022.33(12)(g)(4));
15. not appointing, employing, promoting, or advancing or advocating advancement in or to a position in the charter school of someone who is a relative (F.S. Section 1022.33(24)(b));
16. being subject to Florida Statutes Sections 112.313(2), (3), (7), and (12) and 112.3143(3) relating to standards of conduct for public officers and voting conflicts (F.S. Section 1022.33(25)(a));
17. complying with and following the provisions of the school's corporate by-laws (Contract Section II, C (21));
18. being accountable to the school's students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluating, and reporting (Contract Section VI, E);
19. being fingerprinted by the Sponsor within thirty (30) days of appointment to the governing board (Contract Section VI, G);
20. acting as the school's fiscal agent and being involved from the inception in administrative functions, pursuant to such rules and policies as are developed by the governing board (Contract Section VI, G);
21. not being an employee of the school while a member of the governing body (Contract Section VI, L);
22. not receiving compensation, directly or indirectly, from the school's operations, including but not limited to grant funds (Contract Section VI, M);
23. ensuring that governing board meetings take place locally and in a physical location and facility that is easily accessible to the school's parents, students and employees, are publicized in advance to the school community and are open to the public pursuant to Fla. Stat. § 286.011 (the Sunshine Law) (Contract Section VI, O);
24. ensuring that notices of all governing board meetings are posted at the School, at the location of the meeting, and at the M-DCPS Citizen Information Center at least five (5) days prior to the meeting (Contract Section VI, R);
25. not permitting employees of the management company, if any, nor members of the management company's employees' families, as defined in School Board Rule 6Gx13-4A-1.18, Assignment – Members of the Same Family, to be members of the School's governing board or serve as officers of the Corporation (Contract Section VII, C);
26. striving affirmatively to provide equal opportunity in employment (Contract Section VIII, A, 2).
27. complying with the requirements of Section 1002.33 (24), Florida Statutes regarding the prohibition of the appointment or employment to a position in a charter school if such appointment or employment has been advocated by personnel who exercise control or authority over the charter school and who is a relative of the individual or if such appointment or employment is made by the governing board of which a relative of the individual is a member.

I understand that it is my obligation to notify the Charter School and Charter School Support for Miami-Dade County Public Schools should any information provided change. I also affirm awareness of all governing board requirements as stipulated above, in Florida Statutes Section 1002.33 and as stipulated in the charter school contract and promise to fulfill them.

My signature below certifies that all information provided in this disclosure is true and complete.

Lucie Tondreau 7/25/2013

Signature Date

CHARTER SCHOOL GOVERNING BOARD DISCLOSURE FORM

ETHICAL ISSUES

- Agency Proceedings/Civil Litigation

Are you presently or have you ever been involved in administrative agency proceedings or civil litigation during the past five years?

Yes. In June 2013, in Case No 2013 21112 CA 01 (25), Kevin Burns filed an election dispute action against Lucie Tondreau, Penelope Townsley, Michael A. Etienne, and City Of North Miami Canvassing Board, essentially alleging that Mayor Tondreau is not qualified to sit for elected office. The matter is currently pending in Miami Dade Circuit Court.

Exhibit F

CHARTER SCHOOL GOVERNING BOARD DISCLOSURE FORM

Miami-Dade County Public Schools
Charter School Support

Thank you for your interest in serving as a charter school governing board member.

The governing boards of these schools play a vital role in their future. By being appointed to serve on a charter school board, your role will be to set policy, maintain the school's vision, and ensure that the school complies with its charter and applicable statutes.

We have designed this disclosure form to be straightforward, while collecting the detailed information needed to ensure the appointment of effective board members.

NAME OF THE CHARTER SCHOOL(S): City of North Miami Charter School

NAME OF THE GOVERNING BOARD MEMBER: Carol Keys, Esq.

Name of any other Board to which the Governing Board Member has membership:

THIS FORM MUST BE COMPLETED BY EVERY GOVERNING BOARD MEMBER

Charter School Support
1450 N.E. Second Avenue, Suite 807
Miami, Florida 33132
Ph: 305-995-1403

Personal Information

Name of Charter School: City of North Miami Charter School

Title/Prefix: ☐ Mrs. ☐ Mr. ☒ Ms. ☐ Miss ☐ Dr. ☐ Other _____

Name: CAROL (First) F (Middle) KEYS (Last)

Home Address: 12550 PALM ROAD (Street Number)
N. Miami (City) Fl (State) 33181 (Zip Code)

Home Phone: 305 891-5600 Work Phone: 305 891 1600

Fax Number: 305 891 1626 Cellular Number: 305 582 5588

Email Address: Keyslaw@Keyst.tle.com

Spouse's Name: Neal (First) D (Middle) STARKEY (Last)

Employment of Board Member: Self (Employer Name) _____ (Title/Position)

Employee Address: 12700 BISCAYNE BLVD #401 (Street Number)
N. Miami (City) Fl (State) 33181 (Zip Code)

Will your child(ren) attend this charter school? No If no, why not? _____

Will you be able to attend regularly scheduled board meetings? Yes X No ____

Please check your highest education level:

☐ High School/GED ☐ Associate's Degree ☒ Master's Degree
☐ Trade/Business School ☐ BA or BS Degree ☒ MD, DO, JD, Ph.D., etc.

Please check each area of expertise you would contribute to the board:

☐ Community Service ☐ Education ☐ Finance
☐ Fund Raising ☐ Law ☐ Management
☐ Marketing ☐ Personnel ☐ Public Relations
☐ Parent Involvement Programs ☐ Other (please specify): _____

OPTIONAL: If you would like any additional information considered, such as governmental, employment or volunteer experience, honors or awards, please attach a resume or include on a separate sheet of paper.

Relationship

Instructions - If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

Note: Florida Statutes Section 1002.33(7)(a)(18) Requires full disclosure of the identity of all relatives employed by the charter school who are related to the charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision-making authority. For the purpose of this paragraph, the term "relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

1.	Do or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)18), have any contractual agreements with the charter school?	Yes ☐	No ☒
2.	Do or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)18), have any ownership interest in any educational service provider/management company or any other company contracting with the charter school?	Yes ☐	No ☒
3.	Did or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)18), lease or sell property to the charter school?	Yes ☐	No ☒
4.	Did or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)18), sell any supplies, materials, equipment or other personal property to the charter school?	Yes ☐	No ☒
5.	Have you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)18), guaranteed any loans for the charter school or loaned it any money?	Yes ☐	No ☒
6.	Are or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)18), be employed by the charter school, its educational service provider or other contractors?	Yes ☐	No ☒
7.	Did you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)18), provide any start-up funds to the charter school?	Yes ☐	No ☒
8.	Do you, or any of your relatives, or any companies in which you have an ownership interest,have any contractual agreements or business relationships with the School Board of Miami-Dade County or any of its employees?	Yes ☐	No ☒
9.	Did or do you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)18), have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer 'yes' to any of questions 1-8?	Yes ☐	No ☒
10.	Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a member of the charter school board?	Yes ☐	No ☒
11.	Do you currently serve as a member of the board of any public school district or charter school other than the board for which you have been nominated? If yes, name other boards to which you have membership.	Yes ☐	No ☒
12.	Do you currently serve as a public official? *If you are being re-nominated to the same charter school board, and do not serve as a public official in any other capacity, please select "No" as your response.*	Yes ☒	No ☐
13.	To the best of your knowledge, are there situations not described above which may give the appearance of a conflict of interest between you and the charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the charter school?	Yes ☐	No ☒

Ethical Issues

Instructions - If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper.

- Citations

Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group? Yes ☐ No ☒

- Agency Proceedings/Civil Litigation

Are you presently, or have you ever been involved in administrative agency proceedings or civil litigation during the past five years? Yes ☒ No ☐

Criminal Background History

Charter school board members are public officials appointed by the Charter School as part of their charter which is approved by the School Board of Miami-Dade County, Florida. The School Board of Miami-Dade County, Florida requires the Charter Schools Support Office to complete a criminal records check for each nominee.

Instructions - Complete this section by placing your **initials** in the space beside option 1, 2 and/or 3. If you initial option 1 or 2, please provide on a separate sheet of paper what the charges were and which courts were involved.

1. _____ I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.
   initial

2. _____ I am currently charged with one or more crimes.
   initial

3. CAL I have **not** been convicted, pled guilty or nolo contendere (no contest) to any crimes.
   initial

I understand that:

- Miami-Dade County Public Schools must request or cause a criminal records check to be performed on me from local, state, or federal law enforcement agencies;
- Until that report is received and reviewed by Miami-Dade County Public Schools, my nomination for appointment will not be processed;
- If the report received from the local, state, or federal law enforcement agencies is not the same as my representation(s) above or attached hereto respecting either the absence of any conviction(s) or any crimes of which I have been convicted, my nomination for appointment is voided at the sole discretion of the School Board of Miami-Dade County, Florida or its designee.

Disclosure Verification and Affirmation of Fulfillment of Board Requirements

I recognize that all information submitted with this disclosure form or gathered by Miami-Dade County Public Schools as a result of this disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold Miami-Dade County Public Schools, its School Board, staff, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations or resulting from this process.

I understand that if I am appointed, I will be required to comply with all governing board requirements as stipulated in Florida Statutes Section 1002.33 and as stipulated in the charter school contract. Governing board requirements include, but are not limited to:

1. annually adopting and maintaining an operating budget and submitting it to Sponsor by designated timeline (F.S. Section 1022.33(9)(h));
2. exercising continuing oversight over the charter school's operations (F.S. Section 1022.33(9)(i));
3. ensuring that the charter school has retained the services of a certified public accountant or auditor for the annual financial audit, pursuant to s. 1002.345(2) (F.S. Section 1022.33(9)(j)(1));
4. reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan, if any; (F.S. Section 1022.33(9)(j)(2));
5. monitoring a financial recovery plan, if any, in order to ensure compliance (F.S. Section 1022.33(9)(j)(3)(b));
6. participating in governance training approved by the Florida Department of Education which must include government in the sunshine, conflicts of interest, ethics, and financial responsibility (F.S. Section 1022.33(9)(j)(4)) and SBE Rule 6A-6.0784;
7. reporting the progress of the charter school annually to its sponsor (F.S. Section 1022.33(9)(k));
8. appearing before the sponsor or the sponsor's staff at least once a year to present information concerning each contract component having noted deficiencies if the charter school receives a school grade of "D" under s. 1008.34(2) (F.S. Section 1022.33(9)(n));
9. submitting to the sponsor for approval a school improvement plan to raise student achievement and to implement the plan (Contract Section III, C);
10. adopting policies establishing standards of ethical conduct for instructional personnel and school administrators. The policies must require all instructional personnel and school administrators, as defined in s. 1012.01, to complete training on the standards; establish the duty of instructional personnel and school administrators to report, and procedures for reporting, alleged misconduct by other instructional personnel and school administrators which affects the health, safety, or welfare of a student; and include an explanation of the liability protections provided under ss. 39.203 and 768.095. (F.S. Section 1022.33(12)(g)(3));
11. complying with Florida Code of Ethics for Public Officers and Employees and Sponsor's ethics rules (Contract Section I, B, (19)); (Chapter 6B-1.001, Code of Ethics of the Education Profession in Florida, and Chapter 6B-1.006, Principles of Professional Conduct for the Education Profession in Florida);
12. defining and refining policies regarding educational philosophy, and overseeing assessment and accountability procedures to assure that the school's student performance standards are met or exceeded (Contract Section VI, C);

13. ensuring that before employing instructional personnel or school administrators in any position that requires direct contact with students, the charter school conducts employment history checks of each of the personnel's or administrators' previous employers, screen the
14. instructional personnel or school administrators through use of the educator screening tools described in s. 1001.10(5), and document the findings (F.S. Section 1022.33(12)(g)(4));

15. not appointing, employing, promoting, or advancing or advocating advancement in or to a position in the charter school of someone who is a relative (F.S. Section 1022.33(24)(b));
16. being subject to Florida Statutes Sections 112.313(2), (3), (7), and (12) and 112.3143(3) relating to standards of conduct for public officers and voting conflicts (F.S. Section 1022.33(25)(a));
17. complying with and following the provisions of the school's corporate by-laws (Contract Section II, C (21));
18. being accountable to the school's students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluating, and reporting (Contract Section VI, E);
19. being fingerprinted by the Sponsor within thirty (30) days of appointment to the governing board (Contract Section VI, G);
20. acting as the school's fiscal agent and being involved from the inception in administrative functions, pursuant to such rules and policies as are developed by the governing board (Contract Section VI, G);
21. not being an employee of the school while a member of the governing body (Contract Section VI, L);
22. not receiving compensation, directly or indirectly, from the school's operations, including but not limited to grant funds (Contract Section VI, M);
23. ensuring that governing board meetings take place locally and in a physical location and facility that is easily accessible to the school's parents, students and employees, are publicized in advance to the school community and are open to the public pursuant to Fla. Stat. § 286.011 (the Sunshine Law) (Contract Section VI, O);
24. ensuring that notices of all governing board meetings are posted at the School, at the location of the meeting, and at the M-DCPS Citizen Information Center at least five (5) days prior to the meeting (Contract Section VI, R);
25. not permitting employees of the management company, if any, nor members of the management company's employees' families, as defined in School Board Rule 6Gx13-4A-1.18, Assignment – Members of the Same Family, to be members of the School's governing board or serve as officers of the Corporation (Contract Section VII, C);
26. striving affirmatively to provide equal opportunity in employment (Contract Section VIII, A, 2).
27. complying with the requirements of Section 1002.33 (24), Florida Statutes regarding the prohibition of the appointment or employment to a position in a charter school if such appointment or employment has been advocated by personnel who exercise control or authority over the charter school and who is a relative of the individual or if such appointment or employment is made by the governing board of which a relative of the individual is a member.

I understand that it is my obligation to notify the Charter School and Charter School Support for Miami-Dade County Public Schools should any information provided change. I also affirm awareness of all governing board requirements as stipulated above, in Florida Statutes Section 1002.33 and as stipulated in the charter school contract and promise to fulfill them.

My signature below certifies that all information provided in this disclosure is true and complete.

Signature

7/31/13
Date

CITY OF NORTH MIAMI CHARTER SCHOOL

Start-up Budget

	February	March	April	May	June	Total
Line of Credit / Grant **	25,000					
EXPENSES:						
Administration Staff	2,500	3,500	3,500	3,500	3,500	16,500
Marketing & Enrollment		2,500		2,000	500	5,000
Computer/Printer	1,500				1,000	2,500
Administrative Expenses	500	200	100	100	100	1,000
TOTAL OPERATING EXPENSES	4,500	6,200	3,600	5,600	5,100	25,000
Fund Balance	20,500	14,300	10,700	5,100	-	

** The School will apply for a $25,000 planning and design grant, as provided by the Charter School Implementation Grant Program. If awarded, the grant will assist the school with the start-up costs which will be incurred prior to the period when the school will begin to receive operational funding from the sponsor. In the event that the start-up grant is not awarded, the school can either use resources from its network or has identified a non-profit charter school lender that will provide a line of credit to support the opening expenditures.

CITY OF NORTH MIAMI CHARTER SCHOOL

	Year 1	Year 1 75%	Year 1 Low	Year 2	Year 2 Low	Year 3	Year 3 Low	Year 4	Year 4 Low	Year 5	Year 5 Low
Grades	9-12			9-12		9-12		9-12		9-12	
Students per grade (average)	275	275	275	286	286	299	299	324	324	324	324
Total # Students	550	413	275	858	429	1,194	597	1,294	647	1,294	647
Per Student Revenue *	5,996	5,996	5,996	6,037	6,037	6,088	6,088	6,147	6,147	6,209	6,209
				1.0%		1.0%		1.0%		1.0%	
REVENUE											
Maximum Gross Revenue ($)	3,297,687	2,476,263	1,648,844	5,282,592	2,589,979	7,305,588	3,634,530	7,991,158	3,977,138	8,071,070	4,016,909
Enrollment Contingency ($)	-	-	-	102,633	-	36,528	-	36,882	-	37,251	-
Budgeted State Sources of Revenue ($)	3,297,687	2,476,263	1,648,844	5,179,959	2,589,979	7,269,060	3,634,530	7,954,276	3,977,138	8,033,819	4,016,909
EXPENDITURES											
Facility Budget											
Maximum Facility Expense	371,067	274,903	187,933	676,783	357,939	1,124,707	550,803	1,537,842	752,629	1,553,221	761,740
Minimum Building Size (Sqft)	28,600	21,476	14,300	44,616	22,308	95,520	47,760	103,520	51,760	103,520	51,760
Cost per Student	$ 500.00	$ 500.00	$ 500.00	$ 600.00	$ 600.00	$ 750.00	$ 750.00	$ 1,000.00	$ 1,000.00	$ 1,010.00	$ 1,010.00
Operating and Fixed Costs	96,067	68,403	50,433	161,983	100,539	229,207	103,053	243,842	105,629	246,281	108,270
Mortgage Payments/Rent	275,000	206,500	137,500	514,800	257,400	895,500	447,750	1,294,000	647,000	1,306,940	653,470
Teacher Staffing Budget											
Average Class Size	25	25	25	25	25	25	25	25	25	25	25
# of Teachers	22	17	11	38	19	52	26	57	28	58	29
Salary Benefits per Teacher	9,212	9,204	9,212	9,163	9,302	9,241	9,334	9,332	9,440	9,184	9,517
MAXIMUM FOR OTHER EXPENDITURES	1,881,759	1,306,275	903,755	2,895,844	1,377,988	4,202,329	1,979,838	5,291,985	2,500,346	5,352,648	2,545,662

* See All Charter School Calculator for Assumptions for the calculation of per pupil FTE

Budget Detail

CITY OF NORTH MIAMI CHARTER SCHOOL			YEAR 1			YEAR 2		YEAR 3		YEAR 4		YEAR 5	
			Expected	**75% Enrollment**	**50 % Enrollment**		**50 % Enrollment**		**50 % Enrollment**		**50 % Enrollment**		**50 % Enrollment**
ENROLLMENT	**Cost**	**Basis**											
Classrooms			22	17	**11**	35	**18**	48	**24**	52	**26**	52	**26**
9th - 12th			-	-	-	-	-	-	-	-	-	-	-
Total Enrollment			550	413	275	858	429	1,194	597	1,294	647	1,294	647
REVENUES													
State Sources with expected enrollment			$ 3,297,687.00	$ 2,476,263.15	$ 1,648,843.50	$ 5,282,592.15	$ 2,589,979.46	$ 7,305,587.74	$ 3,634,529.90	$ 7,991,158.23	$ 3,977,137.98	$ 8,071,069.81	$ 4,016,909.36
Federal Sources - NSLP funds 60% of students	$ 2.88	60%	$ -	$ -	$ -	$ 269,541.04	$ 134,770.52	$ 378,846.53	$ 189,423.27	$ 414,681.48	$ 207,340.74	$ 418,828.30	$ 209,414.15
Local Sources - Lunch program paid students	$ 3.00	60%	$ 178,200.00	$ 133,812.00	$ 89,100.00	$ 46,795.32	$ 23,397.66	$ 65,771.97	$ 32,885.98	$ 71,993.31	$ 35,996.66	$ 72,713.25	$ 36,356.62
Capital Outlay (Feeder Partern School - Capital Outlay available year 2)	$ 500.00	Per Student				$ -	$ -	$ -	$ -	$ 647,000.00	$ 323,500.00	$ 647,000.00	$ 323,500.00
Other Sources - Services													
`			*$ 3,475,887.00*	*$ 2,610,075.15*	*$ 1,737,943.50*	$ 5,598,928.51	$ 2,748,147.65	$ 7,750,206.24	$ 3,856,839.15	$ 9,124,833.02	$ 4,543,975.38	$ 9,209,611.35	$ 4,586,180.13
EXPENDITURES													
Instruction													
Salaries (includes classroom teachers, contract or hourly, and teacher aides)	See Staffing Plan		$ 921,200.00	$ 711,200.00	$ 460,600.00	$ 1,582,670.00	$ 782,245.00	$ 2,184,340.13	$ 1,103,136.14	$ 2,780,478.46	$ 1,381,649.10	$ 2,784,349.35	$ 1,442,735.02
Fringe Benefits			$ 202,664.00	$ 156,464.00	$ 101,332.00	$ 348,187.40	$ 172,093.90	$ 480,554.83	$ 242,689.95	$ 531,917.62	$ 264,315.48	$ 532,658.14	$ 276,001.48
Contracted Professional Services (includes Therapists & other contracted instructional se	$ 450.00	ESE Student	$ 24,750.00	$ 18,585.00	$ 12,375.00	$ 38,996.10	$ 19,498.05	$ 54,809.97	$ 27,404.99	$ 59,994.43	$ 29,997.21	$ 60,594.37	$ 30,297.19
Classroom Supplies & Equipment	$ 45.00	Student	$ 24,750.00	$ 18,585.00	$ 12,375.00	$ 38,996.10	$ 19,498.05	$ 54,809.97	$ 27,404.99	$ 59,994.43	$ 29,997.21	$ 60,594.37	$ 30,297.19
Teacher Supplies	$ 35.00	Student	$ 19,250.00	$ 14,455.00	$ 9,625.00	$ 30,330.30	$ 15,165.15	$ 42,629.98	$ 21,314.99	$ 46,662.33	$ 23,331.17	$ 47,128.96	$ 23,564.48
Textbooks and/or ebooks/Student Activities	$ 350.00	Student	$ 192,500.00	$ 144,550.00	$ 96,250.00	$ 303,303.00	$ 151,651.50	$ 426,299.79	$ 213,149.90	$ 466,623.32	$ 233,311.66	$ 471,289.56	$ 235,644.78
Supplemetal instructional materials (CIRP/SIRP and Technology)	$ 75.00	Student	$ 41,250.00	$ 30,975.00	$ 20,625.00	$ 64,993.50	$ 32,496.75	$ 91,349.96	$ 45,674.98	$ 99,990.71	$ 49,995.36	$ 100,990.62	$ 50,495.31
SB 736 Merit Pay			$ 94,678.00	$ 71,094.57	$ 47,339.00	$ 147,766.00	$ 73,883.00	$ 205,440.00	$ 102,720.00	$ 222,654.00	$ 111,327.00	$ 222,654.00	$ 111,327.00
Computer - Equipment for Instruction (* lease to include ebooks)	$ 1,800.00	Classroom	$ 39,600.00	$ 30,600.00	$ 19,800.00	$ 63,630.00	$ 32,724.00	$ 88,136.64	$ 44,068.32	$ 96,436.17	$ 48,218.09	$ 97,400.54	$ 48,700.27
Computer Lab - Including Software	$ 15,000.00	Lab	$ 15,000.00	$ 15,000.00	$ 7,500.00	$ 15,150.00	$ 15,150.00	$ -	$ -	$ 15,454.52	$ 15,454.52	$ 31,218.12	$ 31,218.12
Sub-Total Instruction			*$ 1,575,642.00*	*$ 1,211,508.57*	*$ 787,821.00*	*$ 2,634,022.40*	*$ 1,314,405.40*	*$ 3,628,371.27*	*$ 1,827,564.25*	*$ 4,380,205.99*	*$ 2,187,596.79*	*$ 4,408,878.02*	*$ 2,280,280.83*
Pupil Personnel Services													
Salaries (includes counselor, school nurse, health assistant)	See Staffing Plan		$ 40,000.00	$ 40,000.00	$ 20,000.00	$ 121,200.00	$ 40,400.00	$ 163,216.00	$ 81,608.00	$ 164,848.16	$ 82,424.08	$ 166,496.64	$ 83,248.32
Fringe Benefits			$ 8,800.00	$ 8,800.00	$ 4,400.00	$ 26,664.00	$ 8,888.00	$ 35,907.52	$ 17,953.76	$ 36,266.60	$ 18,133.30	$ 36,629.26	$ 18,314.63
Contracted Professional Services (counseling and psychological)	$ 500.00	ESE Student	$ 27,500.00	$ 20,650.00	$ 13,750.00	$ 43,329.00	$ 21,664.50	$ 60,899.97	$ 30,449.99	$ 66,660.47	$ 33,330.24	$ 67,327.08	$ 33,663.54
Sub-Total Pupil Personnel Services			*$ 76,300.00*	*$ 69,450.00*	*$ 38,150.00*	*$ 191,193.00*	*$ 70,952.50*	*$ 260,023.49*	*$ 130,011.75*	*$ 267,775.23*	*$ 133,887.61*	*$ 270,452.98*	*$ 135,226.49*
Media Services													
Salaries (includes Librarian)	See Staffing Plan		$ -	$ -	$ -	$ -	$ -	$ 40,804.00	$ -	$ 41,212.04	$ -	$ 41,624.16	$ -
Fringe Benefits			$ -	$ -	$ -	$ -	$ -	$ 8,976.88	$ -	$ 9,066.65	$ -	$ 9,157.32	$ -
Library Books	$ 10,000.00	School	$ 10,000.00	$ 10,000.00	$ 5,000.00	$ 10,100.00	$ 10,100.00	$ 10,201.00	$ 10,201.00	$ 10,303.01	$ 10,303.01	$ 10,406.04	$ 10,406.04
Sub-Total Media Services			*$ 10,000.00*	*$ 10,000.00*	*$ 5,000.00*	*$ 10,100.00*	*$ 10,100.00*	*$ 59,981.88*	*$ 10,201.00*	*$ 60,581.70*	*$ 10,303.01*	*$ 61,187.52*	*$ 10,406.04*
Curriculum Development													
Salaries (includes Curriculum Specialist)			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Fringe Benefits			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Curriculum Planning, Research, Development and Evaluation	$ 115.00	Student	$ 63,250.00	$ 47,495.00	$ 31,625.00	$ 99,656.70	$ 49,828.35	$ 140,069.93	$ 70,034.97	$ 153,319.09	$ 76,659.55	$ 154,852.28	$ 77,426.14
Student Activities	$ 30.00	Student	$ 16,500.00	$ 12,390.00	$ 8,250.00	$ 25,997.40	$ 12,998.70	$ 36,539.98	$ 18,269.99	$ 39,996.28	$ 19,998.14	$ 40,396.25	$ 20,198.12
Sub-Total Curriculum Development			*$ 79,750.00*	*$ 59,885.00*	*$ 39,875.00*	*$ 125,654.10*	*$ 62,827.05*	*$ 176,609.91*	*$ 88,304.96*	*$ 193,315.38*	*$ 96,657.69*	*$ 195,248.53*	*$ 97,624.27*
Staff Development													
Workshops/Trainings (includes incentive pay for teachers)	$ 1,000.00	Teacher	$ 22,000.00	$ 17,000.00	$ 11,000.00	$ 38,000.00	$ 18,500.00	$ 52,000.00	$ 26,000.00	$ 57,000.00	$ 28,000.00	$ 58,000.00	$ 29,000.00
Sub-Total Staff Development			*$ 22,000.00*	*$ 17,000.00*	*$ 11,000.00*	*$ 38,000.00*	*$ 18,500.00*	*$ 52,000.00*	*$ 26,000.00*	*$ 57,000.00*	*$ 28,000.00*	*$ 58,000.00*	*$ 29,000.00*

Budget Detail

CITY OF NORTH MIAMI CHARTER SCHOOL			YEAR 1			YEAR 2		YEAR 3		YEAR 4		YEAR 5	
			Expected	75% Enrollment	50 % Enrollment		50 % Enrollment		50 % Enrollment		50 % Enrollment		50 % Enrollment
Instruction Related Technology													
Salaries (includes Technology Personnel)	See Staffing Plan		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Fringe Benefits			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
EduSoft Software and Scanner	$ 1,200.00	School	$ 1,200.00	$ 1,200.00	$ 1,200.00	$ 1,212.00	$ 1,212.00	$ 1,224.12	$ 1,224.12	$ 1,236.36	$ 1,236.36	$ 1,248.72	$ 1,248.72
Hardware Maintenance	$ 400.00	Classroom	$ 8,800.00	$ 6,800.00	$ 4,400.00	$ 14,140.00	$ 7,272.00	$ 19,585.92	$ 9,792.96	$ 21,430.26	$ 10,715.13	$ 21,644.56	$ 10,822.28
Sub-Total Instruction Related Technology			*$ 10,000.00*	*$ 8,000.00*	*$ 5,600.00*	*$ 15,352.00*	*$ 8,484.00*	*$ 20,810.04*	*$ 11,017.08*	*$ 22,666.62*	*$ 11,951.49*	*$ 22,893.29*	*$ 12,071.01*
Board													
Professional Services (Legal)	$ 2,500.00	School	$ 2,500.00	$ 2,500.00	$ 2,500.00	$ 2,525.00	$ 2,525.00	$ 2,550.25	$ 2,550.25	$ 2,575.75	$ 2,575.75	$ 2,601.51	$ 2,601.51
Insurance (General Liability, D&O, Professional Liability)	$ 660.00	Classroom	$ 14,520.00	$ 11,220.00	$ 7,260.00	$ 23,331.00	$ 11,998.80	$ 32,316.77	$ 16,158.38	$ 35,359.93	$ 17,679.97	$ 35,713.53	$ 17,856.76
Travel	$ 2,000.00	Board Mem	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,020.00	$ 2,020.00	$ 2,040.20	$ 2,040.20	$ 2,060.60	$ 2,060.60	$ 2,081.21	$ 2,081.21
Sub-Total Board			*$ 19,020.00*	*$ 15,720.00*	*$ 11,760.00*	*$ 27,876.00*	*$ 16,543.80*	*$ 36,907.22*	*$ 20,748.83*	*$ 39,996.28*	*$ 22,316.32*	*$ 40,396.25*	*$ 22,539.48*
General Administration													
Management Fees	$ 225.00	Student	$ 123,750.00	$ 92,925.00	$ 61,875.00	$ 194,980.50	$ 97,490.25	$ 274,049.87	$ 137,024.93	$ 299,972.14	$ 149,986.07	$ 302,971.86	$ 151,485.93
Administrative Fee													
Sub-Total General Administration			*$ 123,750.00*	*$ 92,925.00*	*$ 61,875.00*	*$ 194,980.50*	*$ 97,490.25*	*$ 274,049.87*	*$ 137,024.93*	*$ 299,972.14*	*$ 149,986.07*	*$ 302,971.86*	*$ 151,485.93*
School Administration													
Salaries (includes Principal, Secretary & other Office Personnel)	See Staffing		$ 106,730.48	$ 92,730.48	$ 53,500.00	$ 198,930.57	$ 173,447.78	$ 200,919.88	$ 121,882.04	$ 202,929.07	$ 135,959.51	$ 204,958.36	$ 137,319.10
Fringe Benefits			$ 23,480.71	$ 20,400.71	$ 11,770.00	$ 43,764.73	$ 38,158.51	$ 44,202.37	$ 26,814.05	$ 44,644.40	$ 29,911.09	$ 45,090.84	$ 30,210.20
Equipment Rental / Lease	$ 300.00	Per Month	$ 3,600.00	$ 3,600.00	$ 3,600.00	$ 3,636.00	$ 3,636.00	$ 3,672.36	$ 3,672.36	$ 3,709.08	$ 3,709.08	$ 3,746.17	$ 3,746.17
Travel	$ 400.00	Administrator	$ 540.00	$ 540.00	$ 540.00	$ 545.40	$ 545.40	$ 550.85	$ 550.85	$ 556.36	$ 556.36	$ 561.93	$ 561.93
Advertising and Promotion	$ 50.00	Student	$ 27,500.00	$ 20,650.00	$ 13,750.00	$ 43,329.00	$ 21,664.50	$ 60,899.97	$ 30,449.99	$ 66,660.47	$ 33,330.24	$ 67,327.08	$ 33,663.54
License Fees	$ 200.00		$ 200.00	$ 200.00	$ 200.00	$ 202.00	$ 202.00	$ 204.02	$ 204.02	$ 206.06	$ 206.06	$ 208.12	$ 208.12
Uniforms	$ 300.00		$ 300.00	$ 300.00	$ 300.00	$ 303.00	$ 303.00	$ 306.03	$ 306.03	$ 309.09	$ 309.09	$ 312.18	$ 312.18
Postage	$ 50.00	Classroom	$ 1,100.00	$ 850.00	$ 550.00	$ 1,767.50	$ 909.00	$ 2,448.24	$ 1,224.12	$ 2,678.78	$ 1,339.39	$ 2,705.57	$ 1,352.79
Printing	$ 350.00	Classroom	$ 7,700.00	$ 5,950.00	$ 3,850.00	$ 12,372.50	$ 6,363.00	$ 17,137.68	$ 8,568.84	$ 18,751.48	$ 9,375.74	$ 18,938.99	$ 9,469.50
Office Supplies	$ 30.00	Student	$ 16,500.00	$ 12,390.00	$ 8,250.00	$ 25,740.00	$ 363.60	$ 35,820.00	$ 367.24	$ 38,820.00	$ 370.91	$ 38,820.00	$ 374.62
Office Equipment	$ 4,000.00		$ 4,000.00	$ 4,000.00	$ 4,000.00	$ 4,040.00	$ 4,040.00	$ 4,080.40	$ 4,080.40	$ 4,121.20	$ 4,121.20	$ 4,162.42	$ 4,162.42
Computer Equipment	$ 1,000.00	Administrator	$ 1,350.00	$ 1,350.00	$ 1,350.00	$ 1,363.50	$ 1,363.50	$ 1,377.14	$ 1,377.14	$ 1,390.91	$ 1,390.91	$ 1,404.82	$ 1,404.82
Sub-Total School Administration			*$ 193,001.19*	*$ 162,961.19*	*$ 101,660.00*	*$ 335,994.19*	*$ 250,996.30*	*$ 371,618.94*	*$ 199,497.07*	*$ 384,776.91*	*$ 220,579.58*	*$ 388,236.48*	*$ 222,785.38*
Facilities Acquisition & Construction													
Building Lease / Rent (see budget summary for calculation)			$ 275,000.00	$ 206,500.00	$ 137,500.00	$ 514,800.00	$ 257,400.00	$ 895,500.00	$ 447,750.00	$ 1,294,000.00	$ 647,000.00	$ 1,306,940.00	$ 653,470.00
Sub-Total Facilities Acquisition & Construction			*$ 275,000.00*	*$ 206,500.00*	*$ 137,500.00*	*$ 514,800.00*	*$ 257,400.00*	*$ 895,500.00*	*$ 447,750.00*	*$ 1,294,000.00*	*$ 647,000.00*	*$ 1,306,940.00*	*$ 653,470.00*
Fiscal Services													
Salaries (Business Manager, Accounting & Bookkeeping Personnel)	See Staffing		$ 20,000.00	$ 20,000.00	$ 10,000.00	$ 40,400.00	$ 30,300.00	$ 40,804.00	$ 20,402.00	$ 41,212.04	$ 41,212.04	$ 41,624.16	$ 41,624.16
Fringe Benefits			$ 4,400.00	$ 4,400.00	$ 2,200.00	$ 8,888.00	$ 6,666.00	$ 8,976.88	$ 4,488.44	$ 9,066.65	$ 9,066.65	$ 9,157.32	$ 9,157.32
Fee to County School Board - up to 250 students			$ 74,947.43	$ 74,947.43	$ 74,947.43	$ 75,465.60	$ 75,465.60	$ 76,099.87	$ 76,099.87	$ 76,838.06	$ 76,838.06	$ 77,606.44	$ 77,606.44
Planning, Research, Development and Evaluation	$ 110.00		$ 60,500.00	$ 45,430.00	$ 30,250.00	$ 95,323.80	$ 47,661.90	$ 133,979.93	$ 66,989.97	$ 146,653.04	$ 73,326.52	$ 148,119.57	$ 74,059.79
Professional Services - Annual Audit	$ 7,500.00		$ 7,500.00	$ 7,500.00	$ 7,500.00	$ 7,575.00	$ 7,575.00	$ 7,650.75	$ 7,650.75	$ 7,727.26	$ 7,727.26	$ 7,804.53	$ 7,804.53
Sub-Total Fiscal Services			*$ 167,347.43*	*$ 152,277.43*	*$ 124,897.43*	*$ 227,652.40*	*$ 167,668.50*	*$ 267,511.44*	*$ 175,631.03*	*$ 281,497.05*	*$ 208,170.53*	*$ 284,312.02*	*$ 210,252.23*
Food Services													
Salaries (Food Service Workers)	See Staffing		$ 14,000.00	$ 14,000.00	$ 14,000.00	$ 28,280.00	$ 14,140.00	$ 42,844.20	$ 14,281.40	$ 43,272.64	$ 14,424.21	$ 43,705.37	$ 14,568.46
Fringe Benefits			$ 3,080.00	$ 3,080.00	$ 3,080.00	$ 6,221.60	$ 3,110.80	$ 9,425.72	$ 3,141.91	$ 9,519.98	$ 3,173.33	$ 9,615.18	$ 3,205.06
Food, Materials & Supplies - Vendor provided meals 120% Participation	$ 2.46	Per Meal per da	$ 292,248.00	$ 219,451.68	$ 146,124.00	$ 460,465.95	$ 230,232.97	$ 647,196.16	$ 323,598.08	$ 708,414.20	$ 354,207.10	$ 715,498.34	$ 357,749.17
Equipment Rental / Lease (provided by food vendor)													
Inspection fees	$ 75.00	Twice per year	$ 150.00	$ 150.00	$ 150.00	$ 151.50		$ 153.02		$ 154.55		$ 156.09	
Sub-Total Food Services			*$ 309,478.00*	*$ 236,681.68*	*$ 163,354.00*	*$ 495,119.05*	*$ 247,483.77*	*$ 699,619.10*	*$ 341,021.39*	*$ 761,361.37*	*$ 371,804.64*	*$ 768,974.98*	*$ 375,522.69*

Budget Detail

CITY OF NORTH MIAMI CHARTER SCHOOL			YEAR 1			YEAR 2		YEAR 3		YEAR 4		YEAR 5	
			Expected	**75% Enrollment**	**50 % Enrollment**		**50 % Enrollment**		**50 % Enrollment**		**50 % Enrollment**		**50 % Enrollment**
Pupil Transportation Services													
Salaries (Drivers & Transportation workers)	See Staffing		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Fringe Benefits			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Contracted Transportation Services - $225 per bus 15% utilization	$ 225.00	15%	$ 81,000.00	$ 40,500.00	$ 40,500.00	$ 81,000.00	$ 40,500.00	$ 121,500.00	$ 81,000.00	$ 121,500.00	$ 81,000.00	$ 121,500.00	$ 81,000.00
Field Trip Expenses for competitions			$ 2,500.00	$ 2,500.00	$ 2,500.00	$ 3,500.00		$ 5,000.00		$ 5,000.00		$ 5,000.00	
Sub-Total Pupil Transportation Services			*$ 83,500.00*	*$ 43,000.00*	*$ 43,000.00*	*$ 84,500.00*	*$ 40,500.00*	*$ 126,500.00*	*$ 81,000.00*	*$ 126,500.00*	*$ 81,000.00*	*$ 126,500.00*	*$ 81,000.00*
Operation of Plant													
Salaries (Custodian, crossing guards, security)	See Staffing		$ 20,800.80	$ 10,400.40	$ 10,400.40	$ 42,017.62	$ 10,504.40	$ 63,656.69	$ 21,218.90	$ 64,293.26	$ 21,431.09	$ 64,936.19	$ 21,645.40
Fringe benefits			$ 4,576.18	$ 2,288.09	$ 2,288.09	$ 9,243.88	$ 2,310.97	$ 14,004.47	$ 4,668.16	$ 14,144.52	$ 4,714.84	$ 14,285.96	$ 4,761.99
Purchased Service (Custodial, fire and alarm, pest control etc)	$ 75.00	Per Classroom	$ 1,650.00	$ 1,275.00	$ 825.00	$ 2,651.25	$ 1,363.50	$ 3,672.36	$ 1,836.18	$ 4,018.17	$ 2,009.09	$ 4,058.36	$ 2,029.18
Lawn Maintenance	$ 200.00	Per Classroom	$ 4,400.00	$ 3,400.00	$ 2,200.00	$ 7,070.00	$ 3,636.00	$ 9,792.96	$ 4,896.48	$ 10,715.13	$ 5,357.57	$ 10,822.28	$ 5,411.14
Pest Control	$ 40.00	Per Classroom	$ 880.00	$ 680.00	$ 440.00	$ 1,414.00	$ 727.20	$ 1,958.59	$ 979.30	$ 2,143.03	$ 1,071.51	$ 2,164.46	$ 1,082.23
Security Services	$ 100.00	Per Month	$ 1,200.00	$ 1,200.00	$ 1,200.00	$ 1,212.00	$ 1,212.00	$ 1,224.12	$ 1,224.12	$ 1,236.36	$ 1,236.36	$ 1,248.72	$ 1,248.72
Property Insurance	$ 1,100.00	Per Classroom	$ 24,200.00	$ 18,700.00	$ 12,100.00	$ 38,885.00	$ 19,998.00	$ 53,861.28	$ 26,930.64	$ 58,933.22	$ 29,466.61	$ 59,522.55	$ 29,761.27
Telephone Services	$ 300.00	Per Month	$ 3,600.00	$ 3,600.00	$ 3,600.00	$ 3,636.00	$ 3,636.00	$ 3,672.36	$ 3,672.36	$ 3,709.08	$ 3,709.08	$ 3,746.17	$ 3,746.17
Water & Sewer	$ 80.00	Per Classroom	$ 1,760.00	$ 1,360.00	$ 880.00	$ 2,828.00	$ 1,454.40	$ 3,917.18	$ 1,958.59	$ 4,286.05	$ 2,143.03	$ 4,328.91	$ 2,164.46
Electricity	$ 1,500.00	Per Classroom	$ 33,000.00	$ 25,500.00	$ 16,500.00	$ 53,025.00	$ 27,270.00	$ 73,447.20	$ 36,723.60	$ 80,363.48	$ 40,181.74	$ 81,167.11	$ 40,583.56
Sub-Total Operation of Plant			*$ 96,066.98*	*$ 68,403.49*	*$ 50,433.49*	*$ 161,982.74*	*$ 72,112.47*	*$ 229,207.22*	*$ 104,108.32*	*$ 243,842.29*	*$ 111,320.91*	*$ 246,280.72*	*$ 112,434.12*
Maintenance of Plant													
Repairs & Maintenance	$ 1.00	Sq. Ft.	$ 28,600.00	$ 21,476.00	$ 7,150.00	$ 44,616.00	$ 11,154.00	$ 95,520.00	$ 23,880.00	$ 103,520.00	$ 25,880.00	$ 103,520.00	$ 25,880.00
Supplies													
Sub-Total Maintenance of Plant			*$ 28,600.00*	*$ 21,476.00*	*$ 7,150.00*	*$ 44,616.00*	*$ 11,154.00*	*$ 95,520.00*	*$ 23,880.00*	*$ 103,520.00*	*$ 25,880.00*	*$ 103,520.00*	*$ 25,880.00*
Administrative Technology Services													
Systems Operation	$ 750.00	Per Classroom	$ 16,500.00	$ 12,750.00	$ 8,250.00	$ 26,512.50	$ 13,635.00	$ 36,723.60	$ 18,361.80	$ 40,181.74	$ 20,090.87	$ 40,583.56	$ 20,291.78
Systems Planning & Analysis													
Sub-Total Administrative Technology Services			*$ 16,500.00*	*$ 12,750.00*	*$ 8,250.00*	*$ 26,512.50*	*$ 13,635.00*	*$ 36,723.60*	*$ 18,361.80*	*$ 40,181.74*	*$ 20,090.87*	*$ 40,583.56*	*$ 20,291.78*
Redemption of Principal			*$ 25,000.00*										
Interest *(Interest Only at 6%)*			*$ 1,500.00*	*$ 1,500.00*	*$ 1,500.00*								
Sub-Total Debt Service			*$ 26,500.00*	*$ 1,500.00*	*$ 1,500.00*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
Contingency													
Operating expense contigency - 4% of FEFP - Considered restricted funds	4%		$ 139,035.48	$ -	$ -	$ 223,957.14	$ -	$ 310,008.25	$ -	$ 364,993.32	$ -	$ 368,384.45	$ -
Sub-Total Contingency			*$ 139,035.48*	*$ -*	*$ -*	*$ 223,957.14*	*$ -*	*$ 310,008.25*	*$ -*	*$ 364,993.32*	*$ -*	*$ 368,384.45*	*$ -*
Total Expenditures			*$ 3,251,491.07*	*$ 2,390,038.36*	*$ 1,597,325.92*	*$ 5,352,312.03*	*$ 2,660,253.05*	*$ 7,540,962.21*	*$ 3,642,122.40*	*$ 8,922,186.02*	*$ 4,326,545.51*	*$ 8,993,760.65*	*$ 4,440,270.24*
Excess of Revenues over Expenditures			$ 224,395.93	$ 220,036.79	$ 140,617.58	$ 246,616.48	$ 87,894.60	$ 209,244.03	$ 214,716.75	$ 202,647.00	$ 217,429.87	$ 215,850.70	$ 145,909.89

Staffing Plan

CITY OF NORTH MIAMI CHARTER SCHOOL

Fringe Benefit Rate	**22.00%**	
FICA	6.20%	
Medicare	1.45%	
FUTA	$ 189.00	
SUTA	$ 189.00	
Workers Comp	0.88%	
401K Contribution	2.00%	
Health Insurance per Employee	$ 4,140.00	$345 Per month per Employee

		Yr1			Yr2		Yr3		Yr4		Yr5	
		High	*75%*	*Low*								*Low*
Instruction Staff												
Teachers (ESE or ESOL certified teacher)	39,500	22	17	11	35	18	48	24	52	26	52	26
Substitute Teachers	1,100	22	17	11	35	18	48	24	52	26	52	26
Other Teachers (ESE, ESOL, see Budget Narrative)	39,500				2	1	3	2	4	2	5	3
Paraprofessionals	18,000				1		1		1		1	
Supplements	3,500	8	6	4	14	7	16	8	17	9		9
	101,600	22	17	11	38	19	52	26	57	28	58	29
Pupil Personnel Services												
ESE Teacher	40,000	1.00	1.00	0.50	3	1.00	4	2.00	4	2.00	4	2.00
	40,000	1	1	1	3	1	4	2	4	2	4	2
Media Services												
Media Specialist	40,000						1		1		1	
	40,000	-		-	-	-	1	-	1	-	1	-
School Administration												
Principal	85,000	0.85	0.75	0.50	1.00	0.85	1.00	1.00	1.00	1.00	1.00	1.00
Assistant Principal	65,000				1	1	1		1		1	
Administrative Assistant	24,961	0.50	0.50		1	0.50	1	0.50	1	1	1	1
Registrar	22,000	1.00	0.75	0.50	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Other Clerical	18,000											
	214,961	2.35	2.00	1	4	3	4	3	4	3	4	3
Fiscal Services												
Business Manager	40,000	0.50	0.50	0.25	1	0.75	1	0.50	1	1	1	1
	40,000	0.50	0.50	0.25	1	1	1	0.50	1	1	1	1
Food Services												
Food Service Workers	14,000	1	1	1	2	1	3	1	3	1	3	1
	14,000	1	1	1	2	1	3	1	3	1	3	1
	-	-		-	-	-	-	-	-	-	-	-
Operation of Plant												
Custodian	20,801	1	0.50	0.50	2	0.50	2	1	2	1	2	1
Security	20,801						1		1		1	
	41,602	1	1	1	2	1	3	1	3	1	3	1
TOTAL EMPLOYEES		28	22	14	50	25	68	33	73	36	74	37
Salary Inflation	1.0%											
Instruction Staff												
Homeroom Teachers		869,000	671,500	434,500	1,396,325	698,163	1,934,110	967,055	2,116,238	1,058,119	2,137,401	1,068,700
Substitute Teachers		24,200	18,700	12,100	38,885	19,443	53,861	26,931	58,933	29,467	59,523	29,761
Other Teachers (ESE, ESOL, Reading/Math Coaches)		-	-	-	79,790	39,895	120,882	80,588	162,788	81,394	205,519	123,312
Paraprofessionals		-	-	-	18,180	-	18,362	-	18,545	-	18,731	-
Supplements		28,000	21,000	14,000	49,490	24,745	57,126	28,563	61,303	32,454	-	32,779
		921,200	711,200	460,600	1,582,670	782,245	2,184,340	1,103,136	2,417,807	1,201,434	2,421,173	1,254,552
Benefits:		202,664	156,464	101,332	348,187	172,094	480,555	242,690	531,918	264,315	532,658	276,001
Pupil Personnel Services												
Counselor		40,000	40,000	20,000	121,200	40,400	163,216	81,608	164,848	82,424	166,497	83,248
		40,000	40,000	20,000	121,200	40,400	163,216	81,608	164,848	82,424	166,497	83,248
Benefits:		8,800	8,800	4,400	26,664	8,888	35,908	17,954	36,267	18,133	36,629	18,315
Media Services												
Media Specialist		-	-	-	-	-	40,804	-	41,212	-	41,624	-
		-	-	-	-	-	40,804	-	41,212	-	41,624	-
Benefits:		-	-	-	-	-	8,977	-	9,067	-	9,157	-
School Administration												
Principal		72,250	63,750	42,500	85,850	72,973	86,709	86,709	87,576	87,576	88,451	88,451
Assistant Principal		-	-	-	65,650	65,650	66,307	-	66,970	-	67,639	-
Administrative Assistant		12,480	12,480	-	25,211	12,605	25,463	12,731	25,717	25,717	25,974	25,974
Registrar		22,000	16,500	11,000	22,220	22,220	22,442	22,442	22,667	22,667	22,893	22,893
Other		-	-	-	-	-	-	-	-	-	-	-
		106,730	92,730	53,500	198,931	173,448	200,920	121,882	202,929	135,960	204,958	137,319
Benefits:		23,481	20,401	11,770	43,765	38,159	44,202	26,814	44,644	29,911	45,091	30,210
Fiscal Services												
Business Manager		20,000	20,000	10,000	40,400	30,300	40,804	20,402	41,212	41,212	41,624	41,624
		20,000	20,000	10,000	40,400	30,300	40,804	20,402	41,212	41,212	41,624	41,624
Benefits:		4,400	4,400	2,200	8,888	6,666	8,977	4,488	9,067	9,067	9,157	9,157
Food Services												
Food Service Workers		14,000	14,000	14,000	28,280	14,140	42,844	14,281	43,273	14,424	43,705	14,568
		14,000	14,000	14,000	28,280	14,140	42,844	14,281	43,273	14,424	43,705	14,568
Benefits:		3,080	3,080	3,080	6,222	3,111	9,426	3,142	9,520	3,173	9,615	3,205
Operation of Plant												
Custodian		20,801	10,400	10,400	42,018	10,504	42,438	21,219	42,862	21,431	43,291	21,645
Security		-	-	-	-	-	21,219	-	21,431	-	21,645	-
		20,801	10,400	10,400	42,018	10,504	63,657	21,219	64,293	21,431	64,936	21,645
Benefits:		4,576	2,288	2,288	9,244	2,311	14,004	4,668	14,145	4,715	14,286	4,762
Total Payroll & Benefits		1,369,732	1,083,764	693,570	2,456,468	1,282,265	3,338,634	1,662,285	3,630,201	1,826,200	3,641,112	1,894,608

Budget Monthly Yr1

CITY OF NORTH MIAMI CHARTER SCHOOL

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	YEAR 1
REVENUES													
State Sources with expected enrollment	274,807	274,807	274,807	274,807	274,807	274,807	274,807	274,807	274,807	274,807	274,807	274,807	$ 3,297,687.00
Federal Sources - NSLP funds 60% of students			-	-	-	-	-	-	-	-	-	-	$ -
Local Sources - Lunch program paid students			17,820	17,820	17,820	17,820	17,820	17,820	17,820	17,820	17,820	17,820	$ 178,200.00
Capital Outlay (Feeder Partern School - Capital Outlay available year 2)				-	-	-	-	-	-	-	-	-	$ -
Other Sources - Services													$ -
`	**274,807**	**274,807**	**292,627**	**292,627**	**292,627**	**292,627**	**292,627**	**292,627**	**292,627**	**292,627**	**292,627**	**292,627**	$ 3,475,887.00
EXPENDITURES													
Instruction													
Salaries (includes classroom teachers, contract or hourly, and teacher aides)		41,873	87,933	87,933	87,933	87,933	87,933	87,933	87,933	87,933	87,933	87,933	$ 921,200.00
Fringe Benefits		9,212	19,345	19,345	19,345	19,345	19,345	19,345	19,345	19,345	19,345	19,345	$ 202,664.00
Contracted Professional Services (includes Therapists & other contracted instructional services)				2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	$ 24,750.00
Classroom Supplies & Equipment		8,168	8,168	8,415									$ 24,750.00
Teacher Supplies		6,353	6,353	6,545									$ 19,250.00
Textbooks and/or ebooks/Student Activities		38,500	38,500	38,500	38,500	38,500							$ 192,500.00
Supplemetal instructional materials (CIRP/SIRP and Technology)		13,613	13,613	14,025									$ 41,250.00
SB 736 Merit Pay												94,678	$ 94,678.00
Computer - Equipment for Instruction (* lease to include ebooks)		3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	$ 39,600.00
Computer Lab - Including Software		4,950	4,950	5,100									$ 15,000.00
Sub-Total Instruction	-	*125,967*	*182,160*	*185,913*	*151,828*	*151,828*	*113,328*	*113,328*	*113,328*	*113,328*	*113,328*	*208,006*	*$ 1,575,642.00*
Pupil Personnel Services													
Salaries (includes counselor, school nurse, health assistant)			4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	$ 40,000.00
Fringe Benefits			880	880	880	880	880	880	880	880	880	880	$ 8,800.00
Contracted Professional Services (counseling and psychological)			2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	$ 27,500.00
Sub-Total Pupil Personnel Services	-	-	*7,630*	*7,630*	*7,630*	*7,630*	*7,630*	*7,630*	*7,630*	*7,630*	*7,630*	*7,630*	*$ 76,300.00*
Media Services													
Salaries (includes Librarian)		-	-	-	-	-	-	-	-	-	-	-	$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	$ -
Library Books		5,000			5,000								$ 10,000.00
Audio Visual Materials		-	-										$ -
Sub-Total Media Services	-	*5,000*	-	-	*5,000*	-	-	-	-	-	-	-	*$ 10,000.00*
Curriculum Development													
Salaries (includes Curriculum Specialist)		-	-	-	-	-	-	-	-	-	-	-	$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	$ -
Curriculum Planning, Research, Development and Evaluation					7,906	7,906	7,906	7,906	7,906	7,906	7,906	7,906	$ 63,250.00
Development Supplies		-	-										$ -
Student Activities		8,250			8,250								$ 16,500.00
Sub-Total Curriculum Development	-	*8,250*	-	-	*16,156*	*7,906*	*7,906*	*7,906*	*7,906*	*7,906*	*7,906*	*7,906*	*$ 79,750.00*
Staff Development													
Workshops/Trainings (includes incentive pay for teachers)		11,000							11,000				$ 22,000.00
Travel		-							-				$ -
Professional Services		-							-				$ -
Sub-Total Staff Development	-	*11,000*	-	-	-	-	-	-	*11,000*	-	-	-	*$ 22,000.00*
Instruction Related Technology													
Salaries (includes Technology Personnel)		-	-	-	-	-	-	-	-	-	-	-	$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	$ -
EduSoft Software and Scanner		600	600										$ 1,200.00
Hardware Maintenance				978	978	978	978	978	978	978	978	978	$ 8,800.00
Computer Learning Labs		-	-										$ -
Sub-Total Instruction Related Technology	-	*600*	*600*	*978*	*978*	*978*	*978*	*978*	*978*	*978*	*978*	*978*	*$ 10,000.00*
Board													
Professional Services (Legal)						625	625	625	625				$ 2,500.00
Insurance (General Liability, D&O, Professional Liability)	7,260					7,260	-			-			$ 14,520.00
Travel	2,000												$ 2,000.00
Sub-Total Board	*9,260*	-	-	-	-	*7,885*	*625*	*625*	*625*	-	-	-	*$ 19,020.00*
General Administration													
Management Fees												123,750	$ 123,750.00
Administrative Fee	-	-	-	-	-	-	-	-	-	-	-	-	$ -
Sub-Total General Administration	-	-	-	-	-	-	-	-	-	-	-	*123,750*	*$ 123,750.00*

CITY OF NORTH MIAMI CHARTER SCHOOL

													YEAR 1
School Administration													
Salaries (includes Principal, Secretary & other Office Personnel)	8,894	8,894	8,894	8,894	8,894	8,894	8,894	8,894	8,894	8,894	8,894	8,894	$ 106,730.48
Fringe Benefits	1,957	1,957	1,957	1,957	1,957	1,957	1,957	1,957	1,957	1,957	1,957	1,957	$ 23,480.71
Equipment Rental / Lease	300	300	300	300	300	300	300	300	300	300	300	300	$ 3,600.00
Travel				540									$ 540.00
Advertising and Promotion	9,167	9,167							9,167				$ 27,500.00
License Fees	200												$ 200.00
Uniforms	300												$ 300.00
Postage			110	110	110	110	110	110	110	110	110	110	$ 1,100.00
Printing	3,850	350	350	350	350	350	350	350	350	350	350	350	$ 7,700.00
Office Supplies	4,125	1,125	1,125	1,125	1,125	1,125	1,125	1,125	1,125	1,125	1,125	1,125	$ 16,500.00
Office Equipment	4,000												$ 4,000.00
Computer Equipment	1,350												$ 1,350.00
Sub-Total School Administration	*34,143*	*21,793*	*12,736*	*13,276*	*12,736*	*12,736*	*12,736*	*12,736*	*21,903*	*12,736*	*12,736*	*12,736*	*$ 193,001.19*
Facilities Acquisition & Construction													
Building Lease / Rent (see budget summary for calculation)		25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	$ 275,000.00
Remodeling & Renovations	-												$ -
Purchase of Buildings & Fixed Equipment	-												$ -
Land	-												$ -
Sub-Total Facilities Acquisition & Construction	*-*	*25,000*	*25,000*	*25,000*	*25,000*	*25,000*	*25,000*	*25,000*	*25,000*	*25,000*	*25,000*	*25,000*	*$ 275,000.00*
Fiscal Services													
Salaries (Business Manager, Accounting & Bookkeeping Personnel)	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	$ 20,000.00
Fringe Benefits	367	367	367	367	367	367	367	367	367	367	367	367	$ 4,400.00
Fee to County School Board - up to 250 students	6,246	6,246	6,246	6,246	6,246	6,246	6,246	6,246	6,246	6,246	6,246	6,246	$ 74,947.43
Planning, Research, Development and Evaluation	5,042	5,042	5,042	5,042	5,042	5,042	5,042	5,042	5,042	5,042	5,042	5,042	$ 60,500.00
Professional Services - Annual Audit	625	625	625	625	625	625	625	625	625	625	625	625	$ 7,500.00
Sub-Total Fiscal Services	*13,946*	*13,946*	*13,946*	*13,946*	*13,946*	*13,946*	*13,946*	*13,946*	*13,946*	*13,946*	*13,946*	*13,946*	*$ 167,347.43*
Food Services													
Salaries (Food Service Workers)			1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	$ 14,000.00
Fringe Benefits			308	308	308	308	308	308	308	308	308	308	$ 3,080.00
Food			-	-	-	-	-	-	-	-	-	-	$ -
Food, Materials & Supplies - Vendor provided meals 120% Participation			29,225	29,225	29,225	29,225	29,225	29,225	29,225	29,225	29,225	29,225	$ 292,248.00
Equipment Rental / Lease (provided by food vendor)			-	-	-	-	-	-	-	-	-	-	$ -
Inspection fees			15	15	15	15	15	15	15	15	15	15	$ 150.00
Sub-Total Food Services	*-*	*-*	*30,948*	*30,948*	*30,948*	*30,948*	*30,948*	*30,948*	*30,948*	*30,948*	*30,948*	*30,948*	*$ 309,478.00*
Pupil Transportation Services													
Salaries (Drivers & Transportation workers)			-	-	-	-	-	-	-	-	-	-	$ -
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	$ -
Contracted Transportation Services - $225 per bus 15% utilization			8,100	8,100	8,100	8,100	8,100	8,100	8,100	8,100	8,100	8,100	$ 81,000.00
Field Trip Expenses for competitions			250	250	250	250	250	250	250	250	250	250	$ 2,500.00
Buses			-	-	-	-	-	-	-	-	-	-	$ -
Repairs & Maintenance			-	-	-	-	-	-	-	-	-	-	$ -
Fuel			-	-	-	-	-	-	-	-	-	-	$ -
Sub-Total Pupil Transportation Services	*-*	*-*	*8,350*	*8,350*	*8,350*	*8,350*	*8,350*	*8,350*	*8,350*	*8,350*	*8,350*	*8,350*	*$ 83,500.00*
Operation of Plant													
Salaries (Custodian, crossing guards, security)	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	$ 20,800.80
Fringe benefits	381	381	381	381	381	381	381	381	381	381	381	381	$ 4,576.18
Purchased Service (Custodial, fire and alarm, pest control etc)	138	138	138	138	138	138	138	138	138	138	138	138	$ 1,650.00
Lawn Maintenance	367	367	367	367	367	367	367	367	367	367	367	367	$ 4,400.00
Pest Control	73	73	73	73	73	73	73	73	73	73	73	73	$ 880.00
Security Services	100	100	100	100	100	100	100	100	100	100	100	100	$ 1,200.00
Property Insurance	2,017	2,017	2,017	2,017	2,017	2,017	2,017	2,017	2,017	2,017	2,017	2,017	$ 24,200.00
Telephone Services	300	300	300	300	300	300	300	300	300	300	300	300	$ 3,600.00
Water & Sewer	147	147	147	147	147	147	147	147	147	147	147	147	$ 1,760.00
Electricity	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	$ 33,000.00
Custodial Supplies & Equipment	-	-	-	-	-	-	-	-	-	-	-	-	$ -
Sub-Total Operation of Plant	*8,006*	*8,006*	*8,006*	*8,006*	*8,006*	*8,006*	*8,006*	*8,006*	*8,006*	*8,006*	*8,006*	*8,006*	*$ 96,066.98*
Maintenance of Plant													
Repairs & Maintenance		2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	$ 28,600.00
Supplies		-	-	-	-	-	-	-	-	-	-	-	$ -
Sub-Total Maintenance of Plant	*-*	*2,600*	*2,600*	*2,600*	*2,600*	*2,600*	*2,600*	*2,600*	*2,600*	*2,600*	*2,600*	*2,600*	*$ 28,600.00*
Administrative Technology Services													
Internal Technology Support	-	-	-	-	-	-	-	-	-	-	-	-	$ -
Technology Personnel	-	-	-	-	-	-	-	-	-	-	-	-	$ -
Systems Operation	8,250			-	-	8,250		-	-	-	-	-	$ 16,500.00

CITY OF NORTH MIAMI CHARTER SCHOOL

													YEAR 1
Systems Planning & Analysis	-	-	-	-	-	-	-	-	-	-	-	-	$ -
Sub-Total Administrative Technology Services	*8,250*	-	-	-	-	*8,250*	-	-	-	-	-	-	*$ 16,500.00*
After Care Programs													
After Care Salary			-	-	-	-	-	-	-	-	-	-	$ -
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	$ -
Sub-Total After Care Programs			-	-	-	-	-	-	-	-	-	-	*$ -*
Debt Service													
Redemption of Principal												25,000	$ 25,000.00
Interest (Interest Only at 6%)		136	136	136	136	136	136	136	136	136	136	136	$ 1,500.00
Sub-Total Debt Service		*136*	*136*	*136*	*136*	*136*	*136*	*136*	*136*	*136*	*136*	*25,136*	*$ 26,500.00*
Contingency													
Operating expense contigency - 4% of FEFP - Considered restricted funds												*139,035*	$ 139,035.48
Sub-Total Contingency		-	-	-	-	-	-	-	-	-	-	*139,035*	*$ 139,035.48*
Total Expenditures	*$ 73,603.80*	*$ 222,297.39*	*$ 292,111.72*	*$ 296,782.00*	*$ 283,313.25*	*$ 286,198.25*	*$ 232,188.25*	*$ 232,188.25*	*$ 252,354.92*	*$ 231,563.25*	*$ 231,563.25*	*$ 614,026.73*	*$ 3,251,491.07*
Excess of Revenues over Expenditures	$ 201,203.45	$ 52,509.86	$ 515.53	$ (4,154.75)	$ 9,314.00	$ 6,429.00	$ 60,439.00	$ 60,439.00	$ 40,272.33	$ 61,064.00	$ 61,064.00	$ (321,399.48)	$ 224,395.93
Fund Balance	$ 201,203.45	$ 253,713.31	$ 254,228.84	$ 250,074.09	$ 259,388.08	$ 265,817.08	$ 326,256.08	$ 386,695.08	$ 426,967.41	$ 488,031.41	$ 549,095.41	$ 227,695.93	

Budget Monthly Yr2

CITY OF NORTH MIAMI CHARTER SCHOOL

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	YEAR 2 100 % Enrollment
REVENUES													
State Sources with expected enrollment	440,216	440,216	440,216	440,216	440,216	440,216	440,216	440,216	440,216	440,216	440,216	440,216	$ 5,282,592.15
Federal Sources - NSLP funds 60% of students			26,954	26,954	26,954	26,954	26,954	26,954	26,954	26,954	26,954	26,954	$ 269,541.04
Local Sources - Lunch program paid students			4,680	4,680	4,680	4,680	4,680	4,680	4,680	4,680	4,680	4,680	$ 46,795.32
Capital Outlay (Feeder Partern School - Capital Outlay available year 2)				-	-	-	-	-	-	-	-	-	$ -
Previous Years Balance Carry Forward	227,696												$ 227,695.93
`	**667,912**	**440,216**	**471,850**	**471,850**	**471,850**	**471,850**	**471,850**	**471,850**	**471,850**	**471,850**	**471,850**	**471,850**	$ 5,826,624.44
EXPENDITURES													
Instruction													
Salaries (includes classroom teachers, contract or hourly, and teacher aides)		71,940	151,073	151,073	151,073	151,073	151,073	151,073	151,073	151,073	151,073	151,073	$ 1,582,670.00
Fringe Benefits		15,827	33,236	33,236	33,236	33,236	33,236	33,236	33,236	33,236	33,236	33,236	$ 348,187.40
Contracted Professional Services (includes Therapists & other contracted instructional services)				4,333	4,333	4,333	4,333	4,333	4,333	4,333	4,333	4,333	$ 38,996.10
Classroom Supplies & Equipment		12,869	12,869	13,259									$ 38,996.10
Teacher Supplies		10,009	10,009	10,312									$ 30,330.30
Textbooks and/or ebooks/Student Activities		100,090	100,090	103,123									$ 303,303.00
Supplemetal instructional materials (CIRP/SIRP and Technology)		21,448	21,448	22,098									$ 64,993.50
SB 736 Merit Pay												147,766	$ 147,766.00
Computer - Equipment for Instruction (* lease to include ebooks)		20,998	20,998	21,634									$ 63,630.00
Computer Lab - Including Software		5,000	5,000	5,151									$ 15,150.00
Sub-Total Instruction	-	*258,179*	*354,722*	*364,219*	*188,642*	*188,642*	*188,642*	*188,642*	*188,642*	*188,642*	*188,642*	*336,408*	*$ 2,634,022.40*
Pupil Personnel Services													
Salaries (includes counselor, school nurse, health assistant)			12,120	12,120	12,120	12,120	12,120	12,120	12,120	12,120	12,120	12,120	$ 121,200.00
Fringe Benefits			2,666	2,666	2,666	2,666	2,666	2,666	2,666	2,666	2,666	2,666	$ 26,664.00
Contracted Professional Services (counseling and psychological)			4,333	4,333	4,333	4,333	4,333	4,333	4,333	4,333	4,333	4,333	$ 43,329.00
Sub-Total Pupil Personnel Services	-	-	*19,119*	*19,119*	*19,119*	*19,119*	*19,119*	*19,119*	*19,119*	*19,119*	*19,119*	*19,119*	*$ 191,193.00*
Media Services													
Salaries (includes Librarian)		-	-	-	-	-	-	-	-	-	-	-	$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	$ -
Library Books		5,050	5,050										$ 10,100.00
Audio Visual Materials		-	-										$ -
Sub-Total Media Services	-	*5,050*	*5,050*	-	-	-	-	-	-	-	-	-	*$ 10,100.00*
Curriculum Development													
Salaries (includes Curriculum Specialist)		-	-	-	-	-	-	-	-	-	-	-	$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	$ -
Curriculum Planning, Research, Development and Evaluation	8,305	8,305	8,305	8,305	8,305	8,305	8,305	8,305	8,305	8,305	8,305	8,305	$ 99,656.70
Development Supplies		-	-										$ -
Student Activities		12,999	12,999										$ 25,997.40
Sub-Total Curriculum Development	*8,305*	*21,303*	*21,303*	*8,305*	*8,305*	*8,305*	*8,305*	*8,305*	*8,305*	*8,305*	*8,305*	*8,305*	*$ 125,654.10*
Staff Development													
Workshops/Trainings (includes incentive pay for teachers)		19,000							19,000				$ 38,000.00
Travel		-							-				$ -
Professional Services		-							-				$ -
Sub-Total Staff Development	-	*19,000*	-	-	-	-	-	-	*19,000*	-	-	-	*$ 38,000.00*
Instruction Related Technology													
Salaries (includes Technology Personnel)		-	-	-	-	-	-	-	-	-	-	-	$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	$ -
EduSoft Software and Scanner		606	606										$ 1,212.00
Hardware Maintenance				1,571	1,571	1,571	1,571	1,571	1,571	1,571	1,571	1,571	$ 14,140.00
Computer Learning Labs		-	-										$ -
Sub-Total Instruction Related Technology	-	*606*	*606*	*1,571*	*1,571*	*1,571*	*1,571*	*1,571*	*1,571*	*1,571*	*1,571*	*1,571*	*$ 15,352.00*
Board													
Professional Services (Legal)	2,525												$ 2,525.00
Insurance (General Liability, D&O, Professional Liability)	5,833			5,833			5,833			5,833			$ 23,331.00
Travel	2,020												$ 2,020.00
Sub-Total Board	*10,378*	-	-	*5,833*	-	-	*5,833*	-	-	*5,833*	-	-	*$ 27,876.00*

Budget Monthly Yr2

CITY OF NORTH MIAMI CHARTER SCHOOL

													YEAR 2
													100 % Enrollment
General Administration													
Management Fees	16,248	16,248	16,248	16,248	16,248	16,248	16,248	16,248	16,248	16,248	16,248	16,248	$ 194,980.50
Administrative Fee	-	-	-	-	-	-	-	-	-	-	-	-	$ -
Sub-Total General Administration	*16,248*	*16,248*	*16,248*	*16,248*	*16,248*	*16,248*	*16,248*	*16,248*	*16,248*	*16,248*	*16,248*	*16,248*	*$ 194,980.50*
School Administration													
Salaries (includes Principal, Secretary & other Office Personnel)	16,578	16,578	16,578	16,578	16,578	16,578	16,578	16,578	16,578	16,578	16,578	16,578	$ 198,930.57
Fringe Benefits	3,647	3,647	3,647	3,647	3,647	3,647	3,647	3,647	3,647	3,647	3,647	3,647	$ 43,764.73
Equipment Rental / Lease	303	303	303	303	303	303	303	303	303	303	303	303	$ 3,636.00
Travel				545									$ 545.40
Advertising and Promotion	14,443	14,443	14,443										$ 43,329.00
License Fees	202												$ 202.00
Uniforms	303												$ 303.00
Postage			177	177	177	177	177	177	177	177	177	177	$ 1,767.50
Printing	6,186	562	562	562	562	562	562	562	562	562	562	562	$ 12,372.50
Office Supplies	6,435	1,755	1,755	1,755	1,755	1,755	1,755	1,755	1,755	1,755	1,755	1,755	$ 25,740.00
Office Equipment	4,040												$ 4,040.00
Computer Equipment	1,364												$ 1,363.50
Sub-Total School Administration	*53,500*	*37,288*	*37,465*	*23,567*	*23,022*	*23,022*	*23,022*	*23,022*	*23,022*	*23,022*	*23,022*	*23,022*	*$ 335,994.19*
Facilities Acquisition & Construction													
Building Lease / Rent (see budget summary for calculation)		46,800	46,800	46,800	46,800	46,800	46,800	46,800	46,800	46,800	46,800	46,800	$ 514,800.00
Remodeling & Renovations	-												$ -
Purchase of Buildings & Fixed Equipment	-												$ -
Land	-												$ -
Sub-Total Facilities Acquisition & Construction	*-*	*46,800*	*46,800*	*46,800*	*46,800*	*46,800*	*46,800*	*46,800*	*46,800*	*46,800*	*46,800*	*46,800*	*$ 514,800.00*
Fiscal Services													
Salaries (Business Manager, Accounting & Bookkeeping Personnel)	3,367	3,367	3,367	3,367	3,367	3,367	3,367	3,367	3,367	3,367	3,367	3,367	$ 40,400.00
Fringe Benefits	741	741	741	741	741	741	741	741	741	741	741	741	$ 8,888.00
Fee to County School Board - up to 250 students	6,289	6,289	6,289	6,289	6,289	6,289	6,289	6,289	6,289	6,289	6,289	6,289	$ 75,465.60
Planning, Research, Development and Evaluation	7,944	7,944	7,944	7,944	7,944	7,944	7,944	7,944	7,944	7,944	7,944	7,944	$ 95,323.80
Professional Services - Annual Audit	631	631	631	631	631	631	631	631	631	631	631	631	$ 7,575.00
Sub-Total Fiscal Services	*18,971*	*18,971*	*18,971*	*18,971*	*18,971*	*18,971*	*18,971*	*18,971*	*18,971*	*18,971*	*18,971*	*18,971*	*$ 227,652.40*
Food Services													
Salaries (Food Service Workers)			2,828	2,828	2,828	2,828	2,828	2,828	2,828	2,828	2,828	2,828	$ 28,280.00
Fringe Benefits			622	622	622	622	622	622	622	622	622	622	$ 6,221.60
Food			-	-	-	-	-	-	-	-	-	-	$ -
Food, Materials & Supplies - Vendor provided meals 120% Participation			46,047	46,047	46,047	46,047	46,047	46,047	46,047	46,047	46,047	46,047	$ 460,465.95
Equipment Rental / Lease (provided by food vendor)			-	-	-	-	-	-	-	-	-	-	$ -
Inspection fees			15	15	15	15	15	15	15	15	15	15	$ 151.50
Sub-Total Food Services	*-*	*-*	*49,512*	*49,512*	*49,512*	*49,512*	*49,512*	*49,512*	*49,512*	*49,512*	*49,512*	*49,512*	*$ 495,119.05*
Pupil Transportation Services													
Salaries (Drivers & Transportation workers)			-	-	-	-	-	-	-	-	-	-	$ -
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	$ -
Contracted Transportation Services - $225 per bus 15% utilization			8,100	8,100	8,100	8,100	8,100	8,100	8,100	8,100	8,100	8,100	$ 81,000.00
Field Trip Expenses for competitions			350	350	350	350	350	350	350	350	350	350	$ 3,500.00
Buses			-	-	-	-	-	-	-	-	-	-	$ -
Repairs & Maintenance			-	-	-	-	-	-	-	-	-	-	$ -
Fuel			-	-	-	-	-	-	-	-	-	-	$ -
Sub-Total Pupil Transportation Services	*-*	*-*	*8,450*	*8,450*	*8,450*	*8,450*	*8,450*	*8,450*	*8,450*	*8,450*	*8,450*	*8,450*	*$ 84,500.00*
Operation of Plant													
Salaries (Custodian, crossing guards, security)	3,501	3,501	3,501	3,501	3,501	3,501	3,501	3,501	3,501	3,501	3,501	3,501	$ 42,017.62
Fringe benefits	770	770	770	770	770	770	770	770	770	770	770	770	$ 9,243.88
Purchased Service (Custodial, fire and alarm, pest control etc)	221	221	221	221	221	221	221	221	221	221	221	221	$ 2,651.25
Lawn Maintenance	589	589	589	589	589	589	589	589	589	589	589	589	$ 7,070.00
Pest Control	118	118	118	118	118	118	118	118	118	118	118	118	$ 1,414.00
Security Services	101	101	101	101	101	101	101	101	101	101	101	101	$ 1,212.00
Property Insurance	3,240	3,240	3,240	3,240	3,240	3,240	3,240	3,240	3,240	3,240	3,240	3,240	$ 38,885.00
Telephone Services	303	303	303	303	303	303	303	303	303	303	303	303	$ 3,636.00
Water & Sewer	236	236	236	236	236	236	236	236	236	236	236	236	$ 2,828.00
Electricity	4,419	4,419	4,419	4,419	4,419	4,419	4,419	4,419	4,419	4,419	4,419	4,419	$ 53,025.00
Custodial Supplies & Equipment	-	-	-	-	-	-	-	-	-	-	-	-	$ -

Budget Monthly Yr2

CITY OF NORTH MIAMI CHARTER SCHOOL

													YEAR 2
													100 % Enrollment
Sub-Total Operation of Plant	*13,499*	*13,499*	*13,499*	*13,499*	*13,499*	*13,499*	*13,499*	*13,499*	*13,499*	*13,499*	*13,499*	*13,499*	*$ 161,982.74*
Maintenance of Plant													
Repairs & Maintenance		4,056	4,056	4,056	4,056	4,056	4,056	4,056	4,056	4,056	4,056	4,056	$ 44,616.00
Supplies		-	-	-	-	-	-	-	-	-	-	-	$ -
Sub-Total Maintenance of Plant	-	*4,056*	*4,056*	*4,056*	*4,056*	*4,056*	*4,056*	*4,056*	*4,056*	*4,056*	*4,056*	*4,056*	*$ 44,616.00*
Administrative Technology Services													
Internal Technology Support	-	-	-	-	-	-	-	-	-	-	-	-	$ -
Technology Personnel	-	-	-	-	-	-	-	-	-	-	-	-	$ -
Systems Operation	2,209	2,209	2,209	2,209	2,209	2,209	2,209	2,209	2,209	2,209	2,209	2,209	$ 26,512.50
Systems Planning & Analysis	-	-	-	-	-	-	-	-	-	-	-	-	$ -
Sub-Total Administrative Technology Services	*2,209*	*2,209*	*2,209*	*2,209*	*2,209*	*2,209*	*2,209*	*2,209*	*2,209*	*2,209*	*2,209*	*2,209*	*$ 26,512.50*
After Care Programs													
After Care Salary			-	-	-	-	-	-	-	-	-	-	$ -
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	$ -
Sub-Total After Care Programs			-	-	-	-	-	-	-	-	-	-	*$ -*
Debt Service													
Redemption of Principal		-	-	-	-	-	-	-	-	-	-	-	$ -
Interest (Interest Only at 6%)		-	-	-	-	-	-	-	-	-	-	-	$ -
Sub-Total Debt Service		-	-	-	-	-	-	-	-	-	-	-	*$ -*
Contingency													
Operating expense contigency - 4% of FEFP - Considered restricted funds												*223,957*	$ 223,957.14
Sub-Total Contingency		-	-	-	-	-	-	-	-	-	-	*223,957*	*$ 223,957.14*
Total Expenditures	*$ 123,110.18*	*$ 443,209.97*	*$ 598,010.79*	*$ 582,359.28*	*$ 400,404.15*	*$ 400,404.15*	*$ 406,236.90*	*$ 400,404.15*	*$ 419,404.15*	*$ 406,236.90*	*$ 400,404.15*	*$ 772,127.29*	*$ 5,352,312.03*
Excess of Revenues over Expenditures	$ 544,801.76	$ (2,993.95)	$ (126,161.14)	$ (110,509.63)	$ 71,445.50	$ 71,445.50	$ 65,612.75	$ 71,445.50	$ 52,445.50	$ 65,612.75	$ 71,445.50	$ (300,277.64)	$ 474,312.41
Fund Balance	$ 544,801.76	$ 541,807.81	$ 415,646.66	$ 305,137.03	$ 376,582.53	$ 448,028.03	$ 513,640.79	$ 585,086.29	$ 637,531.79	$ 703,144.54	$ 774,590.05	$ 474,312.41	

Budget Monthly Yr3

CITY OF NORTH MIAMI CHARTER SCHOOL

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	YEAR 3 100 % Enrollment
REVENUES													
State Sources with expected enrollment	608,799	608,799	608,799	608,799	608,799	608,799	608,799	608,799	608,799	608,799	608,799	608,799	$ 7,305,587.74
Federal Sources - NSLP funds 60% of students			37,885	37,885	37,885	37,885	37,885	37,885	37,885	37,885	37,885	37,885	$ 378,846.53
Local Sources - Lunch program paid students			6,577	6,577	6,577	6,577	6,577	6,577	6,577	6,577	6,577	6,577	$ 65,771.97
Capital Outlay (Feeder Partern School - Capital Outlay available year 2)				-	-	-	-	-	-	-	-	-	$ -
Previous Years Balance Carry Forward	474,312												$ 474,312.41
`	**1,083,111**	**608,799**	**653,261**	**653,261**	**653,261**	**653,261**	**653,261**	**653,261**	**653,261**	**653,261**	**653,261**	**653,261**	$ 8,224,518.65
EXPENDITURES													
Instruction													
Salaries (includes classroom teachers, contract or hourly, and teacher aides)		99,288	208,505	208,505	208,505	208,505	208,505	208,505	208,505	208,505	208,505	208,505	$ 2,184,340.13
Fringe Benefits		21,843	45,871	45,871	45,871	45,871	45,871	45,871	45,871	45,871	45,871	45,871	$ 480,554.83
Contracted Professional Services (includes Therapists & other contracted instructional services)				6,090	6,090	6,090	6,090	6,090	6,090	6,090	6,090	6,090	$ 54,809.97
Classroom Supplies & Equipment		18,087	18,087	18,635									$ 54,809.97
Teacher Supplies		14,068	14,068	14,494									$ 42,629.98
Textbooks and/or ebooks/Student Activities		140,679	140,679	144,942									$ 426,299.79
Supplemetal instructional materials (CIRP/SIRP and Technology)		30,145	30,145	31,059									$ 91,349.96
SB 736 Merit Pay												205,440	$ 205,440.00
Computer - Equipment for Instruction (* lease to include ebooks)		29,085	29,085	29,966									$ 88,136.64
Computer Lab - Including Software		-	-	-									$ -
Sub-Total Instruction	-	*353,196*	*486,441*	*499,563*	*260,466*	*260,466*	*260,466*	*260,466*	*260,466*	*260,466*	*260,466*	*465,906*	*$ 3,628,371.27*
Pupil Personnel Services													
Salaries (includes counselor, school nurse, health assistant)			16,322	16,322	16,322	16,322	16,322	16,322	16,322	16,322	16,322	16,322	$ 163,216.00
Fringe Benefits			3,591	3,591	3,591	3,591	3,591	3,591	3,591	3,591	3,591	3,591	$ 35,907.52
Contracted Professional Services (counseling and psychological)			6,090	6,090	6,090	6,090	6,090	6,090	6,090	6,090	6,090	6,090	$ 60,899.97
Sub-Total Pupil Personnel Services	-	-	*26,002*	*26,002*	*26,002*	*26,002*	*26,002*	*26,002*	*26,002*	*26,002*	*26,002*	*26,002*	*$ 260,023.49*
Media Services													
Salaries (includes Librarian)		1,855	3,895	3,895	3,895	3,895	3,895	3,895	3,895	3,895	3,895	3,895	$ 40,804.00
Fringe Benefits		408	857	857	857	857	857	857	857	857	857	857	$ 8,976.88
Library Books		5,101	5,101										$ 10,201.00
Audio Visual Materials		-	-										$ -
Sub-Total Media Services	-	*7,363*	*9,852*	*4,752*	*4,752*	*4,752*	*4,752*	*4,752*	*4,752*	*4,752*	*4,752*	*4,752*	*$ 59,981.88*
Curriculum Development													
Salaries (includes Curriculum Specialist)		-	-	-	-	-	-	-	-	-	-	-	$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	$ -
Curriculum Planning, Research, Development and Evaluation	11,672	11,672	11,672	11,672	11,672	11,672	11,672	11,672	11,672	11,672	11,672	11,672	$ 140,069.93
Development Supplies		-	-										$ -
Student Activities		18,270	18,270										$ 36,539.98
Sub-Total Curriculum Development	*11,672*	*29,942*	*29,942*	*11,672*	*11,672*	*11,672*	*11,672*	*11,672*	*11,672*	*11,672*	*11,672*	*11,672*	*$ 176,609.91*
Staff Development													
Workshops/Trainings (includes incentive pay for teachers)		26,000							26,000				$ 52,000.00
Travel		-							-				$ -
Professional Services		-							-				$ -
Sub-Total Staff Development	-	*26,000*	-	-	-	-	-	-	*26,000*	-	-	-	*$ 52,000.00*
Instruction Related Technology													
Salaries (includes Technology Personnel)		-	-	-	-	-	-	-	-	-	-	-	$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	$ -
EduSoft Software and Scanner		612	612										$ 1,224.12
Hardware Maintenance				2,176	2,176	2,176	2,176	2,176	2,176	2,176	2,176	2,176	$ 19,585.92
Computer Learning Labs		-	-										$ -
Sub-Total Instruction Related Technology	-	*612*	*612*	*2,176*	*2,176*	*2,176*	*2,176*	*2,176*	*2,176*	*2,176*	*2,176*	*2,176*	*$ 20,810.04*
Board													
Professional Services (Legal)	2,550												$ 2,550.25
Insurance (General Liability, D&O, Professional Liability)	8,079			8,079			8,079			8,079			$ 32,316.77
Travel	2,040												$ 2,040.20
Sub-Total Board	*12,670*	-	-	*8,079*	-	-	*8,079*	-	-	*8,079*	-	-	*$ 36,907.22*
General Administration													

Budget Monthly Yr3

CITY OF NORTH MIAMI CHARTER SCHOOL

													YEAR 3
													100 % Enrollment
Management Fees	22,837	22,837	22,837	22,837	22,837	22,837	22,837	22,837	22,837	22,837	22,837	22,837	$ 274,049.87
Administrative Fee	-	-	-	-	-	-	-	-	-	-	-	-	$ -
Sub-Total General Administration	*22,837*	*22,837*	*22,837*	*22,837*	*22,837*	*22,837*	*22,837*	*22,837*	*22,837*	*22,837*	*22,837*	*22,837*	*$ 274,049.87*
School Administration													
Salaries (includes Principal, Secretary & other Office Personnel)	16,743	16,743	16,743	16,743	16,743	16,743	16,743	16,743	16,743	16,743	16,743	16,743	$ 200,919.88
Fringe Benefits	3,684	3,684	3,684	3,684	3,684	3,684	3,684	3,684	3,684	3,684	3,684	3,684	$ 44,202.37
Equipment Rental / Lease	306	306	306	306	306	306	306	306	306	306	306	306	$ 3,672.36
Travel				551									$ 550.85
Advertising and Promotion	20,300	20,300	20,300										$ 60,899.97
License Fees	204												$ 204.02
Uniforms	306												$ 306.03
Postage			245	245	245	245	245	245	245	245	245	245	$ 2,448.24
Printing	8,569	779	779	779	779	779	779	779	779	779	779	779	$ 17,137.68
Office Supplies	8,955	2,442	2,442	2,442	2,442	2,442	2,442	2,442	2,442	2,442	2,442	2,442	$ 35,820.00
Office Equipment	4,080												$ 4,080.40
Computer Equipment	1,377												$ 1,377.14
Sub-Total School Administration	*64,524*	*44,254*	*44,499*	*24,750*	*24,199*	*24,199*	*24,199*	*24,199*	*24,199*	*24,199*	*24,199*	*24,199*	*$ 371,618.94*
Facilities Acquisition & Construction													
Building Lease / Rent (see budget summary for calculation)		81,409	81,409	81,409	81,409	81,409	81,409	81,409	81,409	81,409	81,409	81,409	$ 895,500.00
Remodeling & Renovations	-												$ -
Purchase of Buildings & Fixed Equipment	-												$ -
Land	-												$ -
Sub-Total Facilities Acquisition & Construction	*-*	*81,409*	*81,409*	*81,409*	*81,409*	*81,409*	*81,409*	*81,409*	*81,409*	*81,409*	*81,409*	*81,409*	*$ 895,500.00*
Fiscal Services													
Salaries (Business Manager, Accounting & Bookkeeping Personnel)	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	$ 40,804.00
Fringe Benefits	748	748	748	748	748	748	748	748	748	748	748	748	$ 8,976.88
Fee to County School Board - up to 250 students	6,342	6,342	6,342	6,342	6,342	6,342	6,342	6,342	6,342	6,342	6,342	6,342	$ 76,099.87
Planning, Research, Development and Evaluation	11,165	11,165	11,165	11,165	11,165	11,165	11,165	11,165	11,165	11,165	11,165	11,165	$ 133,979.93
Professional Services - Annual Audit	638	638	638	638	638	638	638	638	638	638	638	638	$ 7,650.75
Sub-Total Fiscal Services	*22,293*	*22,293*	*22,293*	*22,293*	*22,293*	*22,293*	*22,293*	*22,293*	*22,293*	*22,293*	*22,293*	*22,293*	*$ 267,511.44*
Food Services													
Salaries (Food Service Workers)			4,284	4,284	4,284	4,284	4,284	4,284	4,284	4,284	4,284	4,284	$ 42,844.20
Fringe Benefits			943	943	943	943	943	943	943	943	943	943	$ 9,425.72
Food			-	-	-	-	-	-	-	-	-	-	$ -
Food, Materials & Supplies - Vendor provided meals 120% Participation			64,720	64,720	64,720	64,720	64,720	64,720	64,720	64,720	64,720	64,720	$ 647,196.16
Equipment Rental / Lease (provided by food vendor)			-	-	-	-	-	-	-	-	-	-	$ -
Inspection fees			15	15	15	15	15	15	15	15	15	15	$ 153.02
Sub-Total Food Services	*-*	*-*	*69,962*	*69,962*	*69,962*	*69,962*	*69,962*	*69,962*	*69,962*	*69,962*	*69,962*	*69,962*	*$ 699,619.10*
Pupil Transportation Services													
Salaries (Drivers & Transportation workers)			-	-	-	-	-	-	-	-	-	-	$ -
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	$ -
Contracted Transportation Services - $225 per bus 15% utilization			12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	$ 121,500.00
Field Trip Expenses for competitions			500	500	500	500	500	500	500	500	500	500	$ 5,000.00
Buses			-	-	-	-	-	-	-	-	-	-	$ -
Repairs & Maintenance			-	-	-	-	-	-	-	-	-	-	$ -
Fuel			-	-	-	-	-	-	-	-	-	-	$ -
Sub-Total Pupil Transportation Services	*-*	*-*	*12,650*	*12,650*	*12,650*	*12,650*	*12,650*	*12,650*	*12,650*	*12,650*	*12,650*	*12,650*	*$ 126,500.00*
Operation of Plant													
Salaries (Custodian, crossing guards, security)	5,305	5,305	5,305	5,305	5,305	5,305	5,305	5,305	5,305	5,305	5,305	5,305	$ 63,656.69
Fringe benefits	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	$ 14,004.47
Purchased Service (Custodial, fire and alarm, pest control etc)	306	306	306	306	306	306	306	306	306	306	306	306	$ 3,672.36
Lawn Maintenance	816	816	816	816	816	816	816	816	816	816	816	816	$ 9,792.96
Pest Control	163	163	163	163	163	163	163	163	163	163	163	163	$ 1,958.59
Security Services	102	102	102	102	102	102	102	102	102	102	102	102	$ 1,224.12
Property Insurance	4,488	4,488	4,488	4,488	4,488	4,488	4,488	4,488	4,488	4,488	4,488	4,488	$ 53,861.28
Telephone Services	306	306	306	306	306	306	306	306	306	306	306	306	$ 3,672.36
Water & Sewer	326	326	326	326	326	326	326	326	326	326	326	326	$ 3,917.18
Electricity	6,121	6,121	6,121	6,121	6,121	6,121	6,121	6,121	6,121	6,121	6,121	6,121	$ 73,447.20
Custodial Supplies & Equipment	-	-	-	-	-	-	-	-	-	-	-	-	$ -
Sub-Total Operation of Plant	*19,101*	*19,101*	*19,101*	*19,101*	*19,101*	*19,101*	*19,101*	*19,101*	*19,101*	*19,101*	*19,101*	*19,101*	*$ 229,207.22*

CITY OF NORTH MIAMI CHARTER SCHOOL

													YEAR 3
													100 % Enrollment
Maintenance of Plant													
Repairs & Maintenance		8,684	8,684	8,684	8,684	8,684	8,684	8,684	8,684	8,684	8,684	8,684	$ 95,520.00
Supplies		-	-	-	-	-	-	-	-	-	-	-	$ -
Sub-Total Maintenance of Plant	-	*8,684*	*8,684*	*8,684*	*8,684*	*8,684*	*8,684*	*8,684*	*8,684*	*8,684*	*8,684*	*8,684*	*$ 95,520.00*
Administrative Technology Services													
Internal Technology Support	-	-	-	-	-	-	-	-	-	-	-	-	$ -
Technology Personnel	-	-	-	-	-	-	-	-	-	-	-	-	$ -
Systems Operation	3,060	3,060	3,060	3,060	3,060	3,060	3,060	3,060	3,060	3,060	3,060	3,060	$ 36,723.60
Systems Planning & Analysis	-	-	-	-	-	-	-	-	-	-	-	-	$ -
Sub-Total Administrative Technology Services	*3,060*	*3,060*	*3,060*	*3,060*	*3,060*	*3,060*	*3,060*	*3,060*	*3,060*	*3,060*	*3,060*	*3,060*	*$ 36,723.60*
After Care Programs													
After Care Salary			-	-	-	-	-	-	-	-	-	-	$ -
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	$ -
Sub-Total After Care Programs			-	-	-	-	-	-	-	-	-	-	*$ -*
Debt Service													
Redemption of Principal		-	-	-	-	-	-	-	-	-	-	-	$ -
Interest (Interest Only at 6%)		-	-	-	-	-	-	-	-	-	-	-	$ -
Sub-Total Debt Service		-	-	-	-	-	-	-	-	-	-	-	*$ -*
Contingency													
Operating expense contigency - 4% of FEFP - Considered restricted funds												*310,008*	$ 310,008.25
Sub-Total Contingency		-	-	-	-	-	-	-	-	-	-	*310,008*	*$ 310,008.25*
Total Expenditures	*$ 156,157.44*	*$ 618,751.96*	*$ 837,344.84*	*$ 816,990.82*	*$ 569,263.82*	*$ 569,263.82*	*$ 577,343.01*	*$ 569,263.82*	*$ 595,263.82*	*$ 577,343.01*	*$ 569,263.82*	*$ 1,084,712.06*	*$ 7,540,962.21*
Excess of Revenues over Expenditures	$ 926,953.94	$ (9,952.98)	$ (184,084.01)	$ (163,729.99)	$ 83,997.01	$ 83,997.01	$ 75,917.82	$ 83,997.01	$ 57,997.01	$ 75,917.82	$ 83,997.01	$ (431,451.24)	$ 683,556.44
Fund Balance	$ 926,953.94	$ 917,000.96	$ 732,916.95	$ 569,186.96	$ 653,183.98	$ 737,180.99	$ 813,098.81	$ 897,095.82	$ 955,092.84	$ 1,031,010.66	$ 1,115,007.67	$ 683,556.44	

Budget Monthly Yr4

CITY OF NORTH MIAMI CHARTER SCHOOL

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	YEAR 4 100 % Enrollment
REVENUES													
State Sources with expected enrollment	665,930	665,930	665,930	665,930	665,930	665,930	665,930	665,930	665,930	665,930	665,930	665,930	$ 7,991,158.23
Federal Sources - NSLP funds 60% of students			41,468	41,468	41,468	41,468	41,468	41,468	41,468	41,468	41,468	41,468	$ 414,681.48
Local Sources - Lunch program paid students			7,199	7,199	7,199	7,199	7,199	7,199	7,199	7,199	7,199	7,199	$ 71,993.31
Capital Outlay (Feeder Partern School - Capital Outlay available year 2)				71,889	71,889	71,889	71,889	71,889	71,889	71,889	71,889	71,889	$ 647,000.00
Previous Years Balance Carry Forward	683,556												$ 683,556.44
*	**1,349,486**	**665,930**	**714,597**	**786,486**	**786,486**	**786,486**	**786,486**	**786,486**	**786,486**	**786,486**	**786,486**	**786,486**	$ 9,808,389.46
EXPENDITURES													
Instruction													
Salaries (includes classroom teachers, contract or hourly, and teacher aides)		126,385	265,409	265,409	265,409	265,409	265,409	265,409	265,409	265,409	265,409	265,409	$ 2,780,478.46
Fringe Benefits		24,178	50,774	50,774	50,774	50,774	50,774	50,774	50,774	50,774	50,774	50,774	$ 531,917.62
Contracted Professional Services (includes Therapists & other contracted instructional services)				6,666	6,666	6,666	6,666	6,666	6,666	6,666	6,666	6,666	$ 59,994.43
Classroom Supplies & Equipment		19,798	19,798	20,398									$ 59,994.43
Teacher Supplies		15,399	15,399	15,865									$ 46,662.33
Textbooks and/or ebooks/Student Activities		153,986	153,986	158,652									$ 466,623.32
Supplemetal instructional materials (CIRP/SIRP and Technology)		32,997	32,997	33,997									$ 99,990.71
SB 736 Merit Pay												222,654	$ 222,654.00
Computer - Equipment for Instruction (* lease to include ebooks)		31,824	31,824	32,788									$ 96,436.17
Computer Lab - Including Software		5,100	5,100	5,255									$ 15,454.52
Sub-Total Instruction	-	*409,667*	*575,287*	*589,804*	*322,849*	*322,849*	*322,849*	*322,849*	*322,849*	*322,849*	*322,849*	*545,503*	*$ 4,380,205.99*
Pupil Personnel Services													
Salaries (includes counselor, school nurse, health assistant)			16,485	16,485	16,485	16,485	16,485	16,485	16,485	16,485	16,485	16,485	$ 164,848.16
Fringe Benefits			3,627	3,627	3,627	3,627	3,627	3,627	3,627	3,627	3,627	3,627	$ 36,266.60
Contracted Professional Services (counseling and psychological)			6,666	6,666	6,666	6,666	6,666	6,666	6,666	6,666	6,666	6,666	$ 66,660.47
Sub-Total Pupil Personnel Services	-	-	*26,778*	*26,778*	*26,778*	*26,778*	*26,778*	*26,778*	*26,778*	*26,778*	*26,778*	*26,778*	*$ 267,775.23*
Media Services													
Salaries (includes Librarian)		1,873	3,934	3,934	3,934	3,934	3,934	3,934	3,934	3,934	3,934	3,934	$ 41,212.04
Fringe Benefits		412	865	865	865	865	865	865	865	865	865	865	$ 9,066.65
Library Books		5,152	5,152										$ 10,303.01
Audio Visual Materials		-	-										$ -
Sub-Total Media Services	-	*7,437*	*9,951*	*4,799*	*4,799*	*4,799*	*4,799*	*4,799*	*4,799*	*4,799*	*4,799*	*4,799*	*$ 60,581.70*
Curriculum Development													
Salaries (includes Curriculum Specialist)		-	-	-	-	-	-	-	-	-	-	-	$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	$ -
Curriculum Planning, Research, Development and Evaluation	12,777	12,777	12,777	12,777	12,777	12,777	12,777	12,777	12,777	12,777	12,777	12,777	$ 153,319.09
Development Supplies		-	-										$ -
Student Activities		19,998	19,998										$ 39,996.28
Sub-Total Curriculum Development	*12,777*	*32,775*	*32,775*	*12,777*	*12,777*	*12,777*	*12,777*	*12,777*	*12,777*	*12,777*	*12,777*	*12,777*	*$ 193,315.38*
Staff Development													
Workshops/Trainings (includes incentive pay for teachers)		28,500							28,500				$ 57,000.00
Travel		-							-				$ -
Professional Services		-							-				$ -
Sub-Total Staff Development	-	*28,500*	-	-	-	-	-	-	*28,500*	-	-	-	*$ 57,000.00*

Budget Monthly Yr4

CITY OF NORTH MIAMI CHARTER SCHOOL													YEAR 4 100 % Enrollment
Instruction Related Technology													
Salaries (includes Technology Personnel)		-	-	-	-	-	-	-	-	-	-	-	$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	$ -
EduSoft Software and Scanner		618	618										$ 1,236.36
Hardware Maintenance				2,381	2,381	2,381	2,381	2,381	2,381	2,381	2,381	2,381	$ 21,430.26
Computer Learning Labs		-	-										$ -
Sub-Total Instruction Related Technology	-	*618*	*618*	*2,381*	*2,381*	*2,381*	*2,381*	*2,381*	*2,381*	*2,381*	*2,381*	*2,381*	*$ 22,666.62*
Board													
Professional Services (Legal)	2,576												$ 2,575.75
Insurance (General Liability, D&O, Professional Liability)	8,840			8,840			8,840			8,840			$ 35,359.93
Travel	2,061												$ 2,060.60
Sub-Total Board	*13,476*	-	-	*8,840*	-	-	*8,840*	-	-	*8,840*	-	-	*$ 39,996.28*
General Administration													
Management Fees	24,998	24,998	24,998	24,998	24,998	24,998	24,998	24,998	24,998	24,998	24,998	24,998	$ 299,972.14
Administrative Fee	-	-	-	-	-	-	-	-	-	-	-	-	$ -
Sub-Total General Administration	*24,998*	*24,998*	*24,998*	*24,998*	*24,998*	*24,998*	*24,998*	*24,998*	*24,998*	*24,998*	*24,998*	*24,998*	*$ 299,972.14*
School Administration													
Salaries (includes Principal, Secretary & other Office Personnel)	16,911	16,911	16,911	16,911	16,911	16,911	16,911	16,911	16,911	16,911	16,911	16,911	$ 202,929.07
Fringe Benefits	3,720	3,720	3,720	3,720	3,720	3,720	3,720	3,720	3,720	3,720	3,720	3,720	$ 44,644.40
Equipment Rental / Lease	309	309	309	309	309	309	309	309	309	309	309	309	$ 3,709.08
Travel				556									$ 556.36
Advertising and Promotion	22,220	22,220	22,220										$ 66,660.47
License Fees	206												$ 206.06
Uniforms	309												$ 309.09
Postage			268	268	268	268	268	268	268	268	268	268	$ 2,678.78
Printing	9,376	852	852	852	852	852	852	852	852	852	852	852	$ 18,751.48
Office Supplies	9,705	2,647	2,647	2,647	2,647	2,647	2,647	2,647	2,647	2,647	2,647	2,647	$ 38,820.00
Office Equipment	4,121												$ 4,121.20
Computer Equipment	1,391												$ 1,390.91
Sub-Total School Administration	*68,268*	*46,660*	*46,927*	*25,264*	*24,707*	*24,707*	*24,707*	*24,707*	*24,707*	*24,707*	*24,707*	*24,707*	*$ 384,776.91*
Facilities Acquisition & Construction													
Building Lease / Rent (see budget summary for calculation)		117,636	117,636	117,636	117,636	117,636	117,636	117,636	117,636	117,636	117,636	117,636	$ 1,294,000.00
Remodeling & Renovations	-												$ -
Purchase of Buildings & Fixed Equipment	-												$ -
Land	-												$ -
Sub-Total Facilities Acquisition & Construction	-	*117,636*	*117,636*	*117,636*	*117,636*	*117,636*	*117,636*	*117,636*	*117,636*	*117,636*	*117,636*	*117,636*	*$ 1,294,000.00*
Fiscal Services													
Salaries (Business Manager, Accounting & Bookkeeping Personnel)	3,434	3,434	3,434	3,434	3,434	3,434	3,434	3,434	3,434	3,434	3,434	3,434	$ 41,212.04
Fringe Benefits	756	756	756	756	756	756	756	756	756	756	756	756	$ 9,066.65
Fee to County School Board - up to 250 students	6,403	6,403	6,403	6,403	6,403	6,403	6,403	6,403	6,403	6,403	6,403	6,403	$ 76,838.06
Planning, Research, Development and Evaluation	12,221	12,221	12,221	12,221	12,221	12,221	12,221	12,221	12,221	12,221	12,221	12,221	$ 146,653.04
Professional Services - Annual Audit	644	644	644	644	644	644	644	644	644	644	644	644	$ 7,727.26
Sub-Total Fiscal Services	*23,458*	*23,458*	*23,458*	*23,458*	*23,458*	*23,458*	*23,458*	*23,458*	*23,458*	*23,458*	*23,458*	*23,458*	*$ 281,497.05*
Food Services													
Salaries (Food Service Workers)			4,327	4,327	4,327	4,327	4,327	4,327	4,327	4,327	4,327	4,327	$ 43,272.64
Fringe Benefits			952	952	952	952	952	952	952	952	952	952	$ 9,519.98
Food			-	-	-	-	-	-	-	-	-	-	$ -
Food, Materials & Supplies - Vendor provided meals 120% Participation			70,841	70,841	70,841	70,841	70,841	70,841	70,841	70,841	70,841	70,841	$ 708,414.20
Equipment Rental / Lease (provided by food vendor)			-	-	-	-	-	-	-	-	-	-	$ -
Inspection fees			15	15	15	15	15	15	15	15	15	15	$ 154.55
Sub-Total Food Services	-	-	*76,136*	*76,136*	*76,136*	*76,136*	*76,136*	*76,136*	*76,136*	*76,136*	*76,136*	*76,136*	*$ 761,361.37*

Budget Monthly Yr4

CITY OF NORTH MIAMI CHARTER SCHOOL													YEAR 4
													100 % Enrollment
Pupil Transportation Services													
Salaries (Drivers & Transportation workers)			-	-	-	-	-	-	-	-	-	-	$ -
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	$ -
Contracted Transportation Services - $225 per bus 15% utilization			12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	$ 121,500.00
Field Trip Expenses for competitions			500	500	500	500	500	500	500	500	500	500	$ 5,000.00
Buses			-	-	-	-	-	-	-	-	-	-	$ -
Repairs & Maintenance			-	-	-	-	-	-	-	-	-	-	$ -
Fuel			-	-	-	-	-	-	-	-	-	-	$ -
Sub-Total Pupil Transportation Services	-	-	*12,650*	*12,650*	*12,650*	*12,650*	*12,650*	*12,650*	*12,650*	*12,650*	*12,650*	*12,650*	*$ 126,500.00*
Operation of Plant													
Salaries (Custodian, crossing guards, security)	5,358	5,358	5,358	5,358	5,358	5,358	5,358	5,358	5,358	5,358	5,358	5,358	$ 64,293.26
Fringe benefits	1,179	1,179	1,179	1,179	1,179	1,179	1,179	1,179	1,179	1,179	1,179	1,179	$ 14,144.52
Purchased Service (Custodial, fire and alarm, pest control etc)	335	335	335	335	335	335	335	335	335	335	335	335	$ 4,018.17
Lawn Maintenance	893	893	893	893	893	893	893	893	893	893	893	893	$ 10,715.13
Pest Control	179	179	179	179	179	179	179	179	179	179	179	179	$ 2,143.03
Security Services	103	103	103	103	103	103	103	103	103	103	103	103	$ 1,236.36
Property Insurance	4,911	4,911	4,911	4,911	4,911	4,911	4,911	4,911	4,911	4,911	4,911	4,911	$ 58,933.22
Telephone Services	309	309	309	309	309	309	309	309	309	309	309	309	$ 3,709.08
Water & Sewer	357	357	357	357	357	357	357	357	357	357	357	357	$ 4,286.05
Electricity	6,697	6,697	6,697	6,697	6,697	6,697	6,697	6,697	6,697	6,697	6,697	6,697	$ 80,363.48
Custodial Supplies & Equipment	-	-	-	-	-	-	-	-	-	-	-	-	$ -
Sub-Total Operation of Plant	*20,320*	*20,320*	*20,320*	*20,320*	*20,320*	*20,320*	*20,320*	*20,320*	*20,320*	*20,320*	*20,320*	*20,320*	*$ 243,842.29*
Maintenance of Plant													
Repairs & Maintenance		9,411	9,411	9,411	9,411	9,411	9,411	9,411	9,411	9,411	9,411	9,411	$ 103,520.00
Supplies		-	-	-	-	-	-	-	-	-	-	-	$ -
Sub-Total Maintenance of Plant	-	*9,411*	*9,411*	*9,411*	*9,411*	*9,411*	*9,411*	*9,411*	*9,411*	*9,411*	*9,411*	*9,411*	*$ 103,520.00*
Administrative Technology Services													
Internal Technology Support	-	-	-	-	-	-	-	-	-	-	-	-	$ -
Technology Personnel	-	-	-	-	-	-	-	-	-	-	-	-	$ -
Systems Operation	3,348	3,348	3,348	3,348	3,348	3,348	3,348	3,348	3,348	3,348	3,348	3,348	$ 40,181.74
Systems Planning & Analysis	-	-	-	-	-	-	-	-	-	-	-	-	$ -
Sub-Total Administrative Technology Services	*3,348*	*3,348*	*3,348*	*3,348*	*3,348*	*3,348*	*3,348*	*3,348*	*3,348*	*3,348*	*3,348*	*3,348*	*$ 40,181.74*
After Care Programs													
After Care Salary			-	-	-	-	-	-	-	-	-	-	$ -
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	$ -
Sub-Total After Care Programs			-	-	-	-	-	-	-	-	-	-	*$ -*
Debt Service													
Redemption of Principal		-	-	-	-	-	-	-	-	-	-	-	$ -
Interest (Interest Only at 6%)		-	-	-	-	-	-	-	-	-	-	-	$ -
Sub-Total Debt Service		-	-	-	-	-	-	-	-	-	-	-	*$ -*
Contingency													
Operating expense contigency - 4% of FEFP - Considered restricted funds												*364,993*	$ 364,993.32
Sub-Total Contingency		-	-	-	-	-	-	-	-	-	-	*364,993*	*$ 364,993.32*
Total Expenditures	*$ 166,645.73*	*$ 724,827.80*	*$ 980,293.07*	*$ 958,600.24*	*$ 682,248.99*	*$ 682,248.99*	*$ 691,088.97*	*$ 682,248.99*	*$ 710,748.99*	*$ 691,088.97*	*$ 682,248.99*	*$ 1,269,896.31*	*$ 8,922,186.02*
Excess of Revenues over Expenditures	$ 1,182,840.55	$ (58,897.95)	$ (265,695.74)	$ (172,114.02)	$ 104,237.23	$ 104,237.23	$ 95,397.25	$ 104,237.23	$ 75,737.23	$ 95,397.25	$ 104,237.23	$ (483,410.09)	$ 886,203.44
Fund Balance	$ 1,182,840.55	$ 1,123,942.61	$ 858,246.87	$ 686,132.85	$ 790,370.08	$ 894,607.32	$ 990,004.57	$ 1,094,241.80	$ 1,169,979.04	$ 1,265,376.29	$ 1,369,613.52	$ 886,203.44	

CITY OF NORTH MIAMI CHARTER SCHOOL

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	YEAR 5 100 % Enrollment
REVENUES													
State Sources with expected enrollment	672,589	672,589	672,589	672,589	672,589	672,589	672,589	672,589	672,589	672,589	672,589	672,589	$ 8,071,069.81
Federal Sources - NSLP funds 60% of students			41,883	41,883	41,883	41,883	41,883	41,883	41,883	41,883	41,883	41,883	$ 418,828.30
Local Sources - Lunch program paid students			7,271	7,271	7,271	7,271	7,271	7,271	7,271	7,271	7,271	7,271	$ 72,713.25
Capital Outlay (Feeder Partern School - Capital Outlay available year 2)				71,889	71,889	71,889	71,889	71,889	71,889	71,889	71,889	71,889	$ 647,000.00
Previous Years Balance Carry Forward	886,203												$ 886,203.44
`	**1,558,793**	**672,589**	**721,743**	**793,632**	**793,632**	**793,632**	**793,632**	**793,632**	**793,632**	**793,632**	**793,632**	**793,632**	$10,095,814.79
EXPENDITURES													
Instruction													
Salaries (includes classroom teachers, contract or hourly, and teacher aides)		126,561	265,779	265,779	265,779	265,779	265,779	265,779	265,779	265,779	265,779	265,779	$ 2,784,349.35
Fringe Benefits		24,212	50,845	50,845	50,845	50,845	50,845	50,845	50,845	50,845	50,845	50,845	$ 532,658.14
Contracted Professional Services (includes Therapists & other contracted instructional services)				6,733	6,733	6,733	6,733	6,733	6,733	6,733	6,733	6,733	$ 60,594.37
Classroom Supplies & Equipment		19,996	19,996	20,602									$ 60,594.37
Teacher Supplies		15,553	15,553	16,024									$ 47,128.96
Textbooks and/or ebooks/Student Activities		155,526	155,526	160,238									$ 471,289.56
Supplemetal instructional materials (CIRP/SIRP and Technology)		33,327	33,327	34,337									$ 100,990.62
SB 736 Merit Pay												222,654	$ 222,654.00
Computer - Equipment for Instruction (* lease to include ebooks)		32,142	32,142	33,116									$ 97,400.54
Computer Lab - Including Software		10,302	10,302	10,614									$ 31,218.12
Sub-Total Instruction	-	*417,618*	*583,469*	*598,288*	*323,356*	*323,356*	*323,356*	*323,356*	*323,356*	*323,356*	*323,356*	*546,010*	*$ 4,408,878.02*
Pupil Personnel Services													
Salaries (includes counselor, school nurse, health assistant)			16,650	16,650	16,650	16,650	16,650	16,650	16,650	16,650	16,650	16,650	$ 166,496.64
Fringe Benefits			3,663	3,663	3,663	3,663	3,663	3,663	3,663	3,663	3,663	3,663	$ 36,629.26
Contracted Professional Services (counseling and psychological)			6,733	6,733	6,733	6,733	6,733	6,733	6,733	6,733	6,733	6,733	$ 67,327.08
Sub-Total Pupil Personnel Services	-	-	*27,045*	*27,045*	*27,045*	*27,045*	*27,045*	*27,045*	*27,045*	*27,045*	*27,045*	*27,045*	*$ 270,452.98*
Media Services													
Salaries (includes Librarian)		1,892	3,973	3,973	3,973	3,973	3,973	3,973	3,973	3,973	3,973	3,973	$ 41,624.16
Fringe Benefits		416	874	874	874	874	874	874	874	874	874	874	$ 9,157.32
Library Books		5,203	5,203										$ 10,406.04
Audio Visual Materials		-	-										$ -
Sub-Total Media Services	-	*7,511*	*10,050*	*4,847*	*4,847*	*4,847*	*4,847*	*4,847*	*4,847*	*4,847*	*4,847*	*4,847*	*$ 61,187.52*
Curriculum Development													
Salaries (includes Curriculum Specialist)		-	-	-	-	-	-	-	-	-	-	-	$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	$ -
Curriculum Planning, Research, Development and Evaluation	12,904	12,904	12,904	12,904	12,904	12,904	12,904	12,904	12,904	12,904	12,904	12,904	$ 154,852.28
Development Supplies		-	-										$ -
Student Activities		20,198	20,198										$ 40,396.25
Sub-Total Curriculum Development	*12,904*	*33,102*	*33,102*	*12,904*	*12,904*	*12,904*	*12,904*	*12,904*	*12,904*	*12,904*	*12,904*	*12,904*	*$ 195,248.53*
Staff Development													
Workshops/Trainings (includes incentive pay for teachers)		29,000							29,000				$ 58,000.00
Travel		-							-				$ -
Professional Services		-							-				$ -
Sub-Total Staff Development	-	*29,000*	-	-	-	-	-	-	*29,000*	-	-	-	*$ 58,000.00*
Instruction Related Technology													
Salaries (includes Technology Personnel)		-	-	-	-	-	-	-	-	-	-	-	$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	$ -
EduSoft Software and Scanner		624	624										$ 1,248.72
Hardware Maintenance				2,405	2,405	2,405	2,405	2,405	2,405	2,405	2,405	2,405	$ 21,644.56
Computer Learning Labs		-	-										$ -
Sub-Total Instruction Related Technology	-	*624*	*624*	*2,405*	*2,405*	*2,405*	*2,405*	*2,405*	*2,405*	*2,405*	*2,405*	*2,405*	*$ 22,893.29*
Board													
Professional Services (Legal)	2,602												$ 2,601.51

CITY OF NORTH MIAMI CHARTER SCHOOL

													YEAR 5 100 % Enrollment
Insurance (General Liability, D&O, Professional Liability)	8,928			8,928			8,928			8,928			$ 35,713.53
Travel	2,081												$ 2,081.21
Sub-Total Board	*13,611*	-	-	*8,928*	-	-	*8,928*	-	-	*8,928*	-	-	*$ 40,396.25*
General Administration													
Management Fees	25,248	25,248	25,248	25,248	25,248	25,248	25,248	25,248	25,248	25,248	25,248	25,248	$ 302,971.86
Administrative Fee	-	-	-	-	-	-	-	-	-	-	-	-	$ -
Sub-Total General Administration	*25,248*	*25,248*	*25,248*	*25,248*	*25,248*	*25,248*	*25,248*	*25,248*	*25,248*	*25,248*	*25,248*	*25,248*	*$ 302,971.86*
School Administration													
Salaries (includes Principal, Secretary & other Office Personnel)	17,080	17,080	17,080	17,080	17,080	17,080	17,080	17,080	17,080	17,080	17,080	17,080	$ 204,958.36
Fringe Benefits	3,758	3,758	3,758	3,758	3,758	3,758	3,758	3,758	3,758	3,758	3,758	3,758	$ 45,090.84
Equipment Rental / Lease	312	312	312	312	312	312	312	312	312	312	312	312	$ 3,746.17
Travel				562									$ 561.93
Advertising and Promotion	22,442	22,442	22,442										$ 67,327.08
License Fees	208												$ 208.12
Uniforms	312												$ 312.18
Postage			271	271	271	271	271	271	271	271	271	271	$ 2,705.57
Printing	9,469	861	861	861	861	861	861	861	861	861	861	861	$ 18,938.99
Office Supplies	9,705	2,647	2,647	2,647	2,647	2,647	2,647	2,647	2,647	2,647	2,647	2,647	$ 38,820.00
Office Equipment	4,162												$ 4,162.42
Computer Equipment	1,405												$ 1,404.82
Sub-Total School Administration	*68,854*	*47,100*	*47,370*	*25,490*	*24,928*	*24,928*	*24,928*	*24,928*	*24,928*	*24,928*	*24,928*	*24,928*	*$ 388,236.48*
Facilities Acquisition & Construction													
Building Lease / Rent (see budget summary for calculation)		118,813	118,813	118,813	118,813	118,813	118,813	118,813	118,813	118,813	118,813	118,813	$ 1,306,940.00
Remodeling & Renovations	-												$ -
Purchase of Buildings & Fixed Equipment	-												$ -
Land	-												$ -
Sub-Total Facilities Acquisition & Construction	-	*118,813*	*118,813*	*118,813*	*118,813*	*118,813*	*118,813*	*118,813*	*118,813*	*118,813*	*118,813*	*118,813*	*$ 1,306,940.00*
Fiscal Services													
Salaries (Business Manager, Accounting & Bookkeeping Personnel)	3,469	3,469	3,469	3,469	3,469	3,469	3,469	3,469	3,469	3,469	3,469	3,469	$ 41,624.16
Fringe Benefits	763	763	763	763	763	763	763	763	763	763	763	763	$ 9,157.32
Fee to County School Board - up to 250 students	6,467	6,467	6,467	6,467	6,467	6,467	6,467	6,467	6,467	6,467	6,467	6,467	$ 77,606.44
Planning, Research, Development and Evaluation	12,343	12,343	12,343	12,343	12,343	12,343	12,343	12,343	12,343	12,343	12,343	12,343	$ 148,119.57
Professional Services - Annual Audit	650	650	650	650	650	650	650	650	650	650	650	650	$ 7,804.53
Sub-Total Fiscal Services	*23,693*	*23,693*	*23,693*	*23,693*	*23,693*	*23,693*	*23,693*	*23,693*	*23,693*	*23,693*	*23,693*	*23,693*	*$ 284,312.02*
Food Services													
Salaries (Food Service Workers)			4,371	4,371	4,371	4,371	4,371	4,371	4,371	4,371	4,371	4,371	$ 43,705.37
Fringe Benefits			962	962	962	962	962	962	962	962	962	962	$ 9,615.18
Food			-	-	-	-	-	-	-	-	-	-	$ -
Food, Materials & Supplies - Vendor provided meals 120% Participation			71,550	71,550	71,550	71,550	71,550	71,550	71,550	71,550	71,550	71,550	$ 715,498.34
Equipment Rental / Lease (provided by food vendor)			-	-	-	-	-	-	-	-	-	-	$ -
Inspection fees			16	16	16	16	16	16	16	16	16	16	$ 156.09
Sub-Total Food Services	-	-	*76,897*	*76,897*	*76,897*	*76,897*	*76,897*	*76,897*	*76,897*	*76,897*	*76,897*	*76,897*	*$ 768,974.98*
Pupil Transportation Services													
Salaries (Drivers & Transportation workers)			-	-	-	-	-	-	-	-	-	-	$ -
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	$ -
Contracted Transportation Services - $225 per bus 15% utilization			12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	$ 121,500.00
Field Trip Expenses for competitions			500	500	500	500	500	500	500	500	500	500	$ 5,000.00
Buses			-	-	-	-	-	-	-	-	-	-	$ -
Repairs & Maintenance			-	-	-	-	-	-	-	-	-	-	$ -
Fuel			-	-	-	-	-	-	-	-	-	-	$ -
Sub-Total Pupil Transportation Services	-	-	*12,650*	*12,650*	*12,650*	*12,650*	*12,650*	*12,650*	*12,650*	*12,650*	*12,650*	*12,650*	*$ 126,500.00*
Operation of Plant													
Salaries (Custodian, crossing guards, security)	5,411	5,411	5,411	5,411	5,411	5,411	5,411	5,411	5,411	5,411	5,411	5,411	$ 64,936.19
Fringe benefits	1,190	1,190	1,190	1,190	1,190	1,190	1,190	1,190	1,190	1,190	1,190	1,190	$ 14,285.96
Purchased Service (Custodial, fire and alarm, pest control etc)	338	338	338	338	338	338	338	338	338	338	338	338	$ 4,058.36

CITY OF NORTH MIAMI CHARTER SCHOOL

													YEAR 5 100 % Enrollment
Lawn Maintenance	902	902	902	902	902	902	902	902	902	902	902	902	$ 10,822.28
Pest Control	180	180	180	180	180	180	180	180	180	180	180	180	$ 2,164.46
Security Services	104	104	104	104	104	104	104	104	104	104	104	104	$ 1,248.72
Property Insurance	4,960	4,960	4,960	4,960	4,960	4,960	4,960	4,960	4,960	4,960	4,960	4,960	$ 59,522.55
Telephone Services	312	312	312	312	312	312	312	312	312	312	312	312	$ 3,746.17
Water & Sewer	361	361	361	361	361	361	361	361	361	361	361	361	$ 4,328.91
Electricity	6,764	6,764	6,764	6,764	6,764	6,764	6,764	6,764	6,764	6,764	6,764	6,764	$ 81,167.11
Custodial Supplies & Equipment	-	-	-	-	-	-	-	-	-	-	-	-	$ -
Sub-Total Operation of Plant	*20,523*	*20,523*	*20,523*	*20,523*	*20,523*	*20,523*	*20,523*	*20,523*	*20,523*	*20,523*	*20,523*	*20,523*	*$ 246,280.72*
Maintenance of Plant													
Repairs & Maintenance		9,411	9,411	9,411	9,411	9,411	9,411	9,411	9,411	9,411	9,411	9,411	$ 103,520.00
Supplies		-	-	-	-	-	-	-	-	-	-	-	$ -
Sub-Total Maintenance of Plant	-	*9,411*	*9,411*	*9,411*	*9,411*	*9,411*	*9,411*	*9,411*	*9,411*	*9,411*	*9,411*	*9,411*	*$ 103,520.00*
Administrative Technology Services													
Internal Technology Support	-	-	-	-	-	-	-	-	-	-	-	-	$ -
Technology Personnel	-	-	-	-	-	-	-	-	-	-	-	-	$ -
Systems Operation	3,382	3,382	3,382	3,382	3,382	3,382	3,382	3,382	3,382	3,382	3,382	3,382	$ 40,583.56
Systems Planning & Analysis	-	-	-	-	-	-	-	-	-	-	-	-	$ -
Sub-Total Administrative Technology Services	*3,382*	*3,382*	*3,382*	*3,382*	*3,382*	*3,382*	*3,382*	*3,382*	*3,382*	*3,382*	*3,382*	*3,382*	*$ 40,583.56*
After Care Programs													
After Care Salary			-	-	-	-	-	-	-	-	-	-	$ -
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	$ -
Sub-Total After Care Programs			-	-	-	-	-	-	-	-	-	-	*$ -*
Debt Service													
Redemption of Principal		-	-	-	-	-	-	-	-	-	-	-	$ -
Interest (Interest Only at 6%)		-	-	-	-	-	-	-	-	-	-	-	$ -
Sub-Total Debt Service		-	-	-	-	-	-	-	-	-	-	-	*$ -*
Contingency													
Operating expense contigency - 4% of FEFP - Considered restricted funds												*368,384*	$ 368,384.45
Sub-Total Contingency		-	-	-	-	-	-	-	-	-	-	*368,384*	*$ 368,384.45*
Total Expenditures	*$ 168,215.14*	*$ 736,025.46*	*$ 992,278.27*	*$ 970,524.59*	*$ 686,102.75*	*$ 686,102.75*	*$ 695,031.13*	*$ 686,102.75*	*$ 715,102.75*	*$ 695,031.13*	*$ 686,102.75*	*$ 1,277,141.20*	*$ 8,993,760.65*
Excess of Revenues over Expenditures	$1,390,577.45	$ (63,436.31)	$ (270,534.96)	$ (176,892.39)	$ 107,529.45	$ 107,529.45	$ 98,601.06	$ 107,529.45	$ 78,529.45	$ 98,601.06	$ 107,529.45	$ (483,509.01)	$ 1,102,054.14
Fund Balance	$1,390,577.45	$1,327,141.13	$1,056,606.17	$ 879,713.78	$ 987,243.23	$1,094,772.67	$1,193,373.74	$1,300,903.18	$1,379,432.63	$1,478,033.70	$ 1,585,563.14	$ 1,102,054.14	

CITY OF NORTH MIAMI CHARTER SCHOOL

District: Dade

ESE Percent	10.00%					
ESOL Percent	20.00%					
Free & Reduced Lunch Percent	60.00%					
Occupancy		100%	98%	100%	100%	100%
Homeroom Classrooms		550	858	1,194	1,294	1,294

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten					
1st Grade					
2nd Grade					
3rd Grade					
4th Grade					
5th Grade					
6th Grade					
7th Grade					
8th Grade					
9th Grade	**13**	**13**	**13**	**13**	**13**
10th Grade	**9**	**13**	**13**	**13**	**13**
11th Grade		**9**	**13**	**13**	**13**
12th Grade			**9**	**13**	**13**
	22	**35**	**48**	**52**	**52**

Student Teacher Ratio

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	**0**	**0**	**0**	**0**	**0**
1st Grade	**0**	**0**	**0**	**0**	**0**
2nd Grade	**0**	**0**	**0**	**0**	**0**
3rd Grade	**0**	**0**	**0**	**0**	**0**
4th Grade	**0**	**0**	**0**	**0**	**0**
5th Grade	**0**	**0**	**0**	**0**	**0**
6th Grade	**0**	**0**	**0**	**0**	**0**
7th Grade	**0**	**0**	**0**	**0**	**0**
8th Grade	**0**	**0**	**0**	**0**	**0**
9th Grade	**25**	**25**	**25**	**25**	**25**
10th Grade	**25**	**25**	**25**	**25**	**25**
11th Grade	**0**	**25**	**25**	**25**	**25**
12th Grade	**0**	**0**	**25**	**25**	**25**
0	**550**	**875**	**1200**	**1300**	**1300**

Students by Grade Budgeted Enrollment

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	0	0	0	0	0
1st Grade	0	0	0	0	0
2nd Grade	0	0	0	0	0
3rd Grade	0	0	0	0	0
4th Grade	0	0	0	0	0
5th Grade	0	0	0	0	0
6th Grade	0	0	0	0	0
7th Grade	0	0	0	0	0
8th Grade	0	0	0	0	0
9th Grade	325	319	323	323	323
10th Grade	225	319	323	323	323
11th Grade	0	221	323	323	323
12th Grade	0	0	224	323	323
	550	**858**	**1194**	**1294**	**1294**

ESE Guaranteed Allocation:	**Grade Level**	**Matrix Level**	**FTE**
Additional Funding from the	K-3	251	**0**
ESE Guaranteed Allocation.	**K-3**	252	
Enter the FTE from 111,112,	**K-3**	**253**	
& 113 by grade and matrix	**4-8**	**251**	**0**
level. Students who do not	4-8	252	
have a matrix level should be	4-8	253	
considered 251. *The total*	***9-12***	***251***	**55**
should equal all FTE from	*9-12*	*252*	
programs 111, 112 & 113 above.	*9-12*	*253*	
		Total ESE	55.00

Revenue Estimate Worksheet for CITY OF NORTH MIAMI CHARTER SCHOOL
Based on the First Calculation of the FEFP 2013-14

School District: Miami-Dade

1. 2013-14 FEFP State and Local Funding

Base Student Allocation $3,752.30 District Cost Differential: 1.0123

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2013-14 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3	0.00	1.125	0.0000	$ -
111 Basic K-3 with ESE Services	0.00	1.125	0.0000	$ -
102 Basic 4-8	0.00	1.000	0.0000	$ -
112 Basic 4-8 with ESE Services	0.00	1.000	0.0000	$ -
103 Basic 9-12	385.00	1.011	389.2350	$ 1,478,491
113 Basic 9-12 with ESE Services	55.00	1.011	55.6050	$ 211,213
254 ESE Level 4 *(Grade Level PK-3)*		3.558	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*		3.558	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*		3.558	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*		5.089	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*		5.089	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*		5.089	0.0000	$ -
130 ESOL *(Grade Level PK-3)*	0.00	1.145	0.0000	$ -
130 ESOL *(Grade Level 4-8)*	0.00	1.145	0.0000	$ -
130 ESOL *(Grade Level 9-12)*	110.00	1.145	125.9500	$ 478,415
300 Career Education *(Grades 9-12)*		1.011	0.0000	$ -
Totals	550.00		570.7900	$ 2,168,119

2. ESE Guaranteed Allocation:

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112, & 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 & 113 above.

FTE	Grade Level	Matrix Level	Guarantee Per Student	
0.00	PK-3	251	$ 1,070	$ -
	PK-3	252	$ 3,455	$ -
	PK-3	253	$ 7,050	$ -
0.00	4-8	251	$ 1,200	$ -
	4-8	252	$ 3,584	$ -
	4-8	253	$ 7,179	$ -
55.00	9-12	251	$ 854	$ 46,970
	9-12	252	$ 3,238	$ -
	9-12	253	$ 6,833	$ -
Total FTE with ESE Services 55.00			**Total from ESE Guarantee**	$ 46,970

3. Supplemental Academic Instruction:

District SAI Allocation	$ 117,206,208		Per Student
divided by district FTE	348,787.02	$ 336	$ 184,800
(with eligible services)			

4. Reading Allocation:

Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI $ 2,399,889

5. Class size Reduction Funds:

	Weighted FTE (From Section 1)	X	DCD	X	Allocation factors		
PK - 3	0.0000		1.0123		1320.15	=	0
4-8	0.0000		1.0123		900.48	=	0
9-12	570.7900		1.0123		902.65	=	521,561
Total *	570.7900						

Total Class Size Reduction Funds $ 521,561

*(*Total FTE should equal total in Section 1, column (d).)*

6A. Divide school's Weighted FTE (WFTE) total computed in (d) above: 570.7900 **by district's WFTE:** 378,860.88
to obtain school's WFTE share. 0.1507%

6B. Divide school's Unweighted FTE (UFTE) total computed in (b) above: 550.00 **by district's UFTE:** 348,787.02
to obtain school's UFTE share. 0.1577%

Letters Refer to Notes At Bottom:

7. Other FEFP (WFTE share)		(a)	9,859,256	x	0.1507%	$ 14,858
Applicable to all Charter Schools:						
Declining Enrollment	0					
Sparsity Supplement	0					
Program Related Requirements:						
Safe Schools	9,859,256					
Lab School Discretionary	0					
8. Discretionary Local Effort (WFTE share)		(d)	130,136,578	x	0.1507%	$ 196,116
9. Discretionary Millage Compression Allocation .748 mills (UFTE share)		(b)	0	x	0.1577%	$ -
10. Proration to Funds Available (WFTE share)		(a)	0	x	0.1507%	$ -
11. Discretionary Lottery (WFTE share)		(a)	0	x	0.1507%	$ -
12. Instructional Materials Allocation (UFTE share)		(b)	27,076,912	x	0.1577%	$ 42,700
Dual Enrollment Instructional Materials Allocation (See footnote i below)						
13. Student Transportation		(e)				
Enter All Riders			82.50	x	############	$ 27,885
Enter ESE Student Riders				x	############	$ -
14. Teacher Salary Allocation (WFTE share)		(j)	62,825,677	x	0.1507%	$ 94,678
15. Florida Teachers Lead Program Stipend						
16. Food Service Allocation		(g)				
17. Performance Pay Plan						
					Total	$ 3,297,687

18. Funding for the purpose of calculating the administrative fee for ESE Charters. (h)
If you have more than a 75% ESE student population please place a 1 in the following box: $ -

Average Revenue per Student: $ 5,996

NOTES:

(a) District allocations multiplied by percentage from item 6A.

(b) District allocations multiplied by percentage from item 6B.

(d) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.

(e) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.

(f) Teacher Lead Program Allocation per Section 1012.71, Florida Statutes

(g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

(i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(l)(i), Florida Statutes.

(j) The Teacher Salary Allocation is provided pursuant to Specific Appropriation 87, Chapter 2013-40, Laws of Florida, and Section 26 of Chapter 2013-45, Laws of Florida.

Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Revenue Estimate Worksheet for CITY OF NORTH MIAMI CHARTER SCHOOL

Based on the First Calculation of the FEFP 2013-14

School District: **Miami-Dade**

1. 2013-14 FEFP State and Local Funding

Base Student Allocation $3,752.30 District Cost Differential: 1.0123

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2013-14 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3	0.00	1.125	0.0000	$ -
111 Basic K-3 with ESE Services	0.00	1.125	0.0000	$ -
102 Basic 4-8	0.00	1.000	0.0000	$ -
112 Basic 4-8 with ESE Services	0.00	1.000	0.0000	$ -
103 Basic 9-12	601.00	1.011	607.6110	$ 2,307,982
113 Basic 9-12 with ESE Services	86.00	1.011	86.9460	$ 330,260
254 ESE Level 4 *(Grade Level PK-3)*		3.558	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*		3.558	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*		3.558	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*		5.089	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*		5.089	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*		5.089	0.0000	$ -
130 ESOL *(Grade Level PK-3)*	0.00	1.145	0.0000	$ -
130 ESOL *(Grade Level 4-8)*	0.00	1.145	0.0000	$ -
130 ESOL *(Grade Level 9-12)*	171.68	1.145	196.5679	$ 746,654
300 Career Education *(Grades 9-12)*		1.011	0.0000	$ -
Totals	**858.68**		**891.1249**	**$ 3,384,896**

2. ESE Guaranteed Allocation:

	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the	0.00	PK-3	251	$ 1,070	$ -
ESE Guaranteed Allocation.		PK-3	252	$ 3,455	$ -
Enter the FTE from 111,112, &		PK-3	253	$ 7,050	$ -
113 by grade and matrix level.	0.00	4-8	251	$ 1,200	$ -
Students who do not have a		4-8	252	$ 3,584	$ -
matrix level should be		4-8	253	$ 7,179	$ -
considered 251. This total	86.00	9-12	251	$ 854	$ 73,444
should equal all FTE from		9-12	252	$ 3,238	$ -
programs 111, 112 & 113 above.		9-12	253	$ 6,833	$ -
Total FTE with ESE Services	**86.00**		**Total from ESE Guarantee**		**$ 73,444**

3. Supplemental Academic Instruction:

			Per Student
District SAI Allocation	########### #####		
divided by district FTE	348,787.02	$ 336	$ 288,515
(with eligible services)			

4. Reading Allocation:

Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI **$ 3,746,855**

5. Class size Reduction Funds:

	Weighted FTE (From Section 1)	X	DCD	X Allocation factors		
PK - 3	0.0000		1.0123	1320.15	=	0
4-8	0.0000		1.0123	900.48	=	0
9-12	891.1249		1.0123	902.65	=	814,268
Total *	891.1249				**Total Class Size Reduction Funds**	**$ 814,268**

*(*Total FTE should equal total in Section 1, column (d).)*

6A. Divide school's Weighted FTE (WFTE) total computed
in (d) above: 891.1249 **by district's WFTE:** 378,860.88
to obtain school's WFTE share. 0.2352%

6B. Divide school's Unweighted FTE (UFTE) total computed
in (b) above: 858.68 **by district's UFTE:** 348,787.02
to obtain school's UFTE share. 0.2462%

Letters Refer to Notes At Bottom:

7. Other FEFP (WFTE share)		(a)	9,859,256	x	0.2352%	$ 23,189
Applicable to all Charter Schools:						
Declining Enrollment	0					
Sparsity Supplement	0					
Program Related Requirements:						
Safe Schools	9,859,256					
Lab School Discretionary	0					
8. Discretionary Local Effort (WFTE share)		(d)	130,136,578	x	0.2352%	$ 306,081
9. Discretionary Millage Compression Allocation .748 mills (UFTE share)		(b)	0	x	0.2462%	$ -
10. Proration to Funds Available (WFTE share)		(a)	0	x	0.2352%	$ -
11. Discretionary Lottery (WFTE share)		(a)	0	x	0.2352%	$ -
12. Instructional Materials Allocation (UFTE share)		(b)	27,076,912	x	0.2462%	$ 66,663
Dual Enrollment Instructional Materials Allocation (See footnote i below)						
13. Student Transportation		(e)				
Enter All Riders			82.50	x	###########	$ 27,885
Enter ESE Student Riders				x	###########	$ -
14. Teacher Salary Allocation (WFTE share)		(j)	62,825,677	x	0.2352%	$ 147,766
15. Florida Teachers Lead Program Stipend						
16. Food Service Allocation		(g)				
17. Performance Pay Plan						
					Total	$ 5,132,707

18. Funding for the purpose of calculating the administrative fee for ESE Charters. (h)
If you have more than a 75% ESE student population please place a 1 in the following box: $ -

Average Revenue per Student:	$	5,977
Revenue Increase from Previous Year		1%
Adjusted Revenue Per Student	$	6,037.25

NOTES:

(a) District allocations multiplied by percentage from item 6A.

(b) District allocations multiplied by percentage from item 6B.

(d) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.

(e) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.

(f) Teacher Lead Program Allocation per Section 1012.71, Florida Statutes

(g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

(i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(l)(i), Florida Statutes.

(j) The Teacher Salary Allocation is provided pursuant to Specific Appropriation 87, Chapter 2013-40, Laws of Florida, and Section 26 of Chapter 2013-45, Laws of Florida.

Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Revenue Estimate Worksheet for CITY OF NORTH MIAMI CHARTER SCHOOL

Based on the First Calculation of the FEFP 2013-14

School District: **Miami-Dade**

1. 2013-14 FEFP State and Local Funding

Base Student Allocation $3,752.30 District Cost Differential: 1.0123

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2013-14 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3	0.00	1.125	0.0000	$ -
111 Basic K-3 with ESE Services	0.00	1.125	0.0000	$ -
102 Basic 4-8	0.00	1.000	0.0000	$ -
112 Basic 4-8 with ESE Services	0.00	1.000	0.0000	$ -
103 Basic 9-12	836.00	1.011	845.1960	$ 3,210,438
113 Basic 9-12 with ESE Services	119.00	1.011	120.3090	$ 456,988
254 ESE Level 4 *(Grade Level PK-3)*		3.558	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*		3.558	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*		3.558	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*		5.089	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*		5.089	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*		5.089	0.0000	$ -
130 ESOL *(Grade Level PK-3)*	0.00	1.145	0.0000	$ -
130 ESOL *(Grade Level 4-8)*	0.00	1.145	0.0000	$ -
130 ESOL *(Grade Level 9-12)*	238.80	1.145	273.4260	$ 1,038,596
300 Career Education *(Grades 9-12)*		1.011	0.0000	$ -
Totals	**1193.80**		**1238.9310**	**$ 4,706,022**

2. ESE Guaranteed Allocation:

	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the	0.00	PK-3	251	$ 1,070	$ -
ESE Guaranteed Allocation.		PK-3	252	$ 3,455	$ -
Enter the FTE from 111,112, &		PK-3	253	$ 7,050	$ -
113 by grade and matrix level.	0.00	4-8	251	$ 1,200	$ -
Students who do not have a		4-8	252	$ 3,584	$ -
matrix level should be		4-8	253	$ 7,179	$ -
considered 251. This total	119.00	9-12	251	$ 854	$ 101,626
should equal all FTE from		9-12	252	$ 3,238	$ -
programs 111, 112 & 113 above.		9-12	253	$ 6,833	$ -
Total FTE with ESE Services	**119.00**		**Total from ESE Guarantee**		**$ 101,626**

3. Supplemental Academic Instruction:

			Per Student
District SAI Allocation	########### #####		
divided by district FTE	348,787.02	$ 336	$ 401,117
(with eligible services)			

4. Reading Allocation:

Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI **$ 5,208,765**

5. Class size Reduction Funds:

	Weighted FTE (From Section 1)	X	DCD	X Allocation factors		
PK - 3	0.0000		1.0123	1320.15	=	0
4-8	0.0000		1.0123	900.48	=	0
9-12	1238.9310		1.0123	902.65	=	1,132,076
Total *	1238.9310				**Total Class Size Reduction Funds**	**$ 1,132,076**

*(*Total FTE should equal total in Section 1, column (d).)*

6A. Divide school's Weighted FTE (WFTE) total computed
in (d) above: 1,238.9310 **by district's WFTE:** 378,860.88
to obtain school's WFTE share. 0.3270%

6B. Divide school's Unweighted FTE (UFTE) total computed
in (b) above: 1,193.80 **by district's UFTE:** 348,787.02
to obtain school's UFTE share. 0.3423%

Letters Refer to Notes At Bottom:

7. Other FEFP (WFTE share)		(a)	9,859,256	x	0.3270%	$ 32,240
Applicable to all Charter Schools:						
Declining Enrollment	0					
Sparsity Supplement	0					
Program Related Requirements:						
Safe Schools	9,859,256					
Lab School Discretionary	0					
8. Discretionary Local Effort (WFTE share)		(d)	130,136,578	x	0.3270%	$ 425,547
9. Discretionary Millage Compression Allocation .748 mills (UFTE share)		(b)	0	x	0.3423%	$ -
10. Proration to Funds Available (WFTE share)		(a)	0	x	0.3270%	$ -
11. Discretionary Lottery (WFTE share)		(a)	0	x	0.3270%	$ -
12. Instructional Materials Allocation (UFTE share)		(b)	27,076,912	x	0.3423%	$ 92,684
Dual Enrollment Instructional Materials Allocation (See footnote i below)						
13. Student Transportation		(e)				
Enter All Riders			82.50	x	###########	$ 27,885
Enter ESE Student Riders				x	###########	$ -
14. Teacher Salary Allocation (WFTE share)		(j)	62,825,677	x	0.3270%	$ 205,440
15. Florida Teachers Lead Program Stipend						
16. Food Service Allocation		(g)				
17. Performance Pay Plan						
					Total	$ 7,124,637

18. Funding for the purpose of calculating the administrative fee for ESE Charters. (h)
If you have more than a 75% ESE student population please place a 1 in the following box: $ -

Average Revenue per Student:	$	5,968
Revenue Increase from Previous Year		1%
Adjusted Revenue Per Student	$	6,087.99

NOTES:

(a) District allocations multiplied by percentage from item 6A.

(b) District allocations multiplied by percentage from item 6B.

(d) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.

(e) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.

(f) Teacher Lead Program Allocation per Section 1012.71, Florida Statutes

(g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

(i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(l)(i), Florida Statutes.

(j) The Teacher Salary Allocation is provided pursuant to Specific Appropriation 87, Chapter 2013-40, Laws of Florida, and Section 26 of Chapter 2013-45, Laws of Florida.

Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Revenue Estimate Worksheet for CITY OF NORTH MIAMI CHARTER SCHOOL

Based on the First Calculation of the FEFP 2013-14

School District: **Miami-Dade**

1. 2013-14 FEFP State and Local Funding

Base Student Allocation $3,752.30 District Cost Differential: 1.0123

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2013-14 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3	0.00	1.125	0.0000	$ -
111 Basic K-3 with ESE Services	0.00	1.125	0.0000	$ -
102 Basic 4-8	0.00	1.000	0.0000	$ -
112 Basic 4-8 with ESE Services	0.00	1.000	0.0000	$ -
103 Basic 9-12	906.00	1.011	915.9660	$ 3,479,254
113 Basic 9-12 with ESE Services	129.00	1.011	130.4190	$ 495,390
254 ESE Level 4 *(Grade Level PK-3)*		3.558	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*		3.558	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*		3.558	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*		5.089	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*		5.089	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*		5.089	0.0000	$ -
130 ESOL *(Grade Level PK-3)*	0.00	1.145	0.0000	$ -
130 ESOL *(Grade Level 4-8)*	0.00	1.145	0.0000	$ -
130 ESOL *(Grade Level 9-12)*	258.70	1.145	296.2115	$ 1,125,146
300 Career Education *(Grades 9-12)*		1.011	0.0000	$ -
Totals	**1293.70**		**1342.5965**	**$ 5,099,790**

2. ESE Guaranteed Allocation:

	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the	0.00	PK-3	251	$ 1,070	$ -
ESE Guaranteed Allocation.		PK-3	252	$ 3,455	$ -
Enter the FTE from 111,112, &		PK-3	253	$ 7,050	$ -
113 by grade and matrix level.	0.00	4-8	251	$ 1,200	$ -
Students who do not have a		4-8	252	$ 3,584	$ -
matrix level should be		4-8	253	$ 7,179	$ -
considered 251. This total	129.00	9-12	251	$ 854	$ 110,166
should equal all FTE from		9-12	252	$ 3,238	$ -
programs 111, 112 & 113 above.		9-12	253	$ 6,833	$ -
Total FTE with ESE Services	**129.00**		**Total from ESE Guarantee**		**$ 110,166**

3. Supplemental Academic Instruction:

			Per Student
District SAI Allocation	########### #####		
divided by district FTE	348,787.02	$ 336	$ 434,683
(with eligible services)			

4. Reading Allocation:

Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI **$ 5,644,639**

5. Class size Reduction Funds:

	Weighted FTE (From Section 1)	X	DCD	X Allocation factors		
PK - 3	0.0000		1.0123	1320.15	=	0
4-8	0.0000		1.0123	900.48	=	0
9-12	1342.5965		1.0123	902.65	=	1,226,801
Total *	1342.5965				**Total Class Size Reduction Funds**	**$ 1,226,801**

*(*Total FTE should equal total in Section 1, column (d).)*

6A. Divide school's Weighted FTE (WFTE) total computed
in (d) above: 1,342.5965 **by district's WFTE:** 378,860.88
to obtain school's WFTE share. 0.3544%

6B. Divide school's Unweighted FTE (UFTE) total computed
in (b) above: 1,293.70 **by district's UFTE:** 348,787.02
to obtain school's UFTE share. 0.3709%

Letters Refer to Notes At Bottom:

7. Other FEFP (WFTE share)		(a)	9,859,256	x	0.3544%	$ 34,941
Applicable to all Charter Schools:						
Declining Enrollment	0					
Sparsity Supplement	0					
Program Related Requirements:						
Safe Schools	9,859,256					
Lab School Discretionary	0					
8. Discretionary Local Effort (WFTE share)		(d)	130,136,578	x	0.3544%	$ 461,204
9. Discretionary Millage Compression Allocation .748 mills (UFTE share)		(b)	0	x	0.3709%	$ -
10. Proration to Funds Available (WFTE share)		(a)	0	x	0.3544%	$ -
11. Discretionary Lottery (WFTE share)		(a)	0	x	0.3544%	$ -
12. Instructional Materials Allocation (UFTE share)		(b)	27,076,912	x	0.3709%	$ 100,428
Dual Enrollment Instructional Materials Allocation (See footnote i below)						
13. Student Transportation		(e)				
Enter All Riders			82.50	x	###########	$ 27,885
Enter ESE Student Riders				x	###########	$ -
14. Teacher Salary Allocation (WFTE share)		(j)	62,825,677	x	0.3544%	$ 222,654
15. Florida Teachers Lead Program Stipend						
16. Food Service Allocation		(g)				
17. Performance Pay Plan						
					Total	$ 7,718,552

18. Funding for the purpose of calculating the administrative fee for ESE Charters. (h)
If you have more than a 75% ESE student population please place a 1 in the following box: $ -

Average Revenue per Student:	$	5,966
Revenue Increase from Previous Year		1%
Adjusted Revenue Per Student	$	6,147.04

NOTES:

(a) District allocations multiplied by percentage from item 6A.

(b) District allocations multiplied by percentage from item 6B.

(d) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.

(e) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.

(f) Teacher Lead Program Allocation per Section 1012.71, Florida Statutes

(g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

(i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(l)(i), Florida Statutes.

(j) The Teacher Salary Allocation is provided pursuant to Specific Appropriation 87, Chapter 2013-40, Laws of Florida, and Section 26 of Chapter 2013-45, Laws of Florida.

Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Revenue Estimate Worksheet for CITY OF NORTH MIAMI CHARTER SCHOOL

Based on the First Calculation of the FEFP 2013-14

School District: **Miami-Dade**

1. 2013-14 FEFP State and Local Funding

Base Student Allocation $3,752.30 District Cost Differential: 1.0123

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2013-14 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3	0.00	1.125	0.0000	$ -
111 Basic K-3 with ESE Services	0.00	1.125	0.0000	$ -
102 Basic 4-8	0.00	1.000	0.0000	$ -
112 Basic 4-8 with ESE Services	0.00	1.000	0.0000	$ -
103 Basic 9-12	906.00	1.011	915.9660	$ 3,479,254
113 Basic 9-12 with ESE Services	129.00	1.011	130.4190	$ 495,390
254 ESE Level 4 *(Grade Level PK-3)*		3.558	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*		3.558	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*		3.558	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*		5.089	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*		5.089	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*		5.089	0.0000	$ -
130 ESOL *(Grade Level PK-3)*	0.00	1.145	0.0000	$ -
130 ESOL *(Grade Level 4-8)*	0.00	1.145	0.0000	$ -
130 ESOL *(Grade Level 9-12)*	258.70	1.145	296.2115	$ 1,125,146
300 Career Education *(Grades 9-12)*		1.011	0.0000	$ -
Totals	**1293.70**		**1342.5965**	**$ 5,099,790**

2. ESE Guaranteed Allocation:

	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the	0.00	PK-3	251	$ 1,070	$ -
ESE Guaranteed Allocation.		PK-3	252	$ 3,455	$ -
Enter the FTE from 111,112, &		PK-3	253	$ 7,050	$ -
113 by grade and matrix level.	0.00	4-8	251	$ 1,200	$ -
Students who do not have a		4-8	252	$ 3,584	$ -
matrix level should be		4-8	253	$ 7,179	$ -
considered 251. This total	129.00	9-12	251	$ 854	$ 110,166
should equal all FTE from		9-12	252	$ 3,238	$ -
programs 111, 112 & 113 above.		9-12	253	$ 6,833	$ -
Total FTE with ESE Services	**129.00**		**Total from ESE Guarantee**		**$ 110,166**

3. Supplemental Academic Instruction:

			Per Student
District SAI Allocation	########### #####		
divided by district FTE	348,787.02	$ 336	$ 434,683
(with eligible services)			

4. Reading Allocation:

Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI **$ 5,644,639**

5. Class size Reduction Funds:

	Weighted FTE (From Section 1)	X	DCD	X Allocation factors		
PK - 3	0.0000		1.0123	1320.15	=	0
4-8	0.0000		1.0123	900.48	=	0
9-12	1342.5965		1.0123	902.65	=	1,226,801
Total *	1342.5965				**Total Class Size Reduction Funds**	**$ 1,226,801**

*(*Total FTE should equal total in Section 1, column (d).)*

6A. Divide school's Weighted FTE (WFTE) total computed
in (d) above: 1,342.5965 **by district's WFTE:** 378,860.88
to obtain school's WFTE share. 0.3544%

6B. Divide school's Unweighted FTE (UFTE) total computed
in (b) above: 1,293.70 **by district's UFTE:** 348,787.02
to obtain school's UFTE share. 0.3709%

Letters Refer to Notes At Bottom:

7. Other FEFP (WFTE share)		(a)	9,859,256	x	0.3544%	$ 34,941
Applicable to all Charter Schools:						
Declining Enrollment	0					
Sparsity Supplement	0					
Program Related Requirements:						
Safe Schools	9,859,256					
Lab School Discretionary	0					
8. Discretionary Local Effort (WFTE share)		(d)	130,136,578	x	0.3544%	$ 461,204
9. Discretionary Millage Compression Allocation .748 mills (UFTE share)		(b)	0	x	0.3709%	$ -
10. Proration to Funds Available (WFTE share)		(a)	0	x	0.3544%	$ -
11. Discretionary Lottery (WFTE share)		(a)	0	x	0.3544%	$ -
12. Instructional Materials Allocation (UFTE share)		(b)	27,076,912	x	0.3709%	$ 100,428
Dual Enrollment Instructional Materials Allocation (See footnote i below)						
13. Student Transportation		(e)				
Enter All Riders			82.50	x	###########	$ 27,885
Enter ESE Student Riders				x	###########	$ -
14. Teacher Salary Allocation (WFTE share)		(j)	62,825,677	x	0.3544%	$ 222,654
15. Florida Teachers Lead Program Stipend						
16. Food Service Allocation		(g)				
17. Performance Pay Plan						
					Total	$ 7,718,552

18. Funding for the purpose of calculating the administrative fee for ESE Charters. (h)
If you have more than a 75% ESE student population please place a 1 in the following box: $ -

Average Revenue per Student:	$	5,966
Revenue Increase from Previous Year		1%
Adjusted Revenue Per Student	$	6,208.52

NOTES:

(a) District allocations multiplied by percentage from item 6A.

(b) District allocations multiplied by percentage from item 6B.

(d) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.

(e) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.

(f) Teacher Lead Program Allocation per Section 1012.71, Florida Statutes

(g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

(i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(l)(i), Florida Statutes.

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MDCPS STUDENT PROGRESSION PLAN

- **THE CITY OF NORTH MIAMI CHARTER SCHOOL WILL ABIDE BY THE MIAMI-DADE COUNTY PUBLIC SCHOOL'S STUDENT PROGRESSION PLAN**

- **THE CODE, IN ITS ENTIRETY, IS ON FILE WITH THE SCHOOL**

MDCPS CODE OF STUDENT CONDUCT

- **THE CITY OF NORTH MIAMI CHARTER SCHOOL WILL ABIDE BY THE MIAMI-DADE COUNTY PUBLIC SCHOOL'S CODE OF STUDENT CONDUCT)**

- **THE CODE, IN ITS ENTIRETY, IS ON FILE WITH THE SCHOOL**

MDCPS AUTHORIZED COURSES FOR SECONDARY SCHOOLS CURRICULUM BULLETING

- **THE CITY OF NORTH MIAMI CHARTER SCHOOL WILL ABIDE BY THE MIAMI-DADE COUNTY PUBLIC SCHOOLS' AUTHORIZED COURSES FOR SECONDARY SCHOOLS - CURRICULUM BULLETIN**

- **THE CURRICULUM PLAN, IN ITS ENTIRETY, IS ON FILE WITH THE SCHOOL**

MDCPS EXEPTIONAL STUDENT EDUCATION (ESE) GUIDE

- **THE CITY OF NORTH MIAMI CHARTER SCHOOL WILL ABIDE BY THE MIAMI-DADE COUNTY PUBLIC SCHOOL'S EXEPTIONAL STUDENT EDUCATION (ESE) AND STUDENT SUPPORT GUIDE**

- **THE CODE, IN ITS ENTIRETY, IS ON FILE WITH THE SCHOOL**

JOB DESCRIPTION

POSITION TITLE: School Principal

CONTRACT YEAR: Twelve Months

QUALIFICATIONS

EDUCATION: An earned master's Degree (or higher) from an accredited college or university

EXPERIENCE

REQUIRED: A total of five (5) years of school experience is required; which includes a minimum of three (3) years of required experience as a Principal/Assistant School Principal.
Valid Florida Certification in School Principal, or Professional School Principal.

REPORTS TO: School Governing Board

SUPERVISES: All Administrative, Instructional, and Non-Instructional staff at the school.

POSITION GOAL: To provide the leadership and management necessary to administer and implement all programs, activities and policies essential to ensure high quality educational experiences and services for all students in a safe, nurturing, and enriching environment.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

LEADERSHIP

The School Principal shall:

- Administer, control, and supervise the instructional program of the school operations and school personnel.
- Encourage teachers and pupils to perform to the best of their ability.
- Interpret the educational program of the school and school system to the community.

- Provide leadership and direction for all aspects of the school's operation.
- Facilitate frequent communication with parents of the school community.
- Coordinate and adapt school curricular programs and policies.
- Assume responsibility for the buildings, grounds, equipment and supplies of the school; supervise the work of the custodians and maintenance staff; report to the governing board the conditions and needs of the school.
- Develop, implement, and evaluate the School Improvement Plan.
- Keep accurate account of all money paid to the school and record the purpose for which it was paid.
- Supervise and coordinate the budgetary process.
- Coordinate and conduct the interview process and make hiring and termination decisions for all staff.
- Develop and supervise New Teacher programs.
- Compile and prepare all student achievement outcomes.
- Report directly to the Governing Board for all purposes.
- Coordinate, supervise, and conduct the evaluations of all staff.
- Oversee the School Advisory Council.
- Maintain a positive and productive relationship with the Parent-Teacher Association.
- Supervise all students and staff.
- Coordinate and supervise the testing and assessment program.
- Enforce the discipline plan and assist teachers with all concerns and issues related to student behavior.
- Serve as final arbitrator for serious discipline problems in accordance with Sponsor and Board's policy and state statutes.
- Establish, actively pursue, and monitor a school mission, vision and goals I in collaboration with staff, parents, students, and other stakeholders that are aligned with the Board's mission and goals.
- Supervise and coordinate school-wide programs, curricula and course options.
- Supervise and coordinate student registration, scheduling, and master scheduling construction.
- Oversee the grade reporting system.
- Monitor substitute teachers and the class coverage process.
- Supervise school activities and special events, and initiate fundraising activities.
- Establish business partnerships and positive relationships with community leaders.
- Maintain a master schedule of all school activities and events, including extracurricular trips.
- Coordinate and schedule the use of facilities for all events.

- Implement and enforce attendance and tardy policies and procedures for all students.
- Exercise proactive leadership in promoting the vision and mission of the school.
- Model and maintain high standards of professional conduct.
- Set high standards and expectations for self, others, and school.
- Demonstrate satisfactory or above performance on the Florida Principal Competencies while performing all duties required by the job description.
- Provide leadership in the implementation of the Sunshine State Standards, Florida Write, Florida Comprehensive Assessment Test (FCAT) and other tests designed and adapted to measure student achievement.
- Maintain active involvement in the school improvement planning process with the School Advisory Council by providing resources for decision-making and priority setting.
- Use quality improvement principles and process in daily administration of school.
- Implement procedures and policies that ensure a safe and orderly learning environment.
- Anticipate difficult situations and develop plans to handle them.
- Manage and administer the development, implementation and assessment of the instructional program at the assigned school so as to ensure student growth and achievement is continuous and appropriate.
- Use collaborative leadership style and quality processes to involve stakeholders in establishing and achieving the school's mission and goals.
- Provide leadership and direction for all aspects of the school's operation.
- Build teams to accomplish plans, goals and priorities.
- Conduct staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems.
- Use appropriate interpersonal styles and methods to guide individuals or groups to task accomplishment.
- Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.
- Communicate effectively both orally and in writing with parents, students, teachers and the community.
- Communicate school information, goals, student learning and behavior expectations to stakeholders.
- Develop and maintain a school atmosphere conducive to learning and student achievement.
- Maintain visibility and accessibility on the school campus and at school related activities and events.

- Establish procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents.
- Provide leadership to involve the school in quality initiatives.
- Establish procedures for an accreditation program and monitor standards to ensure they are met.
- Provide for the articulation of the school's instructional program among school personnel.
- Use effective communication techniques with students, teachers, parents and stake holders.
- Communicate, through proper channels, to keep Board of Directors informed of impending problems or events of an unusual nature.

INFORMATION & ANALYSIS

- Address the diverse needs of the school population consistent with the Board's policies and Strategic Plan.
- Use current research, performance data, and feedback from students, teachers, parents and community to make decisions related to improvement of instruction.
- Provide leadership and direction for the implementation and evaluation of curriculum and instruction at the school.
- Analyze and use data for decision-making to improve actions, plans, and processes.
- Access, analyze, interpret and use data in decision-making.
- Use key information such as benchmarks and comparison data in the analysis of results to effectively measure performance.
- Make data accessible to all stakeholders

STRATEGIC PLANNING

- Develop long and short- term plans and goals within the School Improvement Plan, aligned with the strategic plan of the Board.
- Collaborate and provide resources to ensure the development of the School's Improvement Plan.
- Communicate overall School Improvement Plan requirements to all staff so each employee can understand how the goals and plans relate to his/her work.
- Allocate resources consistent with implementation of the School Improvement Plans.
- Utilize a systematic process for collecting input from stakeholders and incorporates customer requirements in development of School Improvement Plan.
- Establish procedures to monitor processes, activities and responsibilities and respond to feedback.
- Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum.

- Direct the development of the master schedule and assign teachers according to identified needs.
- Facilitate the horizontal and vertical articulation of curriculum within the school as well as between the school and its feeder system.
- Oversee the selection and acquisition of instructional materials and equipment
- Collect input and analyze data to develop goals.
- Set high goals and standards for self, others and the organization..
- Provide recognition and celebration for student, staff, and school accomplishments.

COMMUNITY ENGAGEMENT

- Facilitate a program of family and community involvement.
- Develop positive relationships with students, parents, teachers, community.
- Work with parents to resolve complaints or concerns.
- Develop and maintain positive school/community relations and act as liaison between the two.
- Promote/market the school and its priorities to the community
- Establish processes and methods to respond to valid customer requirements.
- Facilitate, coordinate, and monitor the implementation of Student Education programs and services.
- Implement procedures to ensure that rights of children with disabilities and parents of such children are protected.
- Interact with government and service agencies relative to student welfare.
- Establish processes to determine customer needs and level of satisfaction.
- Establish guidelines for desirable student conduct and follow suspension and expulsion policies and procedures.
- Supervise the implementation of the school's student services plan, including guidance, drop-out prevention, health services, attendance and related areas.
- Take appropriate reporting and/or referral action whenever abuse situations are recognized.
- Provide leadership support for community involvement programs and business partnerships at the school level.
- Direct and develop the recruitment of Business Partners to benefit the school and community.
- Develop activities with business partners that promote student achievement.

HUMAN RESOURCES

- Manage appropriately and professionally personnel issues, including hiring, evaluations, staff deficiencies and retention; provides feedback on professional performance and offer assistance to strengthen weaknesses in performance.
- Interview and select qualified personnel
- Establish job assignments, supervise all assigned personnel, and conduct performance evaluations in accordance with current board policies and legislation.
- Delegate responsibilities to appropriate staff members.
- Make difficult personnel decisions according to policy when necessary including dealing with ineffective teacher or other staff performance.
- Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement.
- Assign tasks and supervise personnel in task accomplishment including special projects.
- Analyze data and information to plan staff development to accomplish school goals.
- Complete annual Needs Assessment to determine staff development needs.
- Lead and manage development of personnel through staff development, in-service and other developmental activities that are linked to student achievement gains and the school improvement plan.
- Facilitate the development and implementation of an effective staff development program.
- Participate, successfully, in the staff development programs offered to increase the individual's skill and proficiency related to the assignment
- Build a school community and environment, which supports learning and growth for everyone toward realization of the school's mission.
- Participate in Governing Board management meetings and other activities to enhance professional development.
- Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification.
- Review current developments, literature and technical sources of information related to job responsibility.
- Use team approaches in solving problems and improving processes and providing frequent feedback to those involved in improvement efforts.
- Consider data and results from action research when solving problems and improving processes.

- Contribute to positive staff morale through flexibility, support and recognition of groups and individuals working toward school improvement.
- Consider the aspirations of self and others in relation to the jobs and tasks assigned when assessing expertise and developmental needs.

OPERATIONS

- Manage and supervise the school's financial resources, including the preparation and disbursement of the school's budget and internal accounts.
- Establish and manage student accounting and attendance procedures at the school.
- Coordinate and manage the extra curricular student activities and funds at the school.
- Show positive trends in the achievement of improvement goal results in the areas of Operation, business practices (efficiency) and customer satisfaction.
- Demonstrate readiness and confidence in making and/or sharing decisions with those involved in a timely fashion.
- Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.
- Supervise and monitor the accurate completion of data collection and submit resulting reports according to timelines.
- Coordinate school maintenance and facility needs and monitor progress toward meeting those needs.
- Identify quality requirements of materials/services and communicate this information to parents, community and suppliers.
- Access Sponsor and community resources to meet school needs.
- Coordinate plant safety and facility inspections at the assigned school
- Monitor the maintenance at the school to ensure a safe, clean, and healthy, learning environment.
- Coordinate the school food service program at the school including the free and reduced food service requirements.
- Supervise transportation services at the school.
- Write and disseminate newsletters, memos, letters, press releases, agendas, and other materials using proper grammar and punctuation.
- Provide leadership in the effective use of technology in the classroom and in school administration.

JOB DESCRIPTION

POSITION TITLE: Assistant Principal

CONTRACT YEAR: Twelve Months

QUALIFICATIONS

EDUCATION: An earned Master's Degree or higher from an accredited institution.
Certifications: Valid Florida Certification in Educational Leadership, Administration, Administration & Supervision, School Principal or Professional School Principal at the appropriate grade level for the school.

EXPERIENCE

REQUIRED: Three (3) years teaching experience at a school site.
Demonstrated ability to communicate effectively in both oral and written forms.

PREFERRED: 1-3 years of administrative experience at a school site.

REPORTS TO: School principal and school Board of Directors

SUPERVISES: Instructional and Service Personnel assigned by the principal.

POSITION GOAL: To assist the Principal in providing vision and leadership to develop, administer and monitor educational programs that optimize the human and material resources available for a successful and safe school program for students, staff and community.

SKILLS AND ABILITIES: The Assistant School Principal will effectively perform the
performance responsibilities using the following skills and abilities:

- read, interpret and implement the appropriate state and federal statutes and policies, Sponsor's Policies and school board policies and procedures
- use group dynamics within the context of cultural diversity and be knowledgeable of Florida educational reform, accountability and effective school concepts

- demonstrate knowledge and practice of current educational trends, research and technology
- understand the unique needs, growth problems and characteristics of school students
- train, supervise and evaluate personnel
- demonstrate effective communication and interaction skills with all stakeholders

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Assistant School Principal shall:

LEADERSHIP

- Use collaborative leadership style and quality process to involve stakeholders in establishing and achieving the school's mission and goals.
- Assist the principal in providing leadership and direction for all aspects of the school's operation.
- Assist in establishing and monitoring a school mission and goals that are aligned with the Board's mission and goals.
- Exercise proactive leadership in promoting the vision and mission of the Board's Strategic Plan.
- Maintain an active involvement in the school improvement planning process.
- Assist with establishing and monitoring procedures for an accreditation program and monitor standards to ensure they are met.
- Provide for the articulation of the school's instructional program among school personnel.
- Assist in the managing and developing the implementation and assessment of the instructional program at the school so as to ensure all students the opportunity to learn.
- Use quality improvement principles and processes in daily administration of school.
- Assist in developing and maintaining a safe school atmosphere conducive to learning and student achievement.
- Maintain visibility and accessibility on the school campus and at school related activities and events.
- Assist in conducting staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems.
- Build teams to accomplish plans, goals and priorities.
- Assist in the establishment of procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents.

- Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.
- Anticipate difficult situations and develop plans to handle them.
- Serve as arbitrator for serious discipline problems in accordance with School policies, board and Sponsor's policies and state statutes.
- Communicate effectively both orally and in writing with supervisors, parents, students, teachers and the community.
- Use appropriate interpersonal styles and methods to guide individuals or groups to task accomplishment.
- Model and maintain high standards of professional conduct while setting high standards and expectations for self, others, and school.

INFORMATION & ANALYSIS

- Address the diverse needs of the school population
- Assist in providing leadership and direction for the implementation and evaluation of curriculum and instruction at the school.
- Use current research, performance data, and feedback from students, teachers, parents and community to assist in making decisions related to improvement of instruction.
- Analyze and use data for decision-making or to improve actions, plans and process.
- Access, analyze, interpret and use data in decision-making.
- Use benchmarks and comparison data in the analysis of results and make data accessible to all stakeholders.

OPERATIONS

- Assist with managing and supervising the school's financial resources including the school's internal accounts.
- Assist with establishing and managing student accounting and attendance procedures at the school.
- Supervise and monitor the accurate completion of data collection and submit resulting reports according to timelines.
- Assist with the coordination of school maintenance and facility needs and monitor progress toward meeting those needs.
- Assist with coordinating plant safety and facility inspections at the school.
- Assist in coordinating the school food service program at the school, including the free and reduced food service requirements.
- Assist with the supervision of all extracurricular programs at the school.
- Provide leadership in the effective use of technology in the classroom and in school administration.

- Assist with the writing and dissemination of newsletters, memos, letters, press releases, agendas, and other materials using proper grammar and punctuation.
- Perform other tasks consistent with the goals and objectives of this position as assigned by the Principal.

STRATEGIC PLANNING

- Assist with facilitating and coordinating the development of the School Improvement Plan.
- Assist in communicating overall School Improvement Plan requirements to all staff each employee can understand how the goals and plans relate to his/her own work.
- Assist in allocating resources consistent with the implementation of the School Improvement Plan.
- Collect input and analyze data to develop goals.
- Assist in the selection and acquisition of instructional materials and equipment.
- Assist with establishing and coordinating procedures for student, teacher, parent, and community evaluation of curriculum.
- Assist with facilitating the horizontal and vertical articulation of curriculum within the school.
- Develop the master schedule and assign teachers according to identified needs.
- Assist with providing recognition and celebration for student, staff, and school accomplishments.
- Set high goals and standards for self, others and the organization.

COMMUNITY ENGAGEMENT

- Develop positive relationships with all stakeholders (students, parents, teachers, community).
- Assist with facilitating a program of family and community involvement.
- Develop and maintain positive school/community relations and act as liaison between the two.
- Assist in promoting/marketing the school and its priorities to the community.
- Assist in providing leadership to support community involvement programs and business partnerships at the school level.
- Assist in directing and developing the recruitment of Business Partners to benefit the school and community.
- Assist with the development of activities with business partners that promote student achievement.
- Assist in facilitating, coordinating, and monitoring the implementation of Student Education programs and services.

- Work with parents to resolve complaints or concerns.
- Interact with government and service agencies relative to student welfare.
- Take appropriate reporting and/or referral actions whenever abuse situations are recognized.
- Assist in supervising the implementation of the school's student services (including guidance, health services, and attendance) and other related areas.

HUMAN RESOURCES

- Manage issues, including hiring, evaluation, staff deficiencies and retention; appropriately and professionally personnel.
- Assist with interviewing and selection of qualified personnel to be recommended for appointment.
- Assist with difficult personnel decisions when necessary including dealing with ineffective teacher or staff performance.
- Delegate responsibilities to appropriate staff members.
- Assign tasks and supervise personnel in task accomplishment including special projects.
- Assist with the development and implementation of an effective staff development program.
- Assist in analyzing data and information to plan staff development to accomplish school goals.
- Assist with providing staff development opportunities and feedback to school personnel.
- Participate, successfully, in the staff development programs offered to increase the individual's skill and proficiency related to the assignment.
- Review current developments, literature and technical sources of information related to job responsibility.
- Use team approaches in solving problems and improving processes and provides frequent feedback to those involved in improvement efforts.
- Contribute to positive staff morale through flexibility, support and recognition of groups and individuals working toward school improvement.
- Provide feedback on professional performance and offer assistance to strengthen weaknesses in performance.

JOB DESCRIPTION

POSITION TITLE: Exceptional Student Education (ESE) Teacher

CONTRACT YEAR: Ten (10) Months

QUALIFICATIONS

EDUCATION: An earned bachelor's or master's degree from an accredited institution. Master's Degree in Exceptional Student education is preferred. Appropriate State of Florida Teaching Certifications in Special Education.

EXPERIENCE

REQUIRED: A minimum of three (3) years of combined successful work experience, which includes a minimum of two (2) years teaching experience in special education.

SUPERVISES: Special Education Teacher, teachers and clerical personnel, as assigned.

POSITION GOAL: To develop, implement, coordinate and monitor Special Education curriculum for students assigned to the Special Education program.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:
The Special Education Teacher shall:

- Assist in the management of Individual Education Plans (IEP) and ensure the implementation of all IEPs and Section 504 Plans
- Coordinate and attend IEP meetings and communicate with parents.
- Provide curriculum support for students and teachers
- Coordinate and facilitate Response to Intervention for struggling students
- Develop and monitor Behavior Intervention Plans
- Coordinate the identification, assessment and placement of students in the School's ESE Program.
- Coordinate the ordering of materials and equipment needed to implement ESE Program services.
- Coordinates with school-site, district, and contracted personnel in the provision of ESE services to students
- Develop and assist to implement the school's ESE program in alignment with District and federal guidelines.

- Coordinate testing for Students with Disabilities and monitor student IEPs.
- Coordinate the internal and external evaluation to maintain an effective feedback monitoring system in coordination with Program Evaluation.
- Coordinate activities with early intervention programs to provide services for ESE students.
- Serve as a consultant on the matters pertinent to the ESE program.
- Assist with interviews of potential ESE teachers.
- Participate successfully, in the training programs offered to increase the skill and proficiency related to the assignment.
- Review current developments, literature and technical sources of information related to job responsibility.
- Ensure adherence to good safety procedures.
- Perform other duties as assigned by the Principal.

JOB DESCRIPTION

POSITION TITLE: English for Speakers of Other Languages (ESOL) Coordinator/Teacher

CONTRACT YEAR: Ten (10) Months - Annual Contract

QUALIFICATIONS

EDUCATION: An earned bachelor's degree or higher from an accredited institution and Appropriate State of Florida Teaching Certification Endorsement in ESOL

EXPERIENCE

REQUIRED: A minimum of four (4) years of combined successful work experience, which includes a minimum of two (2) years teaching experience in ESOL/bilingual education.

PREFERRED: Preferred degree major in Education or related field. Bilingual in English, Spanish and/or Creole preferred. Computer skills as required for the position.

SUPERVISES: ESOL Teachers, teachers and clerical personnel, as assigned.

POSITION GOAL: To develop, implement, coordinate and monitor ESOL curriculum for students assigned to the ESOL program.

ESSENTIAL PERFORMANCE RESPONSIBILITIES: The ESOL Coordinator/teacher shall:

- Coordinate the development of bilingual/ESOL curriculum guides and performance objectives for grades all grades at the school.
- Coordinate the identification, assessment and placement of students in the bilingual/ESOL program.
- Coordinate the ordering of materials and equipment needed to implement the bilingual/ESOL program.
- Develop and assist to implement the school's bilingual/ESOL program.
- Coordinate and attend LEP meetings and communicate with parents.
- Coordinate testing for ESOL and monitor student LEPS
- Work with principals, teachers and personnel in the bilingual/ESOL program.
- Coordinate the internal and external evaluation to maintain an effective feedback monitoring system in coordination with Program Evaluation.
- Coordinate activities with early intervention programs to provide services for English Language Learners (ELLs).
- Serve as a consultant on the matters pertinent to the bilingual/ESOL program.

- Assist with interviews of potential bilingual/ESOL teachers.
- Participate successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignment.
- Review current developments, literature and technical sources of information related to job responsibility.
- Ensure adherence to good safety procedures.
- Perform other duties as assigned by the Principal.

JOB DESCRIPTION

POSITION TITLE: Guidance Counselor (Budgeted under contracted services)

CONTRACT YEAR: 10-12 Months

QUALIFICATIONS

EDUCATION: An earned master's degree from an accredited institution; Florida certification in Guidance and Counseling. Bilingual skills preferred. Computer skills as required for the position.

REPORTS TO: Principal or designee

POSITION GOAL: To implement a process to help students discover and develop their best talents for personal happiness and social usefulness.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:
The Guidance Counselor shall:

- meet with parents/students prior to and during the registration process, inform the students of classes relative to course selection and assist the administration in the registration and scheduling process.
- Assist in development of the school's master schedule
- conduct follow-up meetings after the master schedule is developed to make any necessary changes in students' schedules.
- conduct orientation meetings to provide information regarding class offerings and registration procedures.
- provide individual counseling for students regarding scheduling upon request of
- the student or his/her parent/guardian.
- counsel students on personal and academic concerns and notify parents as deemed necessary.
- evaluate credits from outside sources
- provide training to teachers, parents and students on pupil progression plan
- provide materials and suggestions for classroom oriented guidance activities.
- arrange student, parent and teacher conferences.
- acquaint students new to the school with teachers, facilities and programs to help them adjust to their new environment.
- assist in the early identification of students for proper educational placement, such as exceptional child, federal and bilingual programs.

- work with parent groups in the area of child growth, development and discipline.
- meet with teachers to present and explaining the results of various testing programs.
- assist teachers in effective utilization of test results.
- identify community and school system resources and when advisable, refer student situations to the proper agencies.
- keep records of conferences and send reports within the limits of confidentiality, to the principal, administrative assistants, and/or teachers as requested.
- gather information from all faculty members having contact with a student being considered for referral.
- review current developments, literature and technical sources of information related to job responsibility.
- ensure adherence to good safety procedures.
- participate in professional growth activities and complete a professional development plan.
- attend professional conferences and workshops related to the overall guidance program.
- perform other duties as assigned by the Principal.
- follow School, Board, and Sponsor policies as well as federal and state laws

JOB DESCRIPTION

POSITION TITLE: Registrar

QUALIFICATIONS

EDUCATION: Standard high school diploma or satisfactory completion of an approved General Educational Development (GED) Testing Program.

SKILLS: A well-rounded knowledge of clerical methods, procedures, and business office practice; must be computer literate. Computer skills as required for the position. The hiring administrator may specify preferred, appropriate additional qualifications as may be related to the job.

EXPERIENCE: One (1) year of previous school work experience which demonstrated an expertise to perform various procedures and applications of a repetitive and routine nature following standard practices.

REPORTS TO: Administrator/Principal or designee

POSITION GOAL: To perform a wide variety of clerical duties with respect to registering students, processing and maintaining student records, and otherwise working with student schedules and data in a responsible and accurate manner.

ESSENTIAL PERFORMANCE RESPONSIBILITIES: The School Registrar shall:

- Process required forms and information to enroll new students and discuss the process with students and parents.
- Maintain cumulative folders and permanent record cards in a secure manner.
- Prepare various lists and reports in regard to student ranking, grade averages, graduation, reassignments, etc.
- Process withdrawal and transfer of students and verify that student obligations are settled.
- Assist in determining credits and corresponding grade levels.
- Receive and mail transcripts and other requested records, as authorized, and prepare related correspondence.
- Follow instructions and established policies and procedures to perform specialized registrar duties referring questionable matters to the Guidance Director.

- Review students' immunization forms to verify adherence to governmental requirements.
- Operate standard office equipment such as any generation of typewriter, calculator, microcomputer, word processor, etc., as well as equipment developed or advanced from future technology as required by the job.
- Interact effectively with the general public, staff members, students, teachers, parents, and administrators, using tact and good judgment.
- Participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignment.
- Review current developments, literature and technical sources of information related to job responsibility.
- Ensure adherence to good safety procedures.
- Perform other duties as assigned by the Principal or designee.

TERMS OF EMPLOYMENT: 12 months - hourly

JOB DESCRIPTION

POSITION TITLE: Teacher

CONTRACT YEAR: Ten-Month Salaried - Annual Contract

QUALIFICATIONS

EDUCATION: Bachelor's degree from an accredited college or university; Certifications: valid Florida certification in the subject area.

EXPERIENCE PREFERRED: Experience - Two (2) years of successful classroom experience in the appropriate subject area.

REPORTS TO: Principal

POSITION GOAL: To create and maintain a classroom atmosphere that generates high expectations and enthusiasm for learning by infusing critical thinking skills, application skills, interpersonal skills, and technology into an aligned curriculum and assessment process, resulting in measurable student achievement gains for all students.

SKILLS AND ABILITIES

The teacher shall:

- Posses knowledge curriculum and sunshine state standards in the appropriate subject area.
- Be able to adapt, design and implement curriculum to meet the needs of the individual students.
- Be able to suggest educational and classroom management strategies, materials and techniques to parents and other support personnel working with students.
- Be able to use observation techniques for identification, ongoing re-evaluation and planning for students.

ESSENTIAL PERFORMANCE RESPONSIBILITIES

The teacher shall:

DEMONSTRATE PROFICIENCY

- Demonstrate mastery of all state competencies

- Demonstrate mastery of all twelve of the teacher practices benchmarks for the 21St century at the professional and eventually the accomplished level
- Demonstrate knowledge and understanding of the subject matter
- Foster students' achievement gains from baseline assessment levels to be evident in pre/post test comparison results, standardized test scores, and portfolios
- Assist the administration and staff to develop and implement a school-wide behavior management system aligned to the Board's policies and procedures.
- Provide supportive classroom management and academic strategies to teachers, students, and parents.

DEMONSTRATE INITIATIVE

- Demonstrate efficiency
- Demonstrate punctuality
- Demonstrate consistent attendance
- Review current developments, literature and technical sources of information related to job responsibility.
- Initiate and present innovative ideas for special projects, school functions, field trips, extracurricular activities, and clubs
- Initiate opportunities for professional development
- Provide supplemental instruction

PARTICIPATE IN CONTINUED PROFESSIONAL DEVELOPMENT

- Demonstrate oral and written proficiency
- Participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignments.
- Pursue further education and supplemental credentials

UNDERSTAND AND EMPLOY A VARIETY OF EDUCATIONAL TECHNOLOGIES, STRATEGIES, AND TEACHING STYLES

- Employ differentiated instructional strategies to maximize learning
- Role model using the state competency checklist
- Consistently maintain portfolios (dating and ordering each piece)

SERVE AS ROLE MODELS FOR STUDENTS AND FUTURE TEACHERS

- Role model using the state competency checklist
- Administer student surveys twice yearly
- Promote problem-solving skills and character education
- Promote and enforce school rules

ADVISE PARENTS

- Keep parents updated through interim reports, report cards, phone calls, and notes home

- Encourage and facilitate parental and community involvement promoting student achievement
- Document parent phone calls, conversations, and conferences
- Work as partners to create behavior modification plans and create Progress Monitoring Plans (PMP) for students
- Maintain flexibility and frequent contact with parents about student progress and school events

DEMONSTRATE AWARENESS OF EACH STUDENT'S EDUCATIONAL NEEDS

- Continually assess students' development (psychological and academic) through clearly defined rubrics
- Establish, maintain, assess, and (if needed) modify individual student progression plans
- Identify those students who exhibit exceptional thinking styles and behaviors and implement and/or accommodate those exceptional needs
- Assist in data collection and preparation of reports including individualized educational plans of instruction for students.

WORK COOPERATIVELY AND PRODUCTIVELY WITH CO-WORKERS

- Interact with maturity and professionalism among administration, staff, a students at all times
- Take initiative to implement projects, programs, and/or compensate for shortcomings within your classroom and/or the school environment
- Exhibit congeniality among co-workers, students, and parents
- Show assertiveness - delegate when necessary to help others help you
- Be a team player while respecting others differences
- Separate professional and personal spheres
- Be flexible - always have a back-up plan
- Be willing to help where help is needed

FOLLOW GUIDELINES REGARDING SAFETY AND EDUCATION

- Supervise student recreation (having at least one person in the classroom at all times)
- Complete and maintain accident reports (keeping one in a permanent file and sending one copy to parents)
- Keep emergency numbers at hand and a stocked first aid kit accessible in classroom
- Maintain up-to-date lesson plans within the guidelines of the Ben Gamla Charter High curriculum
- Complete, distribute, and maintain files of all behavior and homework referrals as required (one in permanent folder, one sent home)
- Complete and maintain files of all report cards, interim reports, and county test records

- Follow safety requirements regarding aisles, doorways, fire alarms, and fire extinguishers at all times
- Participate in monthly fire and other safety drills
- Keep dangerous objects (knives, rocks, etc.) and toxic substances (ammonias, medicines, etc.) out of the reach of children at all times
- Follow appropriate County medication guidelines for all students (remember never to give Tylenol, cough drops, or any prescription medications without the written consent of the parent and administrator and accompanied by the appropriate medical forms)

PARTICIPATE ACTIVELY IN SCHOOL FUNCTIONS

- Attend parent/teacher meetings and conferences
- Plan and participate in special events
- Perform other duties as assigned by the Principal.

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.

CHARTER OF THE CITY OF NORTH MIAMI

ARTICLE I. GENERAL

Sec. 1. Preamble.

The citizens of the City of North Miami, in order to protect the health, welfare and safety of its residents, and promote honorable, efficient and responsive government, hereby adopt this charter amending, replacing and superseding all of its former charters, in accordance with the Constitution and laws of the State of Florida.

Sec. 2. Effect of this charter on existing law.

(a) All laws and parts of laws relating to or affecting the City of North Miami in force when this charter shall take effect are hereby repealed and superseded to the extent that the same are inconsistent with the provisions of this charter.

(b) Insofar as the provisions of this charter are the same in terms or in substance and effect as provisions of law in force when this charter shall take effect, relating to or affecting the City of North Miami, the provisions of this charter are intended to be not a new enactment but a continuation of such provisions of law, and this charter shall be so construed and applied.

Sec. 3. Severability clause.

If any section or part of section of this charter shall be held invalid by a court of competent jurisdiction, such holding shall not affect the remainder of this charter nor the context in which such section or part of section so held invalid may appear, except to the extent that an entire section or part of section may be inseparably connected in meaning and effect with the section or part of section to which such holding shall directly apply.

Sec. 4. Construction of gender.

The use of masculine or feminine gender throughout the charter is used only for stylistic convenience, and is to be interpreted as including the female gender as well as the masculine gender.

Sec. 5. Incorporation.

There is hereby created a municipal corporation to be known as the City of North Miami.

Sec. 6. Form of government.

The municipal government provided by this charter shall be known as the "council-manager government." Pursuant to its provisions and subject only to the limitations imposed by the state Constitution and by this charter, all powers of the city shall be vested in an elective council.

Sec. 7. Boundaries.

The corporate limits of the City of North Miami in Miami-Dade County, Florida are hereby fixed, defined and established so as to include the following lands and territories in said County of Miami-Dade in the State of Florida, to wit:

The boundary description of the city, which may be amended from time to time, is not printed herein, but is on file in the city clerk's office.

Sec. 8. Powers of the city.

(a) The city shall have all the powers granted to municipal corporations and to cities by the Constitution and general laws of the state, together with all the implied powers necessary to carry into execution all the powers granted. The city may acquire property within or without its corporate limits for any city purpose, in fee simple or any lesser interest or estate, by purchase, gift, devise, lease or condemnation, and may sell, lease, mortgage, hold, manage, and control such property as its interests may require. No property of the city shall be sold for less than ninety (90) percent of the appraised value of the property as determined by at least two (2) city secured MAI appraisals. Except as prohibited by the Constitution of this state or restricted by this charter, the city shall and may exercise all municipal powers, functions, rights, privileges and immunities of every name and nature whatsoever. The enumeration of particular powers by this charter shall not be deemed to be exclusive, and in addition to the powers enumerated therein or implied thereby, or appropriate to the exercise of such powers, it is intended that the city shall have and may exercise all powers, which, under the Constitution of this state, it would be competent for this charter specifically to enumerate.

(b) Said city shall have and is granted the rights and powers:

(1) To establish, lay out, open, grade, pave, curb, widen, maintain, and keep clean and sanitary, and otherwise improve and to abandon or vacate, streets, alleys, bridges, sidewalks, parks, parkways, promenades, and other public places and ways.

(2) To prevent obstructions in and regulate travel, trade and traffic in, over or upon any or all such ways including the power to regulate the weight, equipment, operation and speed of engines, trains, motor and other vehicles operating in or through the city.

(3) To require any and all wires, pipes and other facilities to be placed and maintained underground.

(4) To require carriers to install and maintain at their expense adequate warning lights, gates and signals or watchmen, where deemed necessary.

(5) To exercise all powers, the object of which is to promote the public health, public safety, public morals and public welfare; and no ordinance enacted hereunder shall be held to be void unless plainly shown to be unrelated to such ends.

(6) To license upon such terms and conditions as the council may from time to time determine, and to tax, regulate, or prohibit within the city, such businesses, professions, pursuits, occupations and devices as the council may from time to time designate by ordinance.

a. To license, tax and regulate carriers;

b. To license and, for revenue or regulation, to tax businesses, professions and occupations generally, including nonprofit corporations;

c. To collect and enforce all licenses, excise, privilege and regulatory or revenue taxes in general by levy and sale under a collector's warrant, property used in the business, profession, or occupation or owned by the person, firm or corporation, subject to such tax or excise, such levy and sale to be made in such manner and after such notice as the council may prescribe.

(7) To impose and collect special taxes or assessments for the use of streets, collection of garbage, and for other privileges and protection, including police and fire protection, and to impose such taxes per capita, or by dwellings, or otherwise, and to classify persons and properties by residences, locations, or otherwise, for the assessment of such taxes or special assessments, provided that the rates of such taxes or special assessment[s], shall be uniform and equal against all persons and properties in the respective classes and under substantially the same circumstances.

(8) Subject to the provisions in Article I, Section 8(a) to acquire operate, mortgage, lease, sell or otherwise dispose of all kinds of public improvements, conveniences and facilities, including:

a. Sanitary and storm sewers;

b. A water system;

c. Fire prevention and extinguishing equipment;

d. Facilities for furnishing light, power, heat and refrigeration (to the inhabitants, either by electricity, gas or other means);

e. Buildings for City of North Miami offices and administration;

f. Public markets;

g. Incinerators;

h. Dumping grounds;

i. Auditoriums;

j. Amphitheaters;

k. Parks;

l. Playgrounds;

m. Golf courses;

n. Athletic and recreational fields;

o. Parking lots;

p. A public library, (according to the provisions of the general law as contained in Sections 167.30 to 167.39 inclusive of Florida Statutes 1941).

(9) To enact ordinances defining offenses against the city and to provide the punishments therefor, but in such cases, the maximum fine to be imposed shall not exceed five hundred dollars ($500.00), and imprisonment shall not exceed sixty (60) days.

(10) To levy, assess and collect such general and special taxes on all property within the city, and such special assessment for special or local improvements, and such excise and privilege taxes, as shall be lawful for carrying out the purpose and powers of the city, provided that no taxes in excess of two (2) mills shall be levied for the benefit of a public library.

(11) To adopt group insurance plans affording such coverage to such officers and employees of the city as the council may authorize by ordinance and to participate therein by contributing to the payment of premiums from any moneys appropriated and to such extent as may be authorized by the city council in the ordinance adopting such plan or plans.

ARTICLE II. CITIZENS' BILL OF RIGHTS

Sec. 9. Citizens' Bill of Rights.

(a) This government has been created to protect the governed, not the governing. In order to provide the public with full and accurate information, to promote efficient administrative management, to make government more accountable, and to insure to all persons fair and equitable treatment, the following rights are guaranteed:

1 . Convenient access. Every person has the right to transact business with the city with a minimum of personal inconvenience. It shall be the duty of the city manager and the city council to provide, within the city's budget limitations, reasonably convenient times and places for required inspections, and for transacting business with the city.

2. Truth in government. No municipal official or employee shall knowingly furnish false information on any public matter, nor knowingly omit significant facts when giving requested information to members of the public.

3. Public records. All audits, reports, minutes, documents and other public records of the city and its boards, agencies, departments and authorities shall be open for inspection at reasonable time and places convenient to the public.

4. Minutes and ordinance register. The city clerk shall maintain and make available for public inspection an ordinance register separate from the minutes showing the votes of each member on all ordinances and resolutions listed by descriptive title. Written minutes of all meetings and the ordinance register shall be available for public inspection not later than thirty (30) days after the conclusion of the meeting.

5. Right to be heard. So far as the orderly conduct of public business permits, any interested person has the right to appear before the city council or any city agency, board or department for the presentation, adjustment or determination of an issue, request or controversy within the jurisdiction of the city. Matters shall be scheduled for the convenience of the public, and the agenda shall be divided into approximate time periods so that the public may know approximately when a matter will be heard. Nothing shall prohibit the city or any agency from imposing reasonable time limits for the presentation of a matter.

6. Right to notice. Persons entitled to notice of a city hearing shall be timely informed as to the time, place and nature of the hearing and the legal authority pursuant to which the hearing is to be held. Failure by an individual to receive such notice shall not constitute mandatory grounds for canceling the hearing or rendering invalid any determination made at such hearing. Copies of proposed ordinances or resolutions shall be made available at a reasonable time prior to the hearing, unless the matter involves an emergency ordinance or resolution.

7. No unreasonable postponements. No matter once having been placed on a formal agenda by the city shall be postponed to another day except for good cause shown in the opinion of the city council, or agency conducting such meeting, and then only on condition that any person so requesting is mailed adequate notice of the new date of any postponed meeting. Failure by an individual to receive such notice shall not constitute mandatory grounds for canceling the hearing or rendering invalid any determination made at such hearing.

8. Right to public hearing. Upon a timely request of any interested party a public hearing shall be held by any city agency, board, department or authority upon any significant policy decision to be issued by it which is not subject to subsequent administrative or legislative review and hearing. This provision shall not apply to the Office of the City Attorney of the city nor to anybody whose duties and responsibilities are solely advisory.

At any zoning or other hearing in which review is exclusively by certiorari, a party or his counsel shall be entitled to present a case or defense by oral or documentary evidence, to submit rebuttal evidence, and to conduct such cross-examination as may be required for a full and true disclosure of the facts. The decision of any such agency, board, department or authority must be based upon the facts in the record. Procedural rules establishing reasonable time and other limitations may be promulgated and amended from time to time.

9. Notice of action and reasons. Prompt notice shall be given of the denial in whole or in part of a request of an interested person made in connection with any municipal administrative decision or proceeding when the decision is reserved at the conclusion of the hearing. The notice shall be accompanied by a statement of the grounds for denial.

10. Managers' and attorneys' reports. The city manager and city attorney shall periodically make a public status report on all major matters pending or concluded within their respective offices, except as to any matters which may be privileged, pursuant to law.

11. Budgeting. In addition to any budget required by state statute, the city manager shall prepare a budget showing the cost of each department for each budget year. Prior to the city council's first public hearing on the proposed budget required by state law, the city manager shall make public a budget summary setting forth the proposed cost of each individual department and reflecting the personnel for each, the purposes and the estimated cost of each department.

12. Adequate audits. An annual audit of the city shall be made by an independent certified public accounting firm in accordance with generally accepted auditing standards. The independent city auditor shall be appointed by the city council; both appointment and removal of the independent city auditor shall be made by the city council. A summary of the results of the independent city auditor's annual audit, including any deficiencies found, shall be made public. In making such audit, proprietary functions shall be audited separately and adequate depreciation on proprietary facilities shall be accrued so the public may determine the amount of any direct or indirect subsidy.

13. Representation of public. The city council shall endeavor to provide representation at all proceedings significantly affecting the city and its residents before state, federal or county regulatory bodies.

(b) The foregoing enumeration of citizens' rights vests large and pervasive powers in the citizenry of the City of North Miami. Such power necessarily carries with it responsibility of equal magnitude for the successful operation of government in the city. The orderly, efficient and fair operation of government requires the intelligent participation of individual citizens exercising their rights with dignity and restraint so as to avoid any sweeping acceleration in the cost of government because of the exercise of individual prerogatives, and for individual citizens to grant respect for the dignity of public office.

(c) Remedies for violations. In any suit by a citizen alleging a violation of this Bill of Rights filed in the Miami-Dade County Circuit Court pursuant to its general equity jurisdiction, the plaintiff, if successful, shall be entitled to recover costs as fixed by the court. Any public official or employee who is found by the court to have willfully violated this article shall forthwith forfeit such office or employment.

(d) Construction. All provisions of this article shall be construed to be supplementary to and not in conflict with the general laws of Florida. If any part of this article shall be declared invalid, it shall not affect the validity of the remaining provisions.

ARTICLE III. THE COUNCIL

Sec. 10. Number; selection; term.

(1) The city shall be governed by a mayor and city council. The council shall consist of four (4) councilmembers and a mayor. Four (4) single member districts shall be created for the election of four (4) councilmembers, with such districts to be determined by city ordinance.

(2) Each candidate for council shall run in one (1) of four (4) districts designated as Districts 1, 2, 3, and 4. The mayor shall be elected at large. The terms of the councilmembers shall end on the fourth Tuesday of May of the fourth year of their term or when their successors in office are elected and sworn into office beginning with the election in 2013.

(3) On the second Tuesday in May of each odd-numbered year, two (2) councilmembers shall be elected for a four-year term. No councilmember including the mayor shall serve more than two (2) consecutive terms beginning with the election in 2013. The mayor shall be elected for a two year term. Service will be deemed consecutive unless there is a two-year period during which the individual does not serve as councilmember or mayor ("Break in Service"). Any person serving the maximum amount of years as mayor must have a two-year Break in Service before serving as councilmember. Any person serving the maximum amount of years as councilmember is not mandated to have a two-year Break in Service before serving as mayor. A councilmember candidate must continuously reside and submit a Florida government issued identification (ID) plus one type of residency showing that the candidate has continuously resided in the district for which the candidate is seeking election, for a period of one (1) year prior to the time of qualification and thereafter. A councilmember who changes residence to a location outside of the district shall immediately vacate such office, and such vacancy shall be filled pursuant to this charter. The mayor shall not serve as mayor for more than two (2) consecutive terms and must be a continuous resident of the city for one year prior to the time of qualification and thereafter. Councilmembers serving an unexpired term who desire to run for the office of mayor or in another district shall resign as required by state law. Whenever the term council or councilmembers is used in this charter, it shall be deemed to mean and include the mayor unless otherwise specifically provided.

Sec. 11. Qualifications.

Councilmembers and mayor shall be qualified electors of the city and shall hold no other elective public office. If a councilmember or mayor shall cease to possess any of these qualifications or shall be convicted of crime involving moral turpitude, his office shall immediately become vacant.

Sec. 12. Compensation.

The city council determines the annual salary of the mayor and councilmembers by resolution and cannot exceed the budgeted amount. Business expenses must be in the annual budget and cannot exceed the budgeted amount unless there is good cause shown.

Sec. 13. Presiding officer; mayor.

The mayor shall preside at the meetings of the council and shall be recognized as the head of the city government for all ceremonial purposes and by the governor for purposes of military law, and shall have a voice and vote in the proceedings of the council, but shall have no regular administrative duties. The council shall elect a vice-mayor who shall act as mayor during the absence or disability of the mayor. The vice-mayor shall be elected from among the councilmembers.

Sec. 14. Powers.

All powers of the city and the determination of all matters of policy shall be vested in the council. Without limitation of the foregoing, the council shall have the power to:

(1) Appoint and remove the city manager and city attorney;

(2) Adopt the city budget;

(3) Authorize the issuance of bonds by a bond ordinance;

(4) Inquire into the conduct of any office, department or agency of the city and make investigations as to municipal affairs;

(5) Appoint such boards as may be necessary to perform the duties of this charter;

(6) Adopt plats;

(7) Adopt and modify the official map of the city;

(8) Regulate and restrict the height and number of stories of buildings and other structures, the size of yards and courts, the density of populations and the location and use of buildings for trade, business, residence or other purpose in total conformity with the Comprehensive Plan, as may be amended from time to time.

(9) Provide for safe and sanitary housing accommodations for families of low income;

(10) Create a housing authority;

(11) Adopt, modify and carry out plans proposed by the planning commission for the clearance of slum districts and rehabilitation of blighted areas;

(12) Adopt, modify and carry out plans proposed by the planning commission for the replanning, improvement and redevelopment of any area or district which may have been destroyed in whole or in part by disaster;

(13) Provide for an independent audit;

(14) The council shall have and exercise all powers of the city not specifically conferred upon other officers and employees. It may delegate any powers except the power to fix the rate of taxes, enact ordinances and resolutions, adopt a budget and tax roll, or appropriate money;

(15) The council shall have the power of granting franchises for public utilities by ordinance;

(16) The council by ordinance may create, change, and abolish offices, departments or agencies, other than the offices, departments and agencies established by this charter;

(17) Adopt legislation;

(18) Determine the tax levied;

(19) The council shall be the judge of the election and qualifications of its members and for such purpose shall have power to subpoena witnesses and require the production of records, but the decision of the council in any such case shall be subject to review by the courts.

Sec. 15. Vacancies on the council.

Vacancies on the council shall be filled for the remainder of the unexpired term of the councilmember whose seat becomes vacant in the following manner:

(1) If the vacancy occurs because of resignation by a councilmember who is seeking other elective office, the election for which office includes the electors of the City of North Miami, such councilmember must file a written resignation with the city clerk at least ten (10) days prior to the earliest qualifying date for such other elective office (the resignation to become effective upon a successor's being sworn into office) and a successor shall be elected in the same election with qualifying concurrent with the qualifying dates of the office sought by the resigning councilmember.

(2) If the office of a councilmember becomes vacant on or before the councilmember has served one half of his or her term plus one day, a regular or special election shall be held within sixty (60) days to fill the vacancy for the balance of the term. If the office of a councilmember

becomes vacant more than one half of his or her term plus one day after the councilmember takes office, then the remaining members of the council shall choose a successor and such appointee shall fill the vacancy for the balance of the term.

(3) In accordance with subsection (1) or (2), if a vacancy is to be filled at other than a regular city election, and the city clerk certifies that the city candidates cannot be included on the ballot, then the vacancy shall be filled as provided in subsection (2) as though there were no other election being held.

(4) Nominations and the conduct of the election shall be as otherwise provided in this charter and by law, and notice of election shall be posted in the city hall and published in a newspaper of general circulation in the City of North Miami once a week for four (4) consecutive weeks preceding the holding of the election.

Sec. 16. Independent annual audit.

Prior to the end of each fiscal year the council shall designate qualified public accountants who, as of the end of the fiscal year, shall make an independent audit of accounts and other evidences of financial transactions of the city government and shall submit their report to the council and to the city manager. Such accountants shall have no personal interest, direct or indirect, in the fiscal affairs of the city government or of any of its officers. They shall not maintain any accounts or records of the city business, but, within specifications approved by the council, shall post-audit the books and documents kept by the department of finance and any separate or subordinate accounts kept by any other office, department or agency of the city government.

ARTICLE IV. THE CITY MANAGER

Sec. 17. Appointment of city manager.

The council shall appoint an officer of the city who shall have the title of city manager and who shall have the powers and perform the duties in this charter provided. No councilmember or member of the charter board shall receive such appointment during the term which he shall have been elected nor within two (2) years after the expiration of his term of office.

Sec. 18. Removal of city manager.

The council shall appoint the city manager and may remove him by a majority vote of its members. At least thirty (30) days before such removal shall become effective, the council shall by a majority vote of its members adopt a preliminary resolution stating the reasons for his removal. The manager may reply in writing and may request a public hearing, which shall be held not earlier than twenty (20) days nor later than thirty (30) days after the filing of such request. After such public hearing, if one be requested, and after full consideration, the council by majority vote of its members may adopt a final resolution of removal. By the preliminary resolution the council may suspend the manager from duty, but shall in any case cause to be paid

him forthwith any unpaid balance of his salary and his salary for the next three (3) calendar months following the adoption of the preliminary resolution.

Sec. 19. Council not to interfere in appointments or removals.

Neither the council nor any of its members shall direct or request the appointment of any person to, or his removal from, office by the city manager or by any of his subordinates, or in any manner take part in the appointment or removal of officers and employees in the administrative service of the city. Except for the purpose of inquiry, the council and its members shall deal with the administrative services solely through the city manager and neither the council nor any member thereof shall give orders to any subordinates of the city manager, either publicly or privately. Any councilmember violating the provisions of this section, or voting for a resolution or ordinance in violation of this section, shall be guilty of a misdemeanor and upon conviction thereof shall cease to be a councilmember.

Sec. 20. Qualifications.

The city council shall appoint a city manager and fix the manager's compensation. The city manager shall be appointed solely on the basis of executive and administrative qualifications.

Sec. 21. Powers and duties.

The city manager shall be the chief administrative officer of the city, responsible to the council for the administration of all city affairs placed in the manager's charge by or under this charter.

The powers and duties of the city manager shall be:

(1) To see that the laws and ordinances are enforced.

(2) To appoint and remove all employees.

(3) To exercise control of all departments that may be created by the council.

(4) To recommend to the council for adoption such measures as he or she may deem necessary or expedient.

(5) To keep the council fully advised as to the financial condition of the city.

(6) To inquire into the conduct of any office, department, agency, or officer of the city and to make investigations as to municipal affairs, and for that purpose may subpoena witnesses, administer oaths, and compel the production of books, papers, and other evidence. Failure to obey such subpoena or to produce books, papers, or other evidence as ordered under the provisions of this section shall constitute a misdemeanor and shall be punishable by a fine not to exceed one hundred fifty dollars ($150), or by imprisonment not to exceed sixty (60) days or both.

(7) To perform such other duties as may be required of him by resolution or ordinances of the council.

Sec. 22. Absence of city manager.

To perform his duties during his temporary absence or disability, the manager may designate a qualified administrative officer of the city. In the event of failure of the manager to make such designation, the council may by resolution appoint an officer of the city to perform the duties of the manager until he shall return or his disability shall cease.

ARTICLE V. BUDGET, TAXATION AND FINANCE

Sec. 23. Fiscal year.

The fiscal year of the city government shall begin on the first day of October and shall end on the last day of September of each calendar year, of the following year, which also constitutes the budget and accounting year. As used in this charter, the term "budget year" shall mean the fiscal year for which any particular budget is adopted and in which it is administered.

Sec. 24. Preparation and submission of budget.

The city manager, at least thirty-five (35) days prior to the beginning of each budget year, shall submit to the council a budget and an explanatory budget message. The city manager's budget message shall explain the budget, describe the important features of the budget, indicate major changes from the current year, and include such other materials as the city manager deems desirable.

For such purpose, at such date as he shall determine, he, or an officer designated by him, shall obtain from the head of each office, department or agency estimates of revenue and expenditure of that office, department or agency, detailed by organization units and character and object of expenditure, and such other supporting data as he may request; together with an estimate of all capital projects pending or which such department head believes should be undertaken (a) within the budget year and (b) within the five (5) next succeeding years. In preparing the budget, the city manager shall review the estimates, shall hold hearings thereon and may revise the estimates, as he may deem advisable.

Sec. 25. Date of final adoption; failure to adopt.

The council shall adopt a final budget and thereupon shall fix the millage, or rate of taxation and levy taxes sufficient to pay the amounts included in the budget so adopted. The budget shall be finally adopted not later than the twenty-seventh day of the last month of the current fiscal year. Should the council take no final action on or prior to such day, the budget, as submitted, shall be deemed to have been finally adopted by the council.

Sec. 26. Budget establishes amount to be raised by property tax; certification to taxing authority.

From the effective date of the budget, the amount stated therein as the amount to be raised by property tax shall constitute a determination of the amount of the levy for the purposes of the city, in the corresponding tax year. The city manager or designee shall file the required documents in accordance with applicable law.

Sec. 27. Budget.

The budget shall provide a complete financial plan for the upcoming fiscal year and shall be in such form as the city manager deems desirable. It shall include, at least the following information:

(1) Fund summary. A summary of the amounts proposed in each of the funds;

(2) Anticipated income. Estimates of all anticipated income from all sources, showing the amounts received by the city from each of the same or similar sources for the last preceding and current fiscal years;

(3) Proposed expenditures. Estimates of all proposed expenditures, showing the expenditures for corresponding items for the last preceding and current fiscal years;

(4) Tax rate. Summary of the tax rate by fund including the debt service;

(5) Capital program. A list of proposed new capital items and their respective amounts and a separate plan for a five-year capital improvement program, prepared by the planning commission, for the five (5) fiscal years next succeeding the budget year;

(6) Such other supporting schedules as the manager deems necessary.

Total anticipated revenues shall equal total proposed expenditures.

Sec. 28. Contracts extending beyond one year.

No contract involving the payment of money out of the appropriations of more than one (1) year shall be made for a period of more than five (5) years; nor shall any such contract be valid unless made or approved by ordinance.

Sec. 29. Official bonds.

The city manager, the director of finance and such other officers or employees as the council may by general ordinance require so to do, shall give bond in such amount and with such surety as may be approved by the council. The premiums on such bonds shall be paid by the city.

Sec. 30. Property subject to tax.

All real property and personal property within the city not expressly exempted by law shall be subject to annual taxation at its true value.

Sec. 31. Taxes, state law to apply.

The general law of the State of Florida upon the subject of taxation shall apply to and govern in the assessment, levy and collection of taxes in the City of North Miami and in the return and sale of property delinquent therefor; and in the penalties for the nonpayment thereof, and shall also apply and govern in respect to the powers, duties and liabilities of persons and property touching and concerning such taxes, and shall have full force and effect in said city as far as same may be applicable, except as herein otherwise provided.

Sec. 32. Power to incur indebtedness by issuing bond and notes.

The city may incur indebtedness by issuing its negotiable bonds, and notes in anticipation of bonds, pursuant to this charter, to finance any capital project which it may lawfully construct or acquire.

Sec. 33. Bond ordinance; vote required.

The city shall authorize the issuance of bonds by a "bond ordinance" passed by the affirmative votes of at least three-fifths of all the members of its council, as provided by this charter.

ARTICLE VI. DEPARTMENT OF LAW

Sec. 34. Legal department; city attorney, appointment.

There shall be a department of law, the head of which shall be the city attorney, who shall be appointed by the council and who shall have practiced law in the State of Florida for three (3) years before his or her appointment. Said attorney shall receive a salary which shall be fixed in advance by the council by ordinance and shall be included in the budget for the succeeding year as provided for in Article V.

Sec. 35. Powers and duties of the city attorney.

The city attorney shall be the chief legal advisor to the council and all officers, agents, and employees of the city in all matters relating to their official powers and duties. He or she shall represent the city in all legal proceedings.

ARTICLE VII. ELECTIONS

Sec. 36. Municipal elections.

The regular election for councilmembers, mayor and city clerk when applicable shall be held on the second Tuesday in May in odd-numbered years.

Should the council determine that by reason of the happening of a disaster or of an impending disaster, such election should not be held, it may by resolution authorize the mayor by proclamation to postpone the holding of the election for a period not to exceed fourteen (14) days. Such proclamation shall be posted in the city hall not less than ten (10) hours prior to the opening of the polling place or places for such elections and shall specify the time to which the election is to be postponed. The term "qualified elector" as used in this charter shall mean a citizen having the qualifications required by law to vote in the city who is at the time registered to vote, or, if no later complete registration is in effect at the time, was registered to vote in the city at the last preceding general election. Any special election of the council shall be held as nearly as practicable according to provisions for a regular election.

Sec. 37. Induction of council into office; meetings of council.

The first meeting of each newly elected council for induction into office shall be held at 7:00 o'clock in the evening on the second Tuesday next following the general election (the first Tuesday after the runoff, if any) after which the council shall meet regularly at such times as may be prescribed by ordinance, but no less frequently than once each month. All meetings of the council shall be open to the public. No council meeting shall be held on the day or evening of a general city election nor of a city runoff election, if any.

Sec. 38. Selection of candidates.

In any election held hereunder, candidates for council, mayor or city clerk receiving at least fifty (50) percent plus one (1) of the votes cast in their respective groups shall be deemed elected to the vacancies to be filled. Where no candidate receives a least fifty (50) percent plus one (1) of the votes cast in his/her group or for mayor, a runoff election between the two (2) highest candidates in the group or for mayor shall be held on a date established by the city council, by ordinance, which shall not be more than three (3) weeks after the regular election and the candidates receiving at least fifty (50) percent plus one (1) of the votes in the runoff election shall be deemed elected to the vacancy in that group or for mayor. In the event that the two (2) candidates in the runoff receive an equal number of votes, then there shall be another runoff election on a date established by the city council, by ordinance, which shall not be more than three (3) weeks after the previous runoff election, until a candidate shall have received at least fifty (50) percent plus one (1) vote of the people.

Sec. 39. Regulations of elections.

The council shall provide by ordinance for the supervision and conduct of the elections. It shall make all regulations not inconsistent herewith for the conduct of such elections and the recount of ballots in case of doubt or fraud.

Sec. 40. Qualification of candidates.

(a) Any qualified elector, as described in Article III, Section 10 above, of the city may qualify and run for a single council district seat, for mayor, or for city clerk by filing such intention in writing with the city election authorities not earlier than forty-three (43) days nor later than thirty-five (35) days before the election, such intention to be in substantially the following form:

(b) I, the undersigned, an elector of the City of North Miami, whose residence is _____ hereby announce my candidacy for the office of (councilmember, District No. _____ (for mayor), (for city clerk) to be voted for at the election to be held on the day of _____ 20, _____ and I hereby agree to serve if elected.

Signature of candidate _____

Date and hour filing _____

Received by _____

(signature of election official)

(c) No intention or announcement of candidacy shall be accepted by the election authorities unless accompanied by a qualifying fee to be paid by the candidate in the sum of five (5) percent of the yearly salary which a councilmember is then entitled to receive. The officer who receives the qualifying fee shall issue a receipt. Such qualifying fee shall be returned to the candidate if the candidate becomes ineligible or withdraws such candidacy not later than the close of qualifying. Any candidate may withdraw such candidacy not later than the last day for filing same by filing a notice of withdrawal with the city clerk.

Sec. 41. Council ballots.

(a) The full names of all candidates nominated for the council as hereinbefore provided, except such as may have withdrawn, died or become ineligible, shall be printed on the official ballots. If two (2) candidates with the same surname, or with names so similar as to be likely to cause confusion, are qualified, some differentiation between the two (2) shall be placed on the ballot.

(b) The names of the candidates shall be arranged in the alphabetical order of their surnames within each group and for mayor.

Sec. 42. Voting machines.

The council shall have the power to provide for the use of mechanical or other devices for voting counting the votes in accordance with Chapter 101, Florida Statutes.

Sec. 43. Public supervision and information.

(a) At each election of the council any regularly nominated candidate shall be entitled upon written application to the election authorities at least five (5) days before the election:

(1) To appoint one (1) person and one (1) alternate to represent him as watcher and challenger at each polling place. Any person so appointed shall have all the rights and privileges prescribed by law for other watchers and challengers at any election in the same place, but a watcher and his alternate shall not have the right both to remain within the voting place at the same time.

(2) To appoint one (1) representative at the count in the central counting place, who shall have full authority to move anywhere within the central counting quarters and to inspect all activities of the count without interfering therewith.

(b) The election authorities shall permit candidates to make substitutions for persons originally appointed as watchers, challengers, representatives or observers.

(c) The candidates, representatives of the press and, so far as may be consistent with good order and convenience, the public shall be afforded every facility for being present and witnessing the count.

Sec. 44. Recall of elected officials.

All elected officers of the City of North Miami shall be subject to recall from office in accordance with the provisions of section 100.361 Florida Statutes, as amended, or such other procedure as may be permitted by state law.

Sec. 45. Power of initiative.

The electors shall have power to propose any ordinance except an ordinance appropriating money or authorizing the levy of taxes, and to adopt or reject the same at the polls, such power being known as the initiative. Any initiated ordinance may be submitted to the council by a petition signed by qualified electors of the city equal in number to at least ten (10) percent of the registered voters at the last regular municipal election.

Sec. 46. Power of referendum.

The electors shall have power to approve or reject at the polls any ordinance passed by the council, or submitted by the council to a vote of the electors. Ordinances submitted to the council

by initiative petition and passed by the council without change shall be subject to the referendum in the same manner as other ordinances. Within twenty (20) days after the enactment by the council of any ordinance which is subject to a referendum, a petition signed by qualified electors of the city equal in number by at least ten (10) percent of the registered voters at the last preceding regular municipal election may be filed with the city clerk requesting that any such ordinance be either repealed or submitted to a vote of the electors.

Sec. 47. Form of petitions; committee of petitioners.

All petition papers circulated for the purposes initiative or referendum shall be uniform in and style. Initiative petition papers shall contain the full text of the proposed ordinance. The signatures to initiative or referendum petition need not all be appended to one (1) paper, but each separate petition there shall be attached to a statement of the circulator thereof as provided by this section. Each signer of any such petition paper shall sign his name in ink or indelible pencil and shall indicate after his name his place of residence by street and number, or other description sufficient to identify the place. There shall appear on each petition the names and addresses of the same five (5) electors, who, as a committee of the petitioners, shall be regarded as responsible for the circulation and filing of the petition. Attached to each separate petition paper there shall be an affidavit of the circulator thereof that he, and he only, personally circulated the foregoing paper, that it bears a stated number of signatures, that all the signatures appended thereto were made in his presence, and that he believes them to be the genuine signatures of the persons whose names they purport to be.

Sec. 48. Filing, examination and certification of petitions.

All petition papers comprising an initiative or referendum petition shall be assembled and filed with the city clerk as one (1) instrument. Within twenty (20) days after a petition is filed, the city clerk shall determine whether each paper of the petition has a proper statement of the circulator and whether petition is signed by a sufficient number of qualified electors. The city clerk shall declare any petition paper entirely invalid which does not have attached thereto an affidavit signed by the circulator thereof. If a petition paper is found to be signed by more persons than the number of signatures certified by the circulator, the last signatures in excess of the number certified shall be disregarded If a petition paper is found to be signed by fewer persons than the number certified, the signatures shall be accepted unless void on other grounds. After completing his examination of the petition, the city clerk shall certify the result thereof to the council at its next regular meeting. If he shall certify that the petition is insufficient he shall set forth in his certificate the particulars in which it is defective and shall at once notify the committee of the petitioners of his findings.

Sec. 49. Amendment of petitions

An initiative or referendum petition may be amended at any time within ten (10) days after the notification of insufficiency has been sent by the city clerk, by filing a supplementary petition

upon additional papers signed and filed as provided in case of an original petition. The city clerk shall, within five (5) days after such an amendment is filed, make examination of the amended petition and, if the petition be still insufficient, he shall file his certificate to that effect in his office and notify the committee of the petitioners of his findings and no further action shall be had on such insufficient petition. The finding of the insufficiency of a petition shall not prejudice the filing of a new petition for the same purpose, unless the time for filing has expired.

Sec. 50. Effect of certification of referendum petition.

When a referendum petition, or amended petition as defined in section 72 of this charter, has been certified as sufficient by the city clerk, the ordinance specified in the petition shall not go into effect, or further action thereunder shall be suspended if it shall have gone into effect, until and unless approved by the electors, as hereinafter provided.

Sec. 51. Consideration by council.

Whenever the council receives a certified initiative or referendum petition from the city clerk, it shall proceed at once to consider such petition. A proposed initiative ordinance shall be read and provision shall be made for a public hearing upon the proposed ordinance. The council shall take final action on the ordinance not later than sixty (60) days after the date on which such ordinance was submitted to the council by the city clerk. A referred ordinance shall be reconsidered by the council and its final vote upon such reconsideration shall be upon the question, "Shall the ordinance specified in the referendum petition be repealed?"

Sec. 52. Submission to electors.

If the council shall fail to pass an ordinance proposed by initiative petition, or shall pass it in a form different from that set forth in the petition, or if the council fails to repeal a referred ordinance, the proposed or referred ordinance shall be submitted to the electors not less than thirty (30) days nor more than one (1) year from the date the council takes its final vote thereon. The council may, in its discretion, and if no regular election is to be held within such period shall, provide for a special election.

Sec. 53. Form of ballot for initiated and referred ordinances.

Ordinances submitted to vote of the electors in accordance with the initiative and referendum provisions of this charter shall be submitted by ballot title, which shall be prepared in all cases by the city attorney or other principal legal adviser of the city. The ballot title may be different from the legal title of any such initiated or referred ordinance and shall be a clear, concise statement, without argument or prejudice, descriptive of the substance of such ordinance. The ballot used in voting upon any ordinance, if a paper ballot, shall have below the ballot title the following propositions, one (1) above the other, in the order indicated: "FOR THE ORDINANCE" and "AGAINST THE ORDINANCE." Immediately at the left of each proposition there shall be a

square in which by making a cross (X) the elector may vote for or against the ordinance. Any number of ordinances may be voted on at the same election and may be submitted on the same ballot, but any paper ballot used for voting thereon shall be for that purpose only. If voting machines are used, the ballot title of any ordinance shall have below it the same two (2) propositions, one (1) above the other or one (1) preceding the other in the order indicated, and the elector shall be given an opportunity to vote for either of the two (2) propositions and thereby to vote for or against the ordinance.

Sec. 54. Availability of list of qualified electors.

If any organization or group requests it for the purpose of circulating descriptive matter relating to the ordinance to be voted on, the board of elections or city clerk or other office, department or agency of the city having the list of qualified electors shall either permit such organization or group to copy the names and addresses of the qualified electors or furnish it with a list thereof.

Sec. 55. Results of election.

If a majority of the electors voting on a proposed initiative ordinance shall vote in favor thereof, it shall thereupon be an ordinance of the city. A referred ordinance which is not approved by a majority of the electors voting thereon shall thereupon be deemed repealed. If conflicting ordinances are approved by the electors at the same election, the one receiving the greatest number of affirmative votes shall prevail to the extent of such conflict.

Sec. 56. Repealing ordinances; publication.

Initiative and referendum ordinances adopted or approved by the electors shall be published as in the case of other ordinances, and may be amended or repealed by the unanimous vote of the entire council.

ARTICLE VIII. CITY CLERK

Sec. 57. Elected officials.

Anything in this charter to the contrary notwithstanding, the city clerk shall continue to be elected by the people in the same manner as is now provided by law, and shall perform such duties as may now or hereafter be provided by ordinance.

Sec. 58. City clerk; election.

(a) On the second Tuesday in May of an odd-numbered year, the city clerk shall be elected to hold office for a term of four (4) years and until his or her successor is elected and qualified but beginning in 2013 shall be limited to serving no more than two consecutive terms. In the event that no candidate receives a majority of the votes cast, then a runoff election shall be held between the two (2) candidates receiving the highest number of votes at the time and in the manner set forth in 61. In the event a vacancy occurs in the office of city clerk, the deputy city

clerk shall assume the duties of the city clerk. Such vacancy shall be filled for a full four-year term in the next regular election being held for the City of North Miami.

(b) Qualifications. Except as otherwise provided below, any qualified voter of the City of North Miami may qualify and run for the office of city clerk. Such candidate must have been a resident of this city for at least one (1) year prior to qualifying. The city council may, by ordinance, establish additional qualifications, applicable subsequent to the May 1985 election of the city clerk.

(c) Duties.

(1) Give notice of regular and special council meetings.

(2) Keep a journal of the council proceedings and record in full in a book kept for the purpose, all ordinances and resolutions as may be enacted and adopted by the council.

(3) Be the keeper of official city contracts.

(4) Be responsible for issuing occupational licenses and the billing and collection of said license fees.

(5) Shall act as supervisor of all City of North Miami elections.

(6) Reserved.

(7) Shall perform such other duties as shall be required of him by ordinance.

(d) Salary. The city clerk shall receive a salary which shall be fixed in advance by the city council by ordinance, and which salary shall be included in the budget.

CITY OF NORTH MIAMI

CAROL KEYS, ESQ.
Councilwoman

Personal
Carol Keys is a real estate attorney (admitted to the Florida Bar 1978) and is the Owner of Keys Title Company, established in North Miami in 1998. She is a lifelong resident of the city, still residing in the home in which she grew up.

Named by the North Miami Mayor's Economic Task Force as Activist of the Year in 2000, Carol has committed herself to improving the quality of life for North Miami resident's, with a special emphasis on the more vulnerable: children and the elderly.

Education
University of Miami, Masters of Law in Taxation
Cumberland School of Law at Samford University, Juris Doctor
University of Florida, Masters of Science in Accounting
University of Florida, Bachelor of Science in Accounting and Business Administration
Miami-Dade Community College, Associate of Arts

Community Involvement
Growing up in North Miami, Carol Keys was inspired to be actively involved in the community. She has served on City advisory boards, such as the Board of Adjustment (1998-2013), the Floodplain Committee (2002-2013), the Charter Review Board (2012-13). She has also served as past President and Director of the Police Athletic League (PAL) of North Miami, to give guidance to the organization's variety of programs that serve North Miami's youth.

Associations and Memberships
The Florida Bar, Member since 1978
North Dade Bar Association, Member since 1978
Greater North Miami Chamber of Commerce
- President, 2004-06
- Board of Directors, 1992–present

North Dade and the Beaches Real Estate Council, Treasurer, 2007-present
North Miami Foundation for Senior Citizens, Board of Directors, 1996-present
Keystone Point Homeowner's Association–President, 2011–present; member since 1994

Contact
North Miami Office of the Mayor and Council

305-895-9815 or 305-895-9818

E-mail: ckeys@northmiamifl.gov

CITY OF NORTH MIAMI

Scott Galvin
Councilman - District 1

Personal

Scott Galvin is a lifelong resident of North Miami. He was inspired to government service at a young age, having served as Senior Class President at North Miami Senior High.

Galvin's work experience is focused on education. He has taught History at the secondary level at public and private schools in the North Miami area. He is currently the Vice President of Education for Junior Achievement of Greater Miami.

Education

Florida International University, B.S. in Political Science
North Miami Senior High School

Community Involvement

First elected to the North Miami City Council in May 1999, Galvin has served as the District 1 representative on the council ever since, winning elections in 2003, 2007 and 2011. His current term expires in May 2015. He continues to demonstrate his support as an alumni of North Miami Senior High. He established the *Pioneer Pride Fund* in 2003, to benefit programs at the school.

Associations and Memberships

- AIDS Healthcare Foundation, Board of Directors
- Florida Marlins Foundation, Advisory Board
- North Miami Mayor's Economic Task Force, Board of Directors
- Friends of the North Miami Public Library, Member
- Greater North Miami Chamber of Commerce, Member and Past President
- North Miami Jaycees, Member and Past President
- Greater North Miami Historical Society, Founding Member
- Miami-Dade Gay and Lesbian Chamber of Commerce, Member
- Gay and Lesbian Community Center, Member

Contact

North Miami Office of the Mayor and Council

305-895-9815 or 305-895-9818

E-Mail: scott@scott-galvin.com

CITY OF NORTH MIAMI

LUCIE TONDREAU
Mayor

Personal

A native of Haiti, Lucie Tondreau immigrated to Montreal, Canada with her parents at the age of 7.

In 1981, she settled in New York City, where she became intensely involved with the Haitian community. She felt compelled to keep the community informed through various media outlets.

In 1984, Tondreau relocated to Miami where she became even more committed to assist Haitians immigrants to assimilate in the United States. During that year, she joined the Haitian Refugee Center and the Haitian American Community of Dade (HACAD) as a board member and a social service specialist. In that capacity, she provided counseling and other social services to hundreds of Haitians.

Ms. Tondreau is the mother of three children. She is the CEO of Tondreau & Associates, a public relations firm that the established in 1999. Since being elected Mayor of North Miami in June 2013, she still finds the time to actively serve on a variety of advisory boards that cover a variety of fields from advocating for needs in the Haitian community, to transportation and women's issues.

Community Involvement

Lucie Tondreau has led an active life of civic engagement. She has worked as a social service specialist, counselor, language instructor and a popular radio personality. Following the impact of Hurricane Wilma to South Florida, she organized a group of volunteers to help the less fortunate deal with the aftermath of the storm. Her efforts led to the daily distribution of 500 plates of food serving the elderly, the handicapped, pregnant women and those with health issues.

Associations and Memberships

Mayor Lucie Tondreau is a board member of these following associations:

- Metropolitan Planning Organization
- Florida Commission on the Status of Women
- Haitian-American Grassroots Coalition
- Miami-Dade Art in Public Places
- ASPIRA
- Haitian Political Action Committee
- The Citizen Independent Transportation Committee
- Caribbean Pan-African Network and the 79th Street Corridor

Contact

North Miami Office of the Mayor and Council

305-895-9815 or 305-895-9818

E-mail: ltondreau@northmiamifl.gov

NORTH MIAMI
FLORIDA
776 N.E. 125 Street, North Miami, Florida 33161

Council Report

To: The Honorable Mayor and City Council

From: Jeff Geimer, Director of Parks and Recreation

Date: July 9, 2013

RE: Charter Senior High School Application

RECOMMENDATION

Staff is recommending adoption of the attached resolution authorizing the City Manager to submit an application to establish the City of North Miami Charter School for grades nine through twelve.

BACKGROUND

In April 2013, the City began the process of investigating the feasibility of opening a charter senior high school on the western eight acres of the Claude Pepper Park property. A project team consisting of the City Manager, Deputy City Manager, Community Planning and Development Director and the Director of Parks and Recreation was formed to determine if the project was feasible and, if feasible, move the project along. The investigative phase included bringing a consultant on-board to assist with the process, initial discussions with existing charter school builders, developers, and management companies, meetings with potential partners, and the development of a preliminary budget to determine if the project could financially succeed.

In June 2013, the project team determined that a charter senior high school in this area would be feasible and chose to move ahead with the charter school application. A letter of intent to submit an application was forwarded to Miami-Dade County Public Schools on June 24.

The deadline imposed by Miami-Dade County Public Schools for submission of a charter school application is August 1, 2013.

ADDITIONAL INFORMATION

The School Board staff will spend the next three months reviewing and evaluating all of the submitted applications. In November 2013, the applications will be submitted to the School Board for consideration. Upon approval, charter school contract negotiations will take place. In the first quarter of 2014, public hearings will be held and the contract will be executed.

In August 2014, the school will be opened to ninth and tenth grade students. Over the next two years, eleventh (2015) and twelfth (2016) grades will be added and the first graduation for seniors will take place in the spring of 2017.

ATTACHMENTS

Resolution
Letter of Intent

OFFICE OF THE CITY ATTORNEY

July 25, 2013

Ms. Tiffanie Pauline, Assistant Superintendent
Miami-Dade County Public Schools
Charter School Support
1450 NE Second Avenue, 8th Floor
Miami, Florida 33132

RE: City of North Miami Proposed Public Safety Academy Charter

Dear Ms. Pauline:

As you are aware, the City of North Miami (hereinafter "City"), will be submitting an application to the School Board of Miami-Dade County (hereinafter "School Board"), for the establishment of a proposed Public Safety Academy Charter School for grades nine (9) through twelve (12), in the western portion of the City of North Miami.

It has come to my attention that there is some question about the applicability of a provision in the Amended and Restated Interlocal Agreement (hereinafter, Agreement"), between the School Board and the City. The relevant portion of Section 13 of the Agreement provides that:

> The City covenants and agrees that, during the terms of the Ground Leases (as same may be extended), the City shall not seek, approve or accept any charter school within the City that would compete with NMHS, BLHS or the K to 8 Educational Center for so long as such facility is operated for school purposes.

The City vehemently maintains that an application for a Public Safety Academy Charter School in the western part of the City in no way competes with North Miami Senior High School, Alonzo and Tracy Mourning Senior High School (replaced BLHS), and David Lawrence Jr. (K-8 Center).

At the outset, the general rule of contract construction and interpretation dictates that contract terms are given their plain meaning. Merriam Webster's Collegiate Dictionary defines *compete* as "to strive consciously or unconsciously for an objective (as position, profit, or a prize): be in a state of rivalry . . . competing teams . . . companies competing for customers."

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To be sure, in establishing a Charter School, the City would not be in a state of rivalry with the School Board. To the contrary, the Charter School would provide a unique curriculum (specializing in police and law enforcement) not offered at any of the area Schools. Furthermore, at least a portion of the student population would be derived from an area outside of the boundaries of North Miami Senior and Alonzo and Tracy Mourning.

Finally, in drafting the Agreement, the parties did indeed contemplate the allowance of a charter school or the language would have simply read "*that the City shall not seek, approve or accept* ***any*** *charter school within the City,*" without the limitation of the word "compete." Had the School Board meant to preclude the City from seeking to establish *any* Charter School in the City, it would have and could have easily done so.

It is clear from the plain meaning of the language that the School Board and the City's intent was ***not*** to preclude the establishment of any charter school in the City, but rather to preclude the establishment of a charter school that would compete with the other Schools. Because of the unique curriculum, the population need and other factors outlined in the City's application, there is no competition and no prohibition arising from the Agreement.

Should you wish to discuss the matter further, please do not hesitate to contact me. Thank you for your consideration.

Sincerely,

Regine M. Monestime
City Attorney

cc: Stephen E. Johnson, City Manager

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