



## **Board of Directors' Meeting**

**Tuesday, June 23, 2015**

**9:00 AM**



# Four Corners Charter School, Inc.

## Board of Directors' Meeting

Tuesday, June 23, 2015 | 9:00 a.m.  
School District of Osceola County  
817 Bill Beck Blvd, Building 1000 | Kissimmee, FL 34744



## Agenda

### Call to Order

### Roll Call

- I. **Public Comments**
- II. **Administrative**
  - Approval of May 4, 2015 Minutes
- III. **Financials**
  - Q3 Financials
  - 2015-16 Budget Presentation
- IV. **New Business**
  - Submission of CSUSA Student Progression Plan to district
  - Audit Engagement Letter
  - Sublease Agreement
  - 2005 COP Bond refunding
- V. **Old Business**
  - Management Agreement
- VI. **Adjournment**

◀ **Next Meeting: Tuesday, August 4<sup>th</sup> at 3:00pm** ▶

## **MEETING MINUTES**

**Name of Foundation:** Four Corners Charter School, Inc.  
**Board Meeting:** Monday, May 4, 2015  
**School(s):** Four Corners Charter School

*The minutes of Sunshine Law meetings need not be verbatim transcripts of the meeting. These minutes are a brief summary of the events of the meeting.*

<b>Date:</b>	<b>Start</b>	<b>End</b>	<b>Next Meeting:</b>	<b>Next time:</b>	<b>Prepared by:</b>
May 4, 2015	10:12 a.m.	10:57 a.m.	June 8 <sup>th</sup> , 2015	10:00 a.m.	A. Craig
<b>Meeting Location:</b>					
Four Corners Charter School, 9100 Teacher Lane, Davenport, FL 33897					

<b>Attended by:</b>	
<b>Board Members:</b> Tim Weisheyer, Chairman Jay Wheeler, Director Jose Gonzalez, Director Marc Dodd, Director Ricky Booth, Director	<b>Other Attendees:</b> Denise Thompson, Principal at Four Corner Charter School Joe Chillers, Assistant Principal, CSUSA April Williams, Regional Director, CSUSA Derek Kelmanson, Sr. Manager of Business Development, CSUSA Keisha Smith, Director of Board Governance, CSUSA Allison Craig, Governing Board Coordinator, CSUSA Dr. Sonia Esposito, Osceola School District Cherish Benedict, Osceola County School Board Attorney Angela Barner, Sr. Accountant, Osceola District Gary Sermersheim, Accountant, Osceola County

### **CALL TO ORDER**

Pursuant to public notice, the meeting commenced at 10:12 a.m. with a Call to Order by Tim Weisheyer. Roll call was taken and quorum established.

#### **I. PUBLIC COMMENTS**

- There were no public comments.

#### **II. ADMINISTRATIVE**

##### Approval of February 12, 2015 Minutes

The board reviewed the minutes of the February 12, 2015 meeting.

**ACTION: Motion was made by Jay Wheeler and seconded by Ricky Booth to approve the minutes of the February 12, 2015, Four Corners Charter School, Inc. meeting. Motion was approved unanimously (5-0, 0 absent).**

#### **III. SCHOOL RELATED REPORTS**

##### School Report

- Principal Thompson presented the Four Corners Charter School report to the board to include reported enrollment of 1072 students.

- Principal Thompson also reported on current staff openings, professional development topics and PTC Events and highlights, specifically the recent drama production.
- Principal Thompson shared the school's FSA experience, and confirmed that all technology glitches were at the state or district level. There weren't any glitches at the school level.

#### IV. OLD BUSINESS

##### Articulation Agreement

- The board and board attorney reviewed and approved the Articulation Agreement between Four Corners Charter School, Inc. and Renaissance Charter Schools, Inc.

#### V. NEW BUSINESS

##### Approval of Name Change

- The board discussed different options for changing the name of the school in anticipation of the expansion.

**ACTION: Motion was made by Jay Wheeler and seconded by Ricky Booth to amend the name of Four Corners Charter School to Four Corners Charter Elementary School. Motion was approved unanimously (5-0).**

##### 2015-16 Meeting Calendar

- The board discussed the 2015-15 Meeting Calendar and will consider the presented dates.
- The next two meetings have been scheduled for June 8<sup>th</sup> and August 4<sup>th</sup>.

#### VI. FINANCIALS

##### 2015 Audit Engagement Letter for FCCS

- The board reviewed the 2015 Audit Engagement Letter for Four Corner Charter School.

**ACTION: Motion was made by Jay Wheeler and seconded by Jose Gonzalez to approve the 2015 Audit Engagement Letter for Four Corners Charter School. Motion was approved unanimously (5-0).**

##### 2015 Audit Engagement Letter for FCCS, Inc.

- The board reviewed the 2015 Audit Engagement Letter for FCCS, Inc.

**ACTION: Motion was made by Jay Wheeler and seconded by Jose Gonzalez to approve the 2015 Audit Engagement Letter for FCCS, Inc. Motion was approved unanimously (5-0).**

##### FCCS, Inc. Quarterly Financial Reports

- Angela Barner presented the 3<sup>rd</sup> Quarter Financial Report for Four Corners Charter School Inc.

**ACTION: Motion was made by Jay Wheeler and seconded by Ricky Booth to approve the 3<sup>rd</sup> Quarter Financials for Four Corners Charter School, Inc.**

##### FCCS, Inc. Budget Amendment – February FTE

- Angela Barner presented the 2014-15 Budget Amendment #2 as it relates to the February FTE.

**ACTION: Motion was made by Jay Wheeler and seconded by Ricky Booth to approve the 2014-15 Budget Amendment #2 for FCCS Inc.. Motion was approved unanimously (5-0).**

FCCS, Inc. FY 2015-16 Preliminary Budget

- Angela Barner presented the 2015-16 Preliminary Budget for Four Corners Charter School, Inc.

**ACTION: Motion was made by Jay Wheeler and seconded by Ricky Booth to approve the 2015-16 Preliminary Budget for Four Corners Charter School, Inc. Motion was approved unanimously (5-0).**

**VII. ADJOURNMENT**

**ACTION: Motion was made by Jose Gonzalez and seconded by Ricky Booth to adjourn the Four Corners Charter School, Inc. board meeting. Motion was approved unanimously (5-0).**

\_\_\_\_\_  
Tim Weisheyer, Chairman

Date: \_\_\_\_\_

**FOUR CORNERS CHARTER SCHOOL**  
**Actual vs. Budget vs. Forecast Variance Analysis**  
*For the Period Ended March 31, 2015*

	YTD Actual	YTD Budget	Variance	% Variance	\$ YTD Effect	Explanation (15% and \$2,000)	Annual Forecast	Annual Budget	Variance	% Variance	\$ Annual Effect
<b>ENROLLMENT (per school's record)</b>	1,073	1,050	23	2%			1,073	1,050	23	2%	
<b>ENROLLMENT (per funding source)</b>	1,067	1,050	17	2%	\$ 79,428		1,073	1,050	23	2%	\$ 138,377
<b>ENROLLMENT (accrued/deferred)</b>	6	-	-	0%	\$ 26,493		-	-	-	0%	
<b>RATE PER STUDENT</b>	\$ 6,112	\$ 6,150	\$ (39)	-1%	(30,881)		\$ 6,112	\$ 6,150	\$ (39)	-1%	\$ (41,378)
<b>REVENUES</b>											
<b>Earned Capitation</b>											
State/Local Per Student Funding	\$ 4,918,238	\$ 4,843,197	\$ 75,041	2%			\$ 6,554,595	\$ 6,457,596	\$ 96,999	2%	
Florida Teacher Lead Program	16,127	-	16,127	100%		Offset by Expense below	16,127	-	16,127	100%	
School Recognition Bonus	-	-	-	0%			103,919	-	103,919	100%	
Capital Outlay Funding	287,865	286,744	1,121	0%			385,590	382,325	3,265	1%	
District Fee Refund (>250 students)	75,447	73,801	1,646	2%			101,169	98,401	2,768	3%	
<b>Total Earned Capitation</b>	<b>5,297,677</b>	<b>5,203,742</b>	<b>93,935</b>	<b>2%</b>			<b>7,161,400</b>	<b>6,938,322</b>	<b>223,078</b>	<b>3%</b>	
Before and Aftercare Revenue	75,082	55,361	19,721	36%		Higher participation than anticipated	94,648	76,041	18,607	24%	
Miscellaneous Income	31,552	-	31,552	100%		2014 E-rate Revenue	37,520	32,496	5,024	15%	
<b>TOTAL REVENUES</b>	<b>5,404,311</b>	<b>5,259,103</b>	<b>145,208</b>	<b>3%</b>			<b>7,293,568</b>	<b>7,046,859</b>	<b>246,709</b>	<b>4%</b>	
<b>EXPENSES</b>											
<b>Cost of Compensation</b>											
School Leadership	118,400	111,000	(7,400)	-7%		Includes AP Govt allocation	156,200	148,000	(8,200)	-6%	
Administrative	60,444	60,195	(249)	0%			79,903	80,259	356	0%	
Teachers	1,556,453	1,624,087	67,634	4%			2,126,253	2,233,119	106,866	5%	
ESE/Special Education	88,047	142,449	54,402	38%		Budget includes 3 Esol Aides coded to Ins Aides	120,294	195,868	75,574	39%	
Resource Teachers	20,273	18,660	(1,613)	-9%			29,015	25,658	(3,357)	-13%	
Guidance	29,645	29,672	27	0%			40,360	40,799	439	1%	
Substitute Teachers	77,990	39,995	(37,995)	-95%		Higher usage of subs than budgeted due to open teacher positions	98,584	54,976	(43,608)	-79%	
Aides - Instructional	88,187	65,723	(22,464)	-34%			119,140	90,369	(28,771)	-32%	
Other Support/Aides	16,626	-	(16,626)	-100%		Position budgeted in Plant Operations	22,811	-	(22,811)	-100%	
Aftercare	35,538	24,553	(10,985)	-45%		Higer cost due to higher participation and higher salary than budgeted	46,952	33,761	(13,191)	-39%	
Nurse	14,384	13,802	(582)	-4%			19,639	18,978	(661)	-3%	
Plant Operations	24,059	37,926	13,867	37%		Actual coded to Other Support	32,096	50,567	18,471	37%	
Tutoring	1,885	16,014	14,129	88%			4,885	20,000	15,115	76%	
Bonuses	(3,824)	-	3,824	-100%		\$5K 2014 Bonus reversed	92,710	8,000	(84,710)	-1059%	
Stipends	11,526	152,102	140,576	92%			16,000	202,803	186,803	92%	
Total Taxes & Benefits	419,050	360,301	(58,749)	-16%			569,294	495,002	(74,292)	-15%	
<b>Total Cost of Compensation</b>	<b>2,558,683</b>	<b>2,696,479</b>	<b>137,796</b>	<b>5%</b>			<b>3,574,136</b>	<b>3,698,159</b>	<b>124,023</b>	<b>3%</b>	

**FOUR CORNERS CHARTER SCHOOL**  
**Actual vs. Budget vs. Forecast Variance Analysis**  
*For the Period Ended March 31, 2015*

	YTD	YTD		%	\$	Explanation	Annual	Annual		%	\$ Annual
	Actual	Budget	Variance	Variance	YTD Effect	(15% and \$2,000)	Forecast	Budget	Variance	Variance	Effect
<b>Professional Services</b>											
	3,776	375	(3,401)	-907%			5,355	500	(4,855)	-971%	
	12,000	9,719	(2,281)	-23%			12,000	11,000	(1,000)	-9%	
	75	2,241	2,166	97%			4,115	3,071	(1,044)	-34%	
	581,597	578,554	(3,043)	-1%			773,941	771,406	(2,535)	0%	
	55,458	56,242	784	1%			74,989	74,989	0	0%	
	98,365	96,864	(1,501)	-2%			131,919	129,152	(2,767)	-2%	
	6,282	1,939	(4,343)	-224%		Developmental Designs Workshop not budgeted \$3,333	6,482	2,585	(3,897)	-151%	
	3,730	1,578	(2,152)	-136%			12,802	2,104	(10,698)	-508%	
<b>3</b>	<b>761,283</b>	<b>747,512</b>	<b>(13,771)</b>	<b>-2%</b>			<b>1,021,603</b>	<b>994,807</b>	<b>(26,796)</b>	<b>-3%</b>	
<b>Vendor Services</b>											
	144,120	144,116	(4)	0%			198,158	198,158	-	0%	
	4,737	3,000	(1,737)	-58%			5,137	4,000	(1,137)	-28%	
	1,436	-	(1,436)	-100%			1,436	-	(1,436)	-100%	
	60	-	(60)	-100%			60	-	(60)	-100%	
	510	1,000	490	49%			655	1,000	345	35%	
	1,708	900	(808)	-90%			1,881	1,200	(681)	-57%	
	-	727	727	100%			-	1,000	1,000	100%	
	157,005	164,223	7,218	4%			209,238	218,964	9,726	4%	
<b>4</b>	<b>309,576</b>	<b>313,966</b>	<b>4,390</b>	<b>1%</b>			<b>416,565</b>	<b>424,322</b>	<b>7,757</b>	<b>2%</b>	
<b>Administrative Expenses</b>											
	5,223	7,950	2,727	34%			9,644	10,600	956	9%	
	1,471	-	(1,471)	-100%			1,690	-	(1,690)	-100%	
	259	2,250	1,991	88%			359	3,000	2,641	88%	
	2,306	15,000	12,694	85%			3,306	20,000	16,694	83%	
	9,119	2,063	(7,056)	-342%		Toners	10,293	2,750	(7,543)	-274%	
	300	-	(300)	-100%			300	-	(300)	-100%	
	663	300	(363)	-121%			663	400	(263)	-66%	
	759	396	(363)	-92%			1,000	600	(400)	-67%	
	-	434	434	100%			50	500	450	90%	
	120	-	(120)	-100%			120	-	(120)	-100%	
<b>5</b>	<b>20,220</b>	<b>28,393</b>	<b>8,173</b>	<b>29%</b>			<b>27,426</b>	<b>37,850</b>	<b>10,424</b>	<b>28%</b>	
<b>Instruction Expense</b>											
	8,245	49,651	41,406	83%			8,245	50,424	42,179	84%	
	25,166	20,500	(4,666)	-23%			25,166	25,000	(166)	-1%	
	94,423	96,120	1,697	2%			95,423	100,000	4,577	5%	
	15,306	11,820	(3,486)	-29%			15,761	15,761	(0)	0%	
	-	397	397	100%			-	451	451	100%	
	1,378	28,741	27,363	95%			3,520	31,700	28,180	89%	
	16,127	-	(16,127)	-100%		Offset by Revenue above	16,127	-	(16,127)	-100%	
<b>6</b>	<b>160,645</b>	<b>207,229</b>	<b>46,584</b>	<b>22%</b>			<b>164,242</b>	<b>223,336</b>	<b>59,094</b>	<b>26%</b>	

**FOUR CORNERS CHARTER SCHOOL**  
**Actual vs. Budget vs. Forecast Variance Analysis**  
*For the Period Ended March 31, 2015*

	YTD Actual	YTD Budget	Variance	% Variance	\$ YTD Effect	Explanation (15% and \$2,000)	Annual Forecast	Annual Budget	Variance	% Variance	\$ Annual Effect
<b>Other Operating Expenses</b>											
Telephone/Internet/Cable/Satellite	44,273	44,436	163	0%			59,248	59,248	(0)	0%	
Postage & Express Mail	1,096	889	(207)	-23%			1,261	1,000	(261)	-26%	
Electricity & Natural Gas	130,949	114,613	(16,336)	-14%			182,409	152,818	(29,591)	-19%	
Water & Sewer	16,243	10,151	(6,092)	-60%		Includes prior year charges	21,636	13,535	(8,101)	-60%	
Waste Disposal	39,598	38,227	(1,371)	-4%			51,763	51,763	0	0%	
Pest Control	1,762	3,761	1,999	53%			2,622	5,000	2,378	48%	
Maintenance & Cleaning Supplies	19,284	18,750	(534)	-3%			25,000	25,000	(0)	0%	
Building Repairs & Maintenance	279,052	236,610	(42,442)	-18%			334,348	315,230	(19,118)	-6%	
Equipment Repairs & Maintenance	3,985	1,125	(2,860)	-254%			9,000	1,500	(7,500)	-500%	
Miscellaneous Expenses	1,150	225	(925)	-411%			661	300	(361)	-120%	
<b>7 Total Other Operating Expenses</b>	<b>537,392</b>	<b>468,787</b>	<b>(68,605)</b>	<b>-15%</b>			<b>687,948</b>	<b>625,394</b>	<b>(62,554)</b>	<b>-10%</b>	
<b>Fixed Expenses</b>											
Office Equipment - Leasing Expense	20,870	24,300	3,430	14%			30,685	32,400	1,715	5%	
Property & Liability Insurance	79,576	59,790	(19,786)	-33%			80,722	79,720	(1,002)	-1%	
Rent Expense	848,067	848,067	-	0%			1,130,756	1,130,756	(0)	0%	
<b>8 Total Fixed Expenses</b>	<b>948,513</b>	<b>932,157</b>	<b>(16,356)</b>	<b>-2%</b>			<b>1,242,163</b>	<b>1,242,876</b>	<b>713</b>	<b>0%</b>	
<b>TOTAL EXPENSES</b>	<b>5,296,312</b>	<b>5,394,523</b>	<b>98,211</b>	<b>2%</b>			<b>7,134,082</b>	<b>7,246,744</b>	<b>112,662</b>	<b>2%</b>	
<b>Operating Surplus/(Deficit)</b>	<b>107,999</b>	<b>(135,420)</b>	<b>243,419</b>	<b>180%</b>			<b>159,485</b>	<b>(199,885)</b>	<b>359,370</b>	<b>180%</b>	
<b>Non-Operating Expenses</b>											
<b>9 Capital Expenditures (NonCap)</b>	<b>22,137</b>	<b>24,987</b>	<b>2,850</b>	<b>11%</b>			<b>23,068</b>	<b>28,262</b>	<b>5,194</b>	<b>18%</b>	
<b>10 Capital Expenditures (Capitalized)</b>	<b>237,200</b>	<b>136,008</b>	<b>(101,192)</b>	<b>-74%</b>		3 Laptop carts not budgeted/New carpet/partition wall	<b>264,516</b>	<b>151,086</b>	<b>(113,430)</b>	<b>-75%</b>	
<b>11 CHANGE IN FUND BALANCE</b>	<b>(151,338)</b>	<b>(296,415)</b>	<b>145,077</b>	<b>49%</b>			<b>(128,098)</b>	<b>(379,233)</b>	<b>251,135</b>	<b>66%</b>	



# GREAT By CHOICE

Four Corners Charter School

FY 2016 Preliminary Budget

June 23, 2015

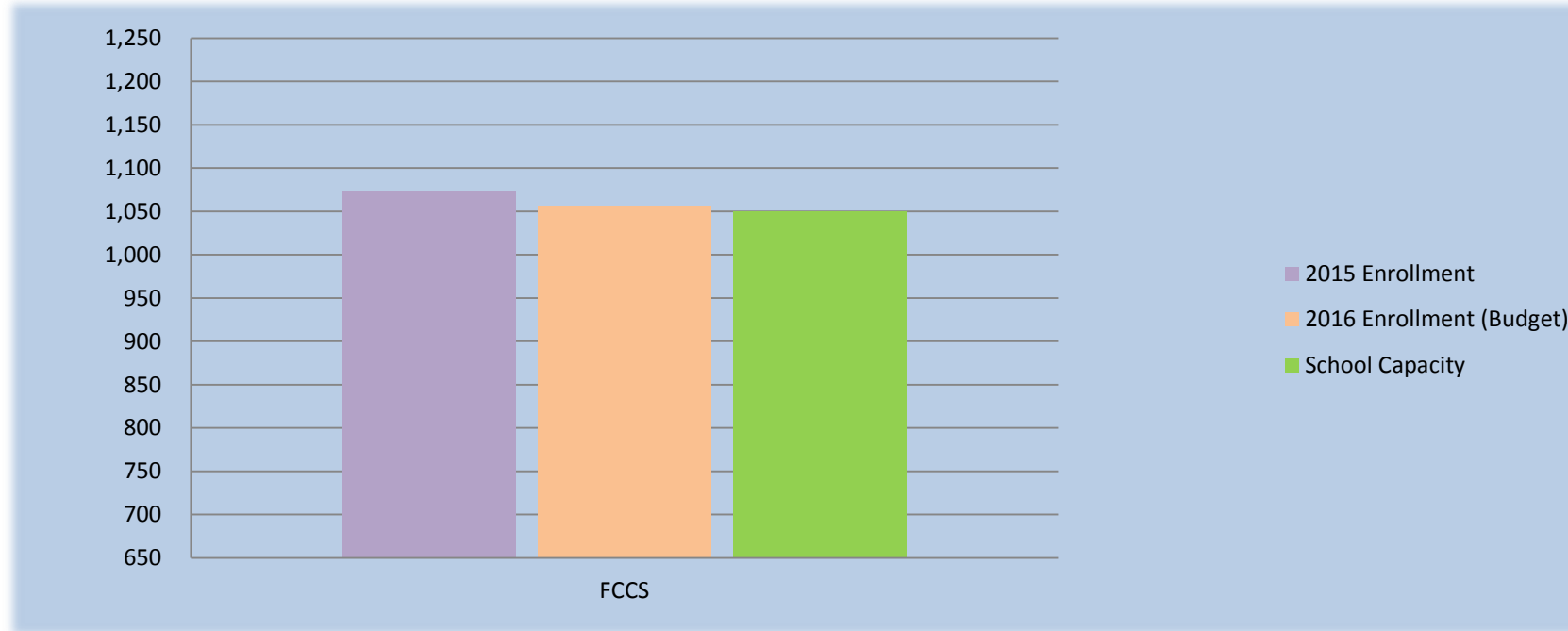


SUMMARY FINANCIALS		
	2015 Forecast	2016 Budget
<b>REVENUES:</b>		
State Capitation	\$ 6,554,595	\$ 6,460,384
Before and After Care Revenue	94,648	167,809
Food Service Revenue	-	-
Capital Outlay	385,590	384,136
Other Revenue	258,735	304,428
<b>Total Revenue</b>	<b>7,293,568</b>	<b>7,316,758</b>
<b>EXPENSES:</b>		
Compensation Expense	3,574,136	3,687,813
Vendor and Professional Services	664,226	692,915
Management fees	773,941	775,246
Fixed Expenses	111,407	121,058
Rent Expense	1,130,756	1,131,556
Admin. and Other Operating Exper	715,374	778,781
Instruction Expenses	139,076	172,000
Instructional Licenses	25,166	36,500
<b>Total Expenses</b>	<b>7,134,083</b>	<b>7,395,868</b>
Net (Loss)/Income Before Capital Expenditures and Debt Service	\$ 159,485	\$ (79,111)
<b>CAPITAL EXPENDITURES</b>		
Hardware and Software	240,726	149,545
Furniture, Fixtures & Equipment	22,991	36,000
Other	23,867	-
<b>Total Capital Expenditures</b>	<b>\$ 287,584</b>	<b>\$ 185,545</b>
<b>Net Change in Fund Balance</b>	<b>\$ (128,098)</b>	<b>\$ (264,656)</b>

## Key Assumptions

- **Florida Education Finance Program flat vs. FY 15**
- **E-Rate Reimbursement**
  - Infrastructure Reimbursement \$29,076
  - Internet Reimbursement \$72,163
- Enrollment increase in lower grades

# Enrollment

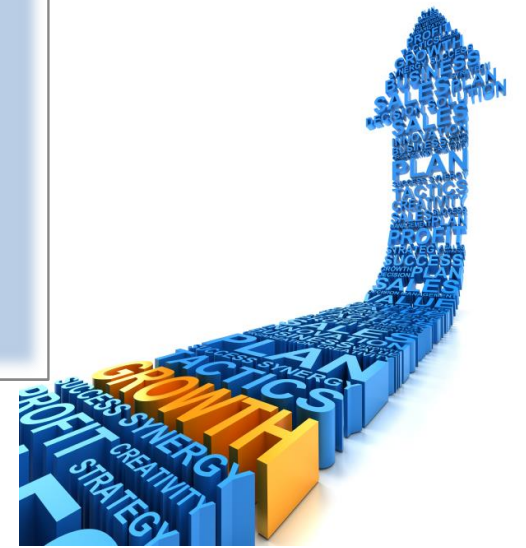
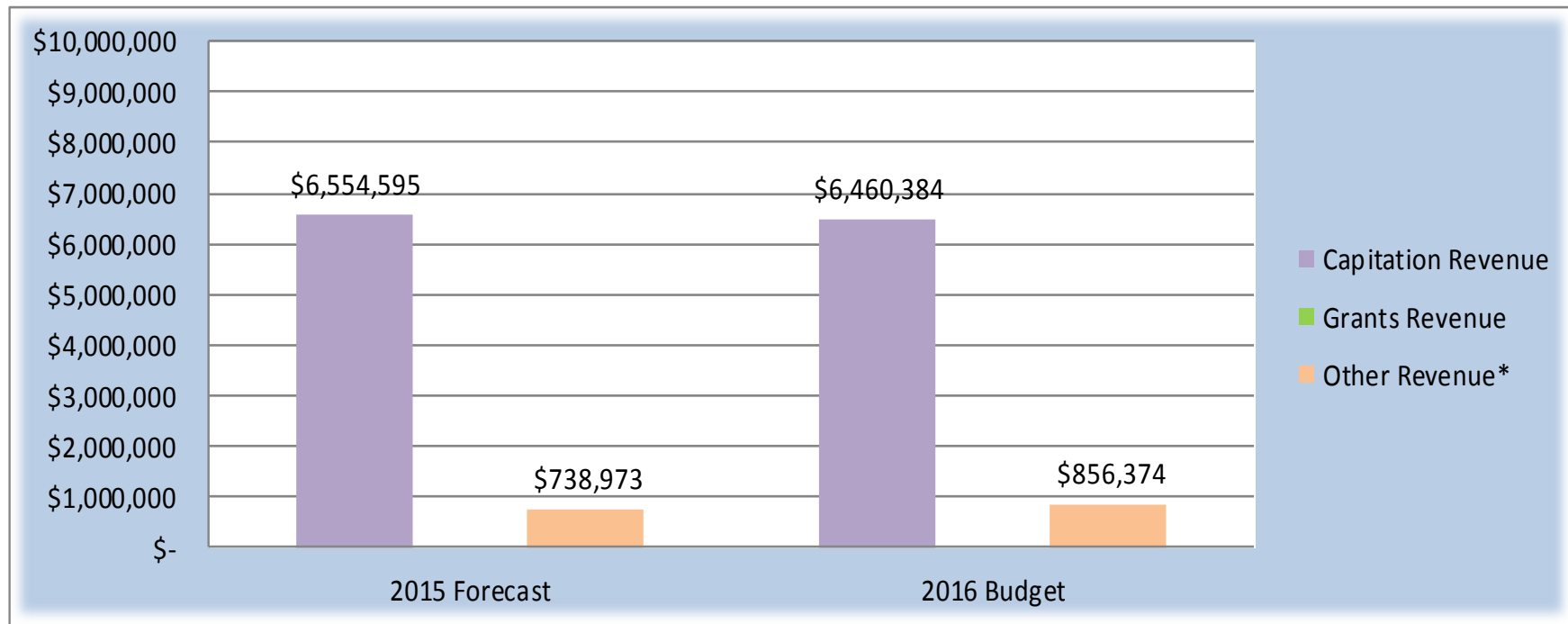


School	2015 Enrollment	2016 Enrollment (Budget)	Change	School Capacity
FCCS	1,073	1,057	(16)	1,050

Increase Revenue

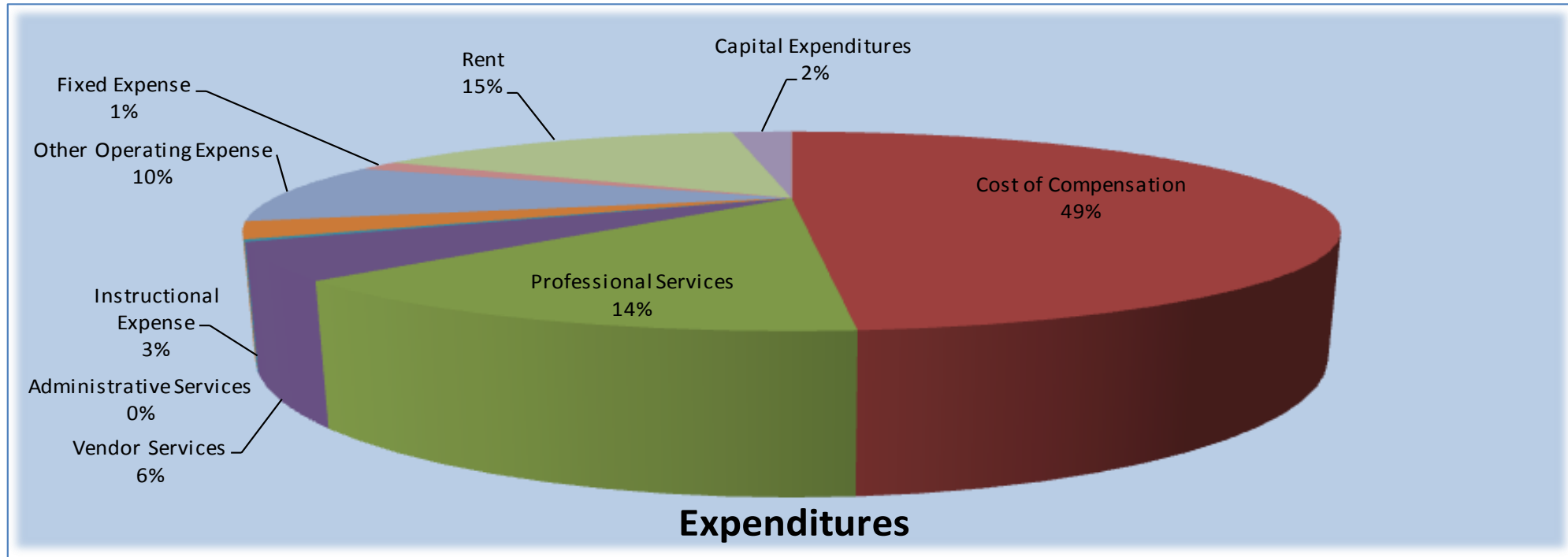


# Revenue



\*Other revenue includes Food Service, Before & Aftercare, eRate reimbursement

# Expenditures by Category



School	Cost of Compensation	Professional Services	Vendor Services	Administrative Services	Instructional Expense	Other Operating Expense	Fixed Expense	Rent	Capital Expenditures
FCCS	\$ 3,687,813	\$ 1,038,950	\$ 429,211	\$ 28,571	\$ 208,500	\$ 750,210	\$ 121,058	\$ 1,131,556	\$ 185,545





# Revenue

	Budget FY14-15	Act-Fcst FY14-15	Budget FY15-16
State Capitation / Student	6,457,596	6,554,595	6,460,384
Fed./State Grants	-	-	29,076
Florida Teacher Lead Program	-	16,127	-
School Recognition Bonus Income	-	103,919	103,919
Capital Outlay Revenue	382,325	385,590	384,136
Board Fee Refund	98,401	101,169	99,270
<b>Total State Funded Revenue</b>	<b>6,938,323</b>	<b>7,161,400</b>	<b>7,076,786</b>
Before and Aftercare Revenue	76,041	94,648	167,809
Miscellaneous Income	32,496	37,520	72,163
<b>Total Other Revenue</b>	<b>108,537</b>	<b>132,168</b>	<b>239,972</b>
<b>Revenue Total</b>	<b>7,046,860</b>	<b>7,293,568</b>	<b>7,316,758</b>

## Budget Highlights

- Infrastructure e-rate refund
- Increase in Before & Aftercare Revenue based on more Elementary kids
- E-rate refund increased based on increased Internet cost

# Compensation



Budget FY14-15	Act-Fcst FY14-15	Budget FY15-16
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## Budget Highlights

School Leadership	148,000	156,200	113,778
Teachers	2,233,119	2,126,253	2,209,467
ESE/Special Education	195,868	120,294	76,851
Resource Teachers	25,658	29,015	20,360
Support Staff	369,709	459,485	464,839
Tutoring	20,000	4,885	25,000
Bonuses	8,000	92,710	169,919
Stipends	202,803	16,000	20,000
PTO Buyout	7,263	-	-
Taxes & Benefits	487,738	569,294	587,600
<b>Total Cost Of Compensation</b>	<b>3,698,159</b>	<b>3,574,136</b>	<b>3,687,813</b>

- Includes a pool available for compensation adjustments as deemed necessary to be used for teacher pay and other staffing needs
- Performance Based Bonus Pool



## Professional Services

	Budget FY14-15	Act-Fcst FY14-15	Budget FY15-16
Legal Fees - Independent Counsel	500	5,355	5,355
Accounting Services - Audit	11,000	12,000	12,000
Outside Staff Development	3,071	4,115	4,115
CSUSA Management Fees	771,406	773,941	775,246
Computer Service Fees	74,989	74,989	101,729
Fee to County School Board	129,152	131,919	130,023
Professional Fees - Other	2,585	6,482	6,482
Advertising/Marketing Exp	2,104	12,802	4,000
<b>Total Professional Services</b>	<b>994,807</b>	<b>1,021,603</b>	<b>1,038,950</b>

### Budget Highlights

- Management Fees 12% of State Capitation
- FY16 Computer Service Fees includes \$70 per student + IT Support Staff







## Vendor Services

	Budget FY14-15	Act-Fcst FY14-15	Budget FY15-16
Extra-Curricular Activity Events	4,000	5,137	5,137
Background / Finger Printing	-	1,436	1,436
Drug Testing Fees	-	60	60
Bank Charges & Loan Fees	1,201	1,881	3,801
Contracted Custodial Services	218,964	209,238	218,964
<b>Total Vendor Services</b>	<b>424,323</b>	<b>416,565</b>	<b>429,211</b>

### Budget Highlights

- Payroll account charges to be billed to schools



# Administrative Expenses

Budget FY14-15	Act-Fcst FY14-15	Budget FY15-16
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## Budget Highlights

Travel / Airfare/Meals/Lodging	10,600	9,644	9,866
Business Expense - Other	-	1,690	1,690
Dues & Subscriptions	3,000	359	359
Printing & Copying	20,000	3,306	3,306
Office Supplies	2,750	10,293	10,293
Aftercare Supplies	-	300	300
Medical Supplies	400	663	663
In-house Food Service	600	1,000	994
In-house Food Service - Aftercare	500	50	1,000
Food Service - Paper & Smallwares	-	-	100
Bad Debt Expense	-	120	-
<b>Total Administrative Expenses</b>	<b>37,850</b>	<b>27,426</b>	<b>28,571</b>





## Instructional Expenses

	Budget FY14-15	Act-Fcst FY14-15	Budget FY15-16
Textbooks	50,424	8,245	50,000
Consumable Instr Supplies & Equip Students	100,000	95,423	85,000
Consumable Instr. Supplies & Equip.-Teache	15,761	15,761	16,000
Library & Reference Books	452	-	1,000
Testing Materials	31,700	3,520	20,000
Instructional Supplies - Florida Lead Teacher	-	16,127	-
Instructional Licenses	25,000	25,166	36,500
<b>Total Instruction Expenses</b>	<b>223,336</b>	<b>164,242</b>	<b>208,500</b>

### Budget Highlights





## Other Operating Expenses



Budget FY14-15	Act-Fcst FY14-15	Budget FY15-16
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### Budget Highlights

Telephone & Internet	59,248	59,248	104,955
Postage	1,000	1,261	1,258
Electricity	152,818	182,409	186,057
Water & Sewer	13,535	21,636	13,535
Waste Disposal	51,763	51,763	52,994
Pest Control	5,000	2,622	5,000
Maintenance & Cleaning Supplies	25,000	25,000	26,500
Building Repairs & Maintenance	315,230	334,348	356,750
Equipment Repairs & Maintenance	1,500	9,000	2,500
Miscellaneous Expenses	300	661	661
<b>Total Other Operating Expense</b>	<b>625,393</b>	<b>687,948</b>	<b>750,210</b>

- Increased Internet Bandwidth



# Capital Expenditures



	Budget FY14-15	Act-Fcst FY14-15	Budget FY15-16
Computers - Hardware	141,086	226,936	141,045
Computer - Software	-	13,789	8,500
FF&E	10,000	22,991	36,000
Capital Improvement	-	23,867	-
<b>Total Capital Expenditures</b>	<b>151,086</b>	<b>287,584</b>	<b>185,545</b>

## Budget Highlights







## Fixed Expenses

Budget FY14-15	Act-Fcst FY14-15	Budget FY15-16
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### Budget Highlights

Office Equipment - Leasing Expense	32,400	30,685	36,300
Property & Liability Insurance	79,720	80,722	84,758
Rent	1,130,756	1,130,756	1,131,556
<b>Total Fixed Expenses</b>	<b>1,365,059</b>	<b>1,242,163</b>	<b>1,252,614</b>



# Fund Balance



School	Ending FY 14 Cumulative Fund Balance	Cumulative FY 15 Projected Ending Fund Balance	2016 Fund Balance	Projected 2016 Cumulative Fund Balance	2016 Unrestricted Fund Balance	2015 Restricted Fund Balance
FCCS	\$ 804,010	\$ 675,911	\$ (264,656)	\$ 411,256	\$ 411,256	\$ -



# FY 2016 BUDGET

Four Corners Charter School, Florida  
FCCS

	Budget FY14-15	Act-Fcst FY14-15	Budget FY15-16
Enrollment	1050	1073	1057
Revenue per Student	6150	6112	6112
<b>Revenues</b>			
State Capitation / Student	6,457,596	6,554,595	6,460,384
Fed./State Grants	-	-	29,076
Florida Teacher Lead Program	-	16,127	-
School Recognition Bonus Income	-	103,919	103,919
Capital Outlay Revenue	382,325	385,590	384,136
Board Fee Refund	98,401	101,169	99,270
<b>Total State Funded Revenue</b>	<b>6,938,323</b>	<b>7,161,400</b>	<b>7,076,786</b>
Before and Aftercare Revenue	76,041	94,648	167,809
Miscellaneous Income	32,496	37,520	72,163
<b>Total Other Revenue</b>	<b>108,537</b>	<b>132,168</b>	<b>239,972</b>
<b>Revenue Total</b>	<b>7,046,860</b>	<b>7,293,568</b>	<b>7,316,758</b>
<b>Expenses</b>			
School Leadership	148,000	156,200	113,778
Teachers	2,233,119	2,126,253	2,209,467
ESE/Special Education	195,868	120,294	76,851
Resource Teachers	25,658	29,015	20,360
Support Staff	369,709	459,485	464,839
Tutoring	20,000	4,885	25,000
Bonuses	8,000	92,710	169,919
Stipends	202,803	16,000	20,000
PTO Buyout	7,263	-	-
Taxes & Benefits	487,738	569,294	587,600
<b>Total Cost Of Compensation</b>	<b>3,698,159</b>	<b>3,574,136</b>	<b>3,687,813</b>
<b>Professional Services</b>			
Legal Fees - Independent Counsel	500	5,355	5,355
Accounting Services - Audit	11,000	12,000	12,000
Outside Staff Development	3,071	4,115	4,115
CSUSA Management Fees	771,406	773,941	775,246
Computer Service Fees	74,989	74,989	101,729
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Professional Fees - Other	2,585	6,482	6,482
Advertising/Marketing Exp	2,104	12,802	4,000
<b>Total Professional Services</b>	<b>994,807</b>	<b>1,021,603</b>	<b>1,038,950</b>



# FY 2016 BUDGET

Four Corners Charter School, Florida  
FCCS

	Budget FY14-15	Act-Fcst FY14-15	Budget FY15-16
<b>Vendor Services</b>			
Extra-Curricular Activity Events	4,000	5,137	5,137
Background / Finger Printing	-	1,436	1,436
Drug Testing Fees	-	60	60
Bank Charges & Loan Fees	1,201	1,881	3,801
Contracted Custodial Services	218,964	209,238	218,964
<b>Total Vendor Services</b>	<b>424,323</b>	<b>416,565</b>	<b>429,211</b>
<b>Administrative Expenses</b>			
Travel / Airfare/Meals/Lodging	10,600	9,644	9,866
Business Expense - Other	-	1,690	1,690
Dues & Subscriptions	3,000	359	359
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Office Supplies	2,750	10,293	10,293
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Medical Supplies	400	663	663
In-house Food Service	600	1,000	994
In-house Food Service - Aftercare	500	50	1,000
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Bad Debt Expense	-	120	-
<b>Total Administrative Expenses</b>	<b>37,850</b>	<b>27,426</b>	<b>28,571</b>
<b>Instruction Expense</b>			
Textbooks	50,424	8,245	50,000
Consumable Instr Supplies & Equip Students	100,000	95,423	85,000
Consumable Instr. Supplies & Equip.-Teachers	15,761	15,761	16,000
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<b>Total Instruction Expenses</b>	<b>223,336</b>	<b>164,242</b>	<b>208,500</b>
<b>Other Operating Expense</b>			
Telephone & Internet	59,248	59,248	104,955
Postage	1,000	1,261	1,258
Electricity	152,818	182,409	186,057
Water & Sewer	13,535	21,636	13,535
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Building Repairs & Maintenance	315,230	334,348	356,750
Equipment Repairs & Maintenance	1,500	9,000	2,500
Miscellaneous Expenses	300	661	661
<b>Total Other Operating Expense</b>	<b>625,393</b>	<b>687,948</b>	<b>750,210</b>

# FY 2016 BUDGET

Four Corners Charter School, Florida  
FCCS

	Budget FY14-15	Act-Fcst FY14-15	Budget FY15-16
Fixed Expenses			
Office Equipment - Leasing Expense	32,400	30,685	36,300
Property & Liability Insurance	79,720	80,722	84,758
Rent	1,130,756	1,130,756	1,131,556
<b>Total Fixed Expenses</b>	<b>1,365,059</b>	<b>1,242,163</b>	<b>1,252,614</b>
<b>Total Expenses</b>	<b>7,368,927</b>	<b>7,134,083</b>	<b>7,395,868</b>
Operating Cash Surplus/(Deficit)	808,689	159,485	(79,111)
Capital Expenditures			
Computers - Hardware	141,086	226,936	141,045
Computer - Software	-	13,789	8,500
FF&E	10,000	22,991	36,000
Capital Improvement	-	23,867	-
<b>Total Capital Expenditures</b>	<b>151,086</b>	<b>287,584</b>	<b>185,545</b>
Surplus/(Deficit) After Capital Expenses	(501,415)	(128,099)	(264,656)
<b>Net Change in Fund Balance</b>	<b>(379,232)</b>	<b>(128,098)</b>	<b>(264,656)</b>



# **2015-2016 Student Progression Plan**

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## INTRODUCTION

The purpose of the Student Progression Plan is to inform parents, students, and other stakeholders regarding the comprehensive plan for student progression from one grade to another towards graduation. The plan will include criteria<sup>1</sup> for promotion and retention, entry and attendance regulations, and other components relevant to the appropriate progression of the student population. This document will be continuously updated to align with changes made by the Florida Department of Education.

## INITIAL ENTRY REQUIREMENTS

In accordance with Florida Statute [1003.21](#), it is the responsibility of the parent(s) of students entering the School for the first time to present evidence of the child's age at the time of registration. Entering kindergarten students must attain the age of five (5) years on or before September 1 of the school year for which entry is sought.

Before admitting a child to kindergarten, the principal shall require evidence that the child has attained the age at which he/she should be admitted. The principal may require evidence of the age of any child whom he/she believes to be within the limits of compulsory attendance as provided for by law. If the first prescribed evidence is not available, the next evidence obtainable in the order set forth below shall be accepted:

- a duly attested transcript of the child's birth record filed according to law with a public officer charged with the duty of recording births;
- a duly attested transcript of a Certificate of Baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent(s);
- an insurance policy on the child's life that has been in force for at least two (2) years;
- a bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent;
- a passport or Certificate of Arrival in the United States showing the age

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<sup>1</sup> The state of Florida is currently in transition to adopting the Florida Standards Assessment (FSA), which is set to replace FCAT 2.0 for reading and mathematics. Some criteria referenced in this document refer to FCAT 2.0 because this document matches wording from Florida statute or state board ruling. As the state updates their legal documents based on the new FSA, the School will make the same adjustments.

of the child;

- a transcript of record of age shown in the child's school record of at least (four) 4 years prior to application, stating the date of birth;
- if none of these evidences can be produced, an Affidavit of Age sworn to by the parent, accompanied by a Certificate of Age signed by a public health officer or by a public school physician, or, if these are not available in the country, by a licensed practicing physician designated by the district school board, which states that the health officer of physician had examined the child and believes that the age as stated in the affidavit is substantially correct.

**To register a student, the following types of documents are required<sup>2</sup>:**

- Two proofs of residence (Copy of Legal Guardian's Photo ID, Copy of a Utilities Bill, Copy of Lease Agreement, etc.)
- Copy of birth certificate
- Copy of social security card
- Proof of immunization
- Proof of physical exam (Within the last 12 months)
- Proof of guardianship (If student is not living with parents)
- Request for Transcripts/Cumulative Folder
- Parent Contract
- Internet Use and Promotion Form
- Dress Code Agreement
- Photograph and Video Release Permission Form
- Parent Volunteer Agreement
- Home Language Survey
- Special programs information (Copy of IEP, 504, or EP, if applicable.)
- Contact and Emergency Information Card
- Copy of most recent Report Card (If applicable)
- Copy of any Standardized Testing (If applicable)
- ESOL/ELL or Literacy Folder (If applicable)

According to Florida Statute [1003.01\(12\)](#) and State Board of Education Rule [6A-6.03411\(1\)\(s\)](#), students who are without a fixed, regular, and adequate nighttime residence, are considered as children and youths who are experiencing homelessness. Pursuant to the McKinney-Vento Homeless

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<sup>2</sup> Additional documents may need to be presented at the time of registration.

Education Assistance Improvements Act of 2001 (Section 725) 42 U.S.C.A. § 11432(g)(3)(A)-(C), these children are to be enrolled immediately in the school that meets the best interest of the student. Arrangements are to be made for immunizations, transportation, and all other school services. Appropriate student school and grade level placement, as well as completion of required immunizations and physical examination, shall occur within thirty (30) school days of enrollment. Refer to Florida Statute [1003.21\(1\)\(f\)](#) for procedures relating to the enrollment of these students.

## HEALTH REQUIREMENTS

### Physical Examination

All pre-K, kindergarten, and new students seeking entrance into a public school are required by Florida Statute [1003.22](#) to present, at the time of entry, a valid health examination documented on State of Florida *School Entry Health Exam Form* (DH 3040) performed within one (1) year prior to enrollment. [[State Board of Education Rule 6A-1.0985](#)]

### PHYSICAL EXAMINATION REQUIREMENTS

STUDENTS	PHYSICAL EXAMINATION
All students	School Health Entry Exam on Form DH 3040 required for pre-K, kindergarten and 7 <sup>th</sup> grade.
All transfer students within the State of Florida (including private schools)	Review of School Health Entry Exam on Form DH 3040 (original or copy) for at least kindergarten and/or 7 <sup>th</sup> grade documentation.
All transfer students from another state or country	School Health Entry Exam Form DH 3040 (original or copy) required for all grades. Physicals presented on forms from another state are acceptable, if they include all components covered on Form DH 3040 and have the physician's signature and office stamp. Physicals must have been performed within one (1) year of enrollment, unless exempt based on a written request for religious reasons.

## **Immunization Requirements**

All pre-K, kindergarten, and new students seeking entrance into a public school are required by Florida Statute [1003.22](#) to present, at the time of entry, a valid *Florida Certificate of Immunization Form* (DH 680). In accordance with State Board of Education Rule [6A-1.0985](#) and Fla. Admin. Code [64D-3.046](#), students will not be admitted into class without proof of immunization with the physician's signature and office stamp, absent a lawful exception. If a hardship exists for parent(s) of transferring students, according to statute, it is permissible to allow thirty (30) school days for the transfer of records.

**NOTE:** Homeless students without immunization and physical exam documentation must be enrolled and receive a thirty (30) school day exemption.

## **KINDERGARTEN AND FIRST GRADE ENTRY REQUIREMENTS**

### **Kindergarten**

In accordance with Florida Statute [1003.21\(1\)\(a\)2](#), entering kindergarten students must attain the age of five (5) years on or before September 1 of the school year for which entry is sought.

### ***Florida Kindergarten Readiness Screener (FLKRS)***

The Florida Kindergarten Readiness Screener (FLKRS) must be administered within the first thirty (30) school days. Upon entry, each kindergarten student shall participate in the statewide kindergarten screening [Florida Statute [1002.69\(1\)](#)] and shall be administered the FLKRS, which includes the Early Childhood Observation System<sup>TM</sup> (ECHOS<sup>TM</sup>) and The Broad Screen/Progress Monitoring Tool of the Florida Assessment for Instruction in Reading-K (FAIR- K).

### ***English Language Learners (ELLs)***

For ELLs, administration of the FLKRS should be conducted as close as possible to the conclusion of the 30-day administration period and after the English language proficiency test has been administered. A student identified



as ELL should be screened, unless the student has arrived in the United States in the last thirty (30) days and has sufficient difficulty speaking, reading, writing or understanding the English language.

### ***Exceptional Student Education (ESE) Students***

An ESE student, who is entering kindergarten and has a current Individual Education Plan/Education Plan (IEP/EP), as well as evaluation data necessary to determine that the student meets Florida's eligibility criteria for special programs, will be placed immediately in the appropriate educational program(s) without temporary assignment. The receiving school must review the current IEP/EP and may revise the document as necessary, following appropriate procedures. The IEP Team will determine whether the FLKRS is appropriate for kindergarten students with disabilities.

**NOTE:** Students who have been retained in kindergarten are not included in the administration of the FLKRS.

### **First Grade**

In accordance with Florida Statute [1003.21\(1\)\(b\)](#), students entering first grade must attain the age of six (6) years on or before September 1 of the school year for which entry is sought.

Students who have been enrolled in a public kindergarten must progress according to the CSUSA Student Progression Plan. Students transferring from nonpublic kindergartens:

1. must attain the age of 6 on or before September 1 of the school year for which entry is sought; and
2. must have written verification of satisfactory completion of kindergarten requirements from the nonpublic school.

## GENERAL STUDENT TRANSFER INFORMATION

A student, who transfers to a Charter Schools USA school with documentation of completed coursework from a state or regionally accredited public or private school or institution, is awarded equivalent credits. Grades earned and offered for acceptance shall be accepted at face value subject to validation. In accordance with State Board of Education Rule [6A-1.09941](#), if the student does not possess an official transcript or is a Home Education student, successful completion of courses shall be validated through performance during the first grading period. The principal makes appropriate placement decisions based on the student's age, previous work or portfolios, interview with the student and parent, and other information deemed necessary to make the decision.

### KINDERGARTEN AND FIRST GRADE TRANSFER STUDENTS

Dates for the legal public school minimum entry age by State and territory (provided by the Florida Department of Education) should be used in accepting kindergarten and first grade transfer students according to State Board of Education Rule [6A-1.0985](#).

The following section addresses procedures relating to the acceptance of transfer work and credit for students, as specified in [6A-1.09941](#).

#### Entry into Kindergarten and First Grade by Out-of-State Transfer Students

- 1) Any student who transfers from an **out-of-state public school** and who does not meet regular age requirements for admission to Florida public schools shall be admitted upon presentation of the data required in subsection (3)
- 2) Any student who transfers from an **out-of-state nonpublic school** and who does not meet regular age requirements for admission to Florida public schools may be admitted if the student meets age requirements for public schools within the state from which he or she is transferring and if the transfer of the student's academic credit is acceptable under rules of the School. Prior to admission, the parent or guardian must also provide the data required in subsection (3)
- 3) In order to be admitted to Florida schools, such a student transferring from an out-of-state school must **provide the following data:**

- a. Official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school;
- b. An official letter or transcript from proper school authority, which shows record of attendance, academic information and grade placement of the student;
- c. Evidence of immunization against communicable diseases as required in Section [1003.22](#), Florida Statutes;
- d. Evidence of date of birth in accordance with Section [1003.21](#), Florida Statutes; and
- e. Evidence of a medical examination completed within the last twelve (12) months in accordance with Section [1003.21](#), Florida Statutes.

## **GRADES 2-5 TRANSFER STUDENTS**

A student in grades 2-5 who transfers from any other public or private school in the United States or a foreign country is placed in comparable classes, and all records from the previous school are accepted.

Grade 3 students who transfer from any public or private school in the United States or a foreign country after the current year's Florida Standards Assessment ELA administration must show Good Cause for promotion prior to being promoted to fourth grade.

If the transfer occurs after the current school year, and there is proof of promotion (i.e., report card) from the previous school, the student may be promoted based on this information.

## **ENGLISH LANGUAGE LEARNER (ELL) TRANSFER STUDENTS**

In accordance with State Board of Education Rules [6A-6.0900](#) and [6A-6.0905](#), ELLs are identified and assessed to determine eligibility for services, in accordance with State Board of Education Rule [6A-6.0902\(1\)\(2\)](#).

The English for Speakers of Other Languages (ESOL) coordinator and the school counselor/administrator shall review the educational background of the transferring student to determine appropriate grade level, subject, and ESOL Program placement. See State Board Education Rule [6A-6-6.0902\(3\)\(b\)](#). Parental input regarding educational background should be taken into

consideration especially when transcripts, records, or report cards are not readily available. This information is documented and filed in the English Language Learners folder. Families will be assisted when necessary for language translation in order to ensure proper communication of program/course placement.

An ELL Committee meeting must be conducted under the following circumstances: a student's placement is based on age, there is a lack of information about prior schooling (no transcript or report card), or prior schooling does not meet grade level requirements. An administrator must participate in the ELL Committee and placement process.

### **EXCEPTIONAL STUDENT EDUCATION (ESE) TRANSFER STUDENTS**

The State Board of Education Rules [6A-6.0331](#), [6A-6.0361](#), and the District's Exceptional Student Education Policies and Procedures (SP&P), address the requirements for Individual Educational Plans (IEPs) or Educational Plans (EPs), as well as the requirements for students who transfer to the School within Florida and students who transfer from outside of Florida.

#### **ESE Students Who Transfer Within Florida**

If an Exceptional Education Student (ESE) student, who had an IEP or EP that was in effect in a previous Florida school district, transfers and enrolls in a CSUSA managed school, the School, in consultation with the parent(s), will provide a Free Appropriate Public Education (FAPE) to the student, which includes services comparable to those described in the child's IEP/EP from the previous Florida school district or CSUSA school, until the School does either of the following:

- adopts the child's IEP/EP from the previous School District or CSUSA school; or
- develops, adopts, and implements a new IEP/EP, possibly in conjunction with the Local Education Agency, that meets the applicable requirements of State Board of Education Rule [6A-6.03028](#) or [6A-6.03019\(1\)](#).

## **ESE Students Who Transfer From Outside Florida**

If an Exceptional Student Education (ESE) student, who had an IEP or EP that was in effect in a previous school district in another state, transfers and enrolls in a new school within the same school year, the School, in consultation with the parent(s), will provide a FAPE to the student, which includes services comparable to those described in the child's IEP/EP from the previous District, until the School does both of the following:

- conducts an initial evaluation in accordance with [State Board of Education Rule 6A-6.0331](#) (if determined to be necessary by the School); and
- develops, adopts, and implements a new IEP/EP, if appropriate, possibly in conjunction with the Local Education Agency, that meets the applicable requirements of State Board of Education Rules [6A-6.03011](#) through [6A-6.0361](#).

## **ESE Students Who Transfer with Section 504 Accommodation Plans**

A transferring student with an active Section 504 Accommodation Plan is a student who was previously enrolled in any other school or agency with an active Section 504 Accommodation Plan and who is enrolling in a Florida school district. Upon notification that a transferring student is one with an active Section 504 Accommodation Plan, the receiving school must review and revise, as necessary, the existing active Section 504 Accommodation Plan and supporting documentation. Until that review is complete, the receiving school must implement the student's current Section 504 Accommodation Plan to the maximum extent reasonable in the current placement. If, following the receiving school's review, it is determined that the Section 504 Accommodation Plan is not appropriate; the school must evaluate the student consistent with Section 504 procedures, and develop and implement an appropriate Section 504 Accommodation Plan.

## **ATTENDANCE AND ABSENTEEISM**

In accordance with Florida Statute [1003.24](#), school attendance is the direct responsibility of the parent(s) and child(ren). Each parent or legal guardian of a child within the compulsory attendance age is responsible for the child's school attendance as required by law. Except as provided in Florida Statute [1003.24](#) and State Board of Education Rule [6A-1.09513](#), all students are expected to attend school regularly and to be on time for classes in order to benefit from the instructional program and to develop habits of punctuality, self-discipline, and responsibility.

### **ATTENDANCE POLICY AND PROCEDURES**

The School's handbook outlines the attendance procedures, which align to the following requirements:

- Parent(s) should notify the school promptly to report any absences by submitting a written note or by telephone call. The date(s) of the absence and reason should be provided. When the child returns to school, a written note is required in order for the absence to be considered excused, as long as it meets one of the listed requirements below.
- School officials may require medical verification of absences. It is the responsibility of the student to make-up work missed because of absences.

**Excused Absences** The following situations/reasons qualify as excused absences:

- student illness (if a student is continually sick and repeatedly absent from school, he/she must be under the supervision of a physician in order to receive an excuse from attendance);
- medical appointment;
- death in the family;
- observance of a religious holiday or service
- subpoena by a law enforcement agency or mandatory court appearance;
- suspensions;
- field trips which are authorized by the principal; and/or

- other individual student absences beyond the control of the parent or student (as determined and approved by the principal/designee).

**Unexcused Absences** An unexcused absence is any absence that does not fall into one (1) of the above excused absence categories.

**Make-Up Work** for excused and unexcused absences, including suspensions, the student will be afforded the opportunity to make-up work without academic penalty.

### **Reporting Attendance Cases**

When a student has accumulated at least 5 unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 unexcused absences or absences for which the reasons are unknown, within 90 calendar days, the case must be reported to administration or the student services coordinator. A meeting must then be convened to determine if a pattern of non-attendance is developing or exists. If deemed appropriate, interventions may be developed to support this student, which may include: frequent communication between school and family; mentoring; counseling; evaluation for alternative education program; attendance contracts; agency referral(s); or Truancy Petition. The School will adhere to all statutory requirements regarding a Truancy Petition.

### **Habitual Truants**

Each public school principal or the principal's designee shall notify the district school board of each minor student under its jurisdiction who accumulates 15 unexcused absences in a period of 90 calendar days. The district school superintendent must provide the Department of Highway Safety and Motor Vehicles the legal name, sex, date of birth, and social security number of each minor student who has been reported under this paragraph and who fails to otherwise satisfy the requirements of [s. 322.091](#). The Department of Highway Safety and Motor Vehicles may not issue a driver's license or learner's driver's license to, and shall suspend any previously issued driver's license or learner's driver's license of, any such minor student, pursuant to the provisions of [s. 322.091](#).



**Students with Active Section 504 Accommodation Plans** When a student with an active 504 Accommodation Plan has excessive absences, the student must be given the opportunity to demonstrate course mastery. In each case, the Multi-Disciplinary Team must meet to determine if the absences are caused by the disability of record. If the Multi-Disciplinary Team determines that the absences are caused by the student's disability, the student's placement must be reevaluated for appropriateness. [Section 504 of the Rehabilitation Act of 1973, 34 C.F.R. Part 104] The Section 504 Accommodation Plan must address any additional accommodations, strategies, and/or interventions needed to ensure that the student has an equal opportunity to demonstrate course mastery.

### **Exceptional Student Education (ESE)**

In the case of an ESE-eligible student with excessive absences, an IEP Team meeting must be conducted to determine whether or not the absences are related to the student's disability. Attendance data shall be reviewed and used as one (1) indicator of a student's access to instruction. Refer to State Board of Education Rule [6A-6.0331\(1\)\(c\)](#), and the district's *Student Education Policies and Procedures (SP&P)*.

If the IEP Team determines that the excessive absences are related to the student's disability, the IEP Team must take appropriate action, which may include waiver of the attendance guidelines in determining grades, as well as a change of placement. To the maximum extent possible, the student will be educated in the least restrictive environment.

If the IEP Team determines that the student's excessive absences are not related to the student's disability, the student is treated the same as a General Education student.

### **Hospital/Homebound Services**

If a student is confined to home or a hospital, but is able to participate in and benefit from an instructional program, the student may be eligible for a Hospital/Homebound Services provided in collaboration with the Local Educational Agency. Complete information regarding the criteria for a Hospital/Homebound Program can be found in State Board of Education Rule [6A-6.03020](#) and State Board of Education Rule [6A-6.03411](#).



## **Tardies**

A student is considered tardy if they are absent at the time attendance is taken provided the student is in attendance before the close of the day. Tardies will either be excused or unexcused. Acceptable documentation to excuse a tardy is the same as those for excused absences. Every 5th unexcused tardy for students in grades K - 5 will convert to an unexcused absence and can be used to meet the criteria to file a truancy petition in circuit court.

## **Early Pick-Up**

Students in grades K – 5 who are picked up from school prior to the end of the day will be marked as tardy for the day. The tardy will either be excused or unexcused. The tardy will be excused if the parent provides written documentation that the need to leave school early was for the same reasons that an absence from school would be excused. The parent's notation in the school's early pick-up log may suffice as meeting the requirement to provide written documentation if the notation is sufficient. Every 5th unexcused tardy for students in grades K - 5 will convert to an unexcused absence and can be used to meet the criteria to file a truancy petition in circuit court.

For all students in grades K -12, once the student has accumulated 3 excused tardies or absences due to leaving school early for medical/dental reasons within a semester, the parent must provide documentation from a physician that the student had a medical/dental appointment for subsequent class absences or tardies to be excused.

The school principal or designee may approve an early pick-up or release beyond these limits after taking into consideration the reason as well as the student's attendance history, both daily and by period, and the number of early releases.

## **PROCEDURES FOR STUDENT WITHDRAWAL**

### **Withdrawal During the School Year**

A student who leaves before the close of the school term shall receive grades on the report card covering the terms in attendance. A student will not meet promotion requirements unless he/she enrolls in another school to complete the academic year. The parent(s) of a student who leaves school during the last two (2) weeks of the school year must show evidence that the withdrawal

is necessary and the student must successfully complete examinations as appropriate. Principals may have the authorization to make arrangements for the administration of any tests or examinations as appropriate, prior to withdrawal.

Principals may determine that the requirements for early withdrawal do not have to be met when unusual/extenuating circumstances arise. Student withdrawal must be approved by the school principal.

### **Withdrawals for Enrollment in Home Education Program**

To withdraw a student for enrollment in a Home Education Program, the custodial parent(s) must initiate the withdrawal process at the school, complete the exit interview and report to the local school district to register the student in the new program.

## **CURRICULUM**

The School's Guaranteed and Viable Curriculum incorporates the performance standards as defined by the Florida Department of Education (FLDOE) Florida Standards and Next Generation Sunshine State Standards (NGSSS), as applicable.

The curriculum includes standards for the following content areas:

- English Language Arts
- Mathematics
- Science
- Social Studies
- World Language
- Health Education
- Fine Arts (Music/Art)
- Physical Education

These standards delineate the academic achievement for which the state will hold schools accountable. Research-based instructional materials are provided as tools to support instruction in elementary school classrooms. Please see the School's charter application/contract for more details regarding curriculum and instruction.

## **SPECIAL PROGRAMS**

### **English for Speakers of Other Languages (ESOL) Programs**

In accordance with State Board of Education Rules [6A-6.0902](#), [6A-6.0903](#), [6A-6.0904](#); [6A-6.0908](#), students who are identified as English Language Learners (ELLs) must be given equal access to the general curriculum. ELLs are placed in courses based on need and eligibility. The student's Individual ELL Plan documents the instructional strategies required to ensure the student has an equal opportunity to master the General Education curriculum. For full explanation of services and models, refer to the School's charter application/contract.

### **Gifted Education Programs**

Students enrolled in the Gifted Program have an opportunity to access a qualitatively differentiated curriculum, which consists of carefully planned, coordinated learning experiences that extend beyond the basic curriculum to meet the specific learning needs of the student.

Students identified as gifted, under State Board of Education Rule [6A-6.03019](#), have an Educational Plan (EP) that outlines goals, strengths, and weaknesses that provide direction for the instructional program. The Differentiated Instructional Program may include advanced-level content and enrichment that address the student's special abilities and interests. For more information regarding gifted education, refer to the School's charter application/contract.

### **Section 504 Accommodation Plans**

A student is eligible for accommodations, under Section 504 of the Rehabilitation Act of 1973, if the student is determined to have a physical or mental impairment that substantially limits one (1) or more major life activity of such student. In addition, a student with either a record of impairment, or who is regarded as having impairment, is protected from discrimination under both Section 504 and the Americans with Disabilities Act (ADA), as amended by the ADA Amendments Act of 2008, effective January 1, 2009.

A student meets the requirement of being regarded as having impairment by establishing that the student has been subjected to a prohibited act because of an actual or perceived physical or mental impairment, whether or not the impairment limits or is perceived to limit a major life activity. This provision

shall not apply to a student's impairments that are transitory and minor. A transitory impairment has an actual or expected duration of six (6) months or less. A Multi- Disciplinary Team must meet as necessary to determine if an otherwise qualified student's mental and/or physical impairment substantially limits one (1) or more of the student's major life activities.

Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. Major life activities also include the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

An episodic or in remission impairment is a disability if it would substantially limit a major life activity when active. Impairment that substantially limits one (1) major life activity need not limit other major life activities in order to be considered a disability.

The determination of whether the impairment substantially limits a major life activity shall be made without regard to the ameliorative effects of mitigating measures such as:

- medication, medical supplies, equipment or appliances, low-vision devices (which do not include ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aids and cochlear implants or other implantable hearing devices, mobility devices, or oxygen therapy equipment and supplies;
- use of assistive technology;
- reasonable accommodations or auxiliary aids or services; or
- learned behavioral or adaptive neurological modifications. However, the ameliorative effects of the mitigating measures of ordinary eyeglasses or contact lenses shall be considered in determining whether the impairment substantially limits a major life activity. To ensure compliance for all school decisions made under Section 504 and ADA, two (2) components are necessary. First, the parent(s) must always be notified of any meeting scheduled to determine eligibility or subsequent meetings to make changes to the Section 504 Accommodation Plan. Secondly, service, accommodation, and placement decisions must be

made by a Multi-Disciplinary Team. A Section 504 Accommodation Plan cannot be changed without proper parental notice and a Multi-Disciplinary Team Meeting. The individual student's Section 504 Accommodation Plan documents the accommodations and/or modifications that are required to ensure that the student has an equal opportunity to access the General Education curriculum. [Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104]

## **Exceptional Student Education (ESE) Programs**

Pursuant to State Board of Education Rule [6A-6.03028](#), Individual Education Plans (IEPs) for students with disabilities enrolled in an Exceptional Student Education (ESE) Program must specify the specially designed instruction and related services that are necessary to meet each student's unique needs. Refer to Florida Statutes [1003.57](#), [1003.571](#), and [1003.5715](#).

All students must be given access to the general curriculum, as is appropriate, in relation to their unique needs and abilities and as delineated on each student's IEP. For the majority of these students, the General Education standards should be the basis of their curriculum. For some students, modified standards and/or benchmarks in one (1) or more content areas may be more appropriate. The Florida Core Content/Connectors/Access Points are expectations for students with significant cognitive disabilities when accessing the General Education curriculum. Core Content Connectors/Access Points reflect the core intent of the standards with reduced levels of complexity. (Refer to State Board of Education Rule [6A-1.09414](#) for course descriptions).

In all cases, the IEP Team, which must include the parent(s), makes special program placements and educational decisions. The IEP must include a statement of measurable annual goals, including benchmarks or short-term objectives related to meeting the student's needs that result from the student's disability. As appropriate, the IEP should enable the parent(s) and student to be involved in determining how the student will be involved/progress in the general curriculum, and how the student will participate in appropriate activities. The IEP shall also address how each of the student's other educational needs (that result from the student's disability) will be met. [State Board of Education Rule [6A-6.03028\(3\)\(h\)2](#)]

The IEP Team must draft benchmarks and short-term objectives for students with disabilities who take the alternative assessments aligned to alternative achievement standards. The IEP Team has the discretion to also draft benchmarks and short-term objectives for other students with disabilities. [State Board of Education Rule [6A-6.03028](#)]

The IEP may specify whether accommodations/modifications are necessary in the areas of curriculum, instruction, and assessment provided that the accommodations/modifications do not include modifications to the curriculum descriptions/frameworks or student performance standards. The IEP must be implemented as drafted by the IEP Team. The IEP must contain an explanation of the extent, if any, to which the student will not participate with non-disabled students in the General Education class. (Refer to the district's *Student Education Policies and Procedures (SP&P)* for details.)

In compliance with the least restrictive environment mandate, a student with a disability may be removed from the General Education environment, only if the nature and/or severity of the disability are such that education in General Education classes, with the use of supplementary aids and services cannot be achieved satisfactorily. [*Student Education Policies and Procedures (SP&P)*]

The School shall establish procedures that provide the opportunity for one (1) or both of the student's parent(s) to participate in meetings and decisions concerning the student's IEP. A written notice of the meeting must be provided to the parents and must indicate the purpose, time, and location of the meeting, as well as whom, by title or position, will be attending.

### **Virtual Instruction**

As a school of choice, it is understood how important it is to provide a variety of curriculum and instructional options for students. As such, virtual courses have been integrated into the curriculum that will be monitored and supported at the school center by teachers. These "on-site" virtual courses are all state approved and will provide students with multiple course options and direct support and monitoring by the School's teachers. All virtual courses are fully and completely part of the School's educational program.

A complete list of virtual courses offered is available at the School. Since each course, traditional and virtual alike, are uniquely incorporated into our proven curriculum, virtual options are limited to the extensive list

of courses. If you have any questions regarding virtual course offerings, you may contact the School.

## **ENRICHMENT OPPORTUNITIES**

The School will provide multiple opportunities for advanced students to participate in enrichment activities. To accommodate learners that need enrichment, teachers can differentiate in three ways: with the content students are learning, the process in which the material is being taught, and the product that is developed to demonstrate learning. Specific strategies include, but are not limited to:

- Marzano’s Thirteen High Probability instructional strategies
- Cross-curricular instruction and learning
- Multiple intelligences
- Project-based learning
- Cooperative learning

As a tool to support differentiation, the School will also utilize blended learning strategies that include:

- Opportunity to learn content that may not be offered in a traditional brick-and-mortar classroom (i.e. students can take a variety of world languages or electives to meet student interest).
- Remedial and credit recovery programs that provide opportunities for students to work at their grade level learning fundamental skills to make academic gains.
- Unlimited access to work at the student’s pace and time.
- Accommodates “Flipped Learning,” which allows students to learn the lesson at home and practice what is learned in the classroom.
- Additional programs might be available for advanced (enrichment) academics.

## **High School Level Coursework**

Students in middle school who are eligible can take advanced courses in which they will earn high school credit. The possible courses offered include Algebra I, Geometry, Biology, and U.S. History. Entry of students into a high



school level course is up to the discretion of the principal. The principal will take into consideration various factors including student grades, performance on state assessments, and results from a screening exam. Students must be proficient in their previous year's course, as well as perform in the upper quartile of the proficient levels on state assessments<sup>3</sup>. Students who wish to take Geometry I must first take and pass the Algebra I course and EOC. Students who wish to take Algebra II must first take and pass the Geometry I course and EOC. Students must maintain proficiency in the high school level course in order to remain enrolled in that course.

### **Whole-Grade and Midyear Promotion**

The school will adhere to all statutory requirements regarding mid-year promotion for retained third grade students according to State Board Rule [6A-1.094222](#) Standards for Mid-Year Promotion of Retained Third Graders. In all other grade levels, students will progress according to the Student Progression Plan and the School will not promote mid-year or allow students to skip a year of instruction.

## **STATEWIDE ASSESSMENTS**

### **Florida Standards Assessment and Florida Comprehensive Assessment Test (FCAT) 2.0**

In accordance with Florida Statute § [1008.22\(3\)&\(6\)](#) and State Board of Education Rule [6A-1.09422](#), all eligible elementary students in grades 3 and above must participate in all regular state-mandated assessments for accountability purposes, except as prescribed by the Commissioner of Education. The Florida Standards Assessment and FCAT 2.0 are the current statewide assessments.

### **End-of-Course Assessments**

All middle school students enrolled in any of the courses that require an End-of-Course (EOC) Assessment shall participate in the EOC Assessment administration that is specific to that course.

The following table from the FLDOE shows the assessment administered for

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<sup>3</sup> Level determinations have not yet been made by the state for the new Florida Standards Assessment. In previous years, students who earned a 3, 4 or 5 on the state assessment were considered proficient or above proficiency. When the state releases the proficient level determinations, this plan will be updated accordingly.

each grade level and subject area, current as of 2014-2015<sup>4</sup>:

<b>Florida Standards Assessments (FSA)</b>		
<b>Assessment</b>	<b>Grade Level</b>	
<b>FSA English Language Arts</b>	3-10	
<b>FSA Mathematics</b>	3-8	
<b>FSA End-of-Course Assessments</b>		
<b>Algebra 1, Geometry, Algebra 2</b>		
<b>Next Generation Sunshine State Standards (NGSSS) Assessments</b>		
<b>Assessment</b>	<b>Grade Level</b>	
<b>FCAT Mathematics Retake and FCAT 2.0 Reading Retake</b>	Retained 10-AD	
<b>FCAT 2.0 Science</b>	5 and 8	
<b>NGSSS End-of-Course Assessments</b>		
<b>Algebra 1 Retake, Biology 1, Civics, Geometry Retake, U.S. History</b>		

### **The Florida Alternate Assessment (FAA)**

The FAA provides options to those students for whom participation in the Florida Standards Assessment (FSA) is not appropriate, even with accommodations, as identified in the student’s Individualized Education Plan

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<sup>4</sup> This chart is subject to change based on adjustments made by the FLDOE.

(IEP). It is expected that only students with the most significant cognitive disabilities who are eligible under the Individuals with Disabilities Education Act (IDEA) will participate in the FAA.

**NOTE:** Each student who does not meet specific levels of performance in reading, writing, mathematics, and science for each grade level, as determined by the School and the Commissioner of Education on statewide assessments at selected grade levels, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. [Florida Statute [1008.25\(4\)\(a\)](#)]

## **SCHOOL ASSESSMENTS**

Listed below are measurement tools that will be used for assessment purposes to monitor progress throughout the year. These are all used to determine the progress of students with regard to mastery of the standards and reaching a level of proficiency on the FSA/FCAT 2.0. The listed assessment tools do not preclude the School from incorporating other measures that may be determined necessary to support the mission of the School or may be required per Florida law.

- Interim Formative Assessments, which include three administrations in the areas of English/language arts, mathematics, and science. The Northwest Evaluation Association (NWEA) currently provides the Measures of Academic Progress (MAP) and the MAP for Primary Grades (MPG).
  - NWEA MAP: tests students with engaging, ability-appropriate content. NWEA is an adaptive assessment; therefore as a student responds to questions, the test difficulty adjusts to the level of the student.
  - NWEA MAP for Science: Aligned with science state standards, test items are helpful for assessing students up to and including 10th grade, prior to more specialized science curriculum in upper high school, and measures the following critical areas: 1) General Science, which covers specific science concepts within the three major domains of science: life sciences, earth and space sciences, and physical sciences. 2) Concepts and Processes, which measure a student's performance in both the processes used in science and the major themes underlying the science disciplines. Administration of MAP for Science is required in grades 5 and 8,

but the School will have the option of offering this assessment to other grade levels if necessary.

- **Common Monthly Assessments:** monthly assessments provided by the ESP which are created from a data bank and disseminated to schools to gauge students' progress on mastery of the GVC. The assessments are aligned to state standards, and include short-term review, as well as spiral review, to check for mastery. This is to provide a uniform tool to all schools in the network to monitor progress more frequently between benchmark assessments administered by NWEA.
- **Instructional Focus Plan (IFP) Assessments:** Tests aligned to specifications of Florida Standards and assessments that measure mastery of competencies within the GVC, given minimally every two weeks. IFP instruction and assessments match the skills and concepts each class needs to work on in order to reach mastery.
- **Weekly Standards-Based Assessments:** Formative assessments that are designed to evaluate whether a student has mastered a specific standard. Each weekly assessment will measure the academic performance of each student on a particular standard, based on content that has been introduced and practiced multiple times. These can be teacher-created or from purchased resources and are used in all subjects.

## **ACCOMMODATIONS FOR SPECIAL PROGRAM STUDENTS**

The following section specifies the accommodations requirements for Special Program students (i.e., ELLs and Students with Disabilities) when taking School/State assessments.

### **Accommodations for English Language Learners (ELLs)**

ELLs must take all required State achievement tests unless they have an IEP, which indicates otherwise. However, active ELLs are eligible to receive accommodations during testing. Permissible accommodations may include:

- flexible setting;
- flexible scheduling (including additional time);
- State-approved Heritage Language Dictionary; and
- assistance in the Heritage Language.

In accordance with State Board of Education Rule 6A-6.09091, ELLs must have

access to a State English-to-Heritage Language translation dictionary and/or Heritage Language-to-English translation dictionary, such as those made available to ELLs in instructional settings. When a student qualifies for both the ESOL and ESE programs, all appropriate accommodations listed on the IEP, as well as the ELL Plan must be offered. Parent(s) are notified in writing of all accommodations offered to their child. A copy of this document is maintained in the ELL folder.

### **Assessments for Students with Disabilities**

The following section complies with State Board of Education Rules [6A-1.0943](#), and [6A-1.09422\(12\)](#).

Absent an exemption, as stated earlier in this Plan, all students with disabilities, as defined by Florida Statute [1003.01\(3\)\(a\)](#) or State Board of Education Rule [6A-19.001\(6\)](#), will participate in the statewide assessment program based on state standards, pursuant to State Board of Education Rule [6A-1.09401](#), without accommodations unless:

- the Individual Educational Plan (IEP) Team, or the team that develops the plan required under Section 504 of the Rehabilitation Act, determines and documents that the student requires allowable accommodations during instruction and for participation in a statewide assessment; or
- the IEP Team determines that a student with a significant cognitive disability meets the criteria for participating in the statewide alternate assessment.

### **Assessment Accommodations for Students with Disabilities**

The following section complies with Florida Statute [1003.01\(3\)\(a\)](#) and State Board of Education Rules [6A-1.0943](#) and [6A-6.0331](#) as well as the district's Exceptional Student Education Policies and Procedures (SP&P). Accommodations are authorized for any student who has been determined to be an eligible student with a disability and has a current IEP, or who has been determined to be a student with a disability under State Board of Education Rule [6A-19.001\(6\)](#). The accommodations must be identified on the student's IEP or the plan developed under Section 504 of the Rehabilitation Act. Accommodations categories are defined as:

- adjustments to the presentation of the statewide assessment questions;

- methods of recording exam responses to the questions;
- scheduling for the administration of a statewide assessment to include the amount of time for administration;
- settings for administration of a statewide assessment; and/or
- the use of assistive technology/devices.

Accommodations that negate the validity of a statewide assessment are not allowable. Within the limits specified in this rule, allowable statewide assessment accommodations are based on current instructional accommodations and accessible instructional materials used by the student in the classroom.

Unique accommodations for use on a statewide assessment not outlined in the statewide assessment test administration manuals must be submitted to the Department of Education for approval by the Commissioner of Education. [State Board of Education Rule [6A-1.0943\(3\)](#)]

The School is required to implement the accommodations in a manner that ensures that the test responses are the independent work of the student. Personnel are prohibited from assisting a student in determining how the student will respond or directing or leading the student to a particular response. In no case shall the accommodations authorized herein be interpreted or construed as an authorization to provide a student with assistance in determining the answer to any test item. [State Board of Education Rule [6A-1.0943\(3\)\(d\)](#)]

### **Participation in the Statewide Alternate Assessment**

In accordance with State Board of Education Rule [6A-1.0943\(4\)](#), the decision that a student with a significant cognitive disability will participate in the statewide alternate assessment is made by the IEP Team and recorded on the IEP. Pursuant to State Board of Education Rule [6A- 1.0943\(4\)](#), all of the following criteria must be met:

- the student is unable to master the grade-level general state content standards even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials;
- the student is participating in a curriculum based on the state standards access points for all academic areas; and
- the student requires direct instruction in academics based on access

points in order to acquire, generalize, and transfer skills across settings.

### **Extraordinary Exemption for Students with Disabilities**

In accordance with Florida Statute [1008.212](#), students with disabilities; extraordinary exemption, a student with a disability may be eligible for an exemption from participation in the statewide assessment. The School will adhere to all statutory requirements regarding exemption for Students with Disabilities.

### **National and International Education Comparisons**

Pursuant to Florida Statute [1008.22 \(2\)](#), Florida school districts shall participate in the administration of the National Assessment of Educational Progress, or similar national or international assessments, both for the national sample and for any state-by-state comparison programs that may be initiated, as directed by the Commissioner. The administration of such assessments shall be in addition to, and separate from, the administration of the statewide, standardized assessments.

### **PERFORMANCE LEVELS FOR STUDENT PROMOTION (READING, WRITING, MATHEMATICS, AND SCIENCE)**

The School must define specific levels of performance in reading, writing, mathematics, and science for each grade level. These levels of performance will be used to identify students who must receive remediation and may be retained. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement, as referenced in Florida Statute [1008.25\(6\)\(a\)](#). No student may be retained solely on the basis of standardized assessments. Students shall meet the appropriate performance levels for Next Generation Sunshine State Standards (NGSSS) or Florida Standards, as set forth in State Board of Education Rule [6A-1.09401](#).

Various indicators, including but not limited to, multiple measures using appropriate grade level assessments, as well as teacher judgment, will be used to determine performance levels. Each elementary school shall regularly assess the reading ability of each student in grades K-5.

### **Teacher Judgment for Promotion**

The teacher must provide compelling, verifiable evidence when student performance on appropriate grade level assessments is not believed to be indicative of daily classroom performance. Teacher judgment factors may include, but are not limited to the following:

- previous retentions;
- level of text at which student is independently successful;
- observations;
- checklists;
- student portfolios;
- classroom assessments; and/or
- current grades/marks.

### **K-5 STUDENT PROGRESSION CHARTS**

The Student Progression charts show identified performance levels as they relate to FSA ELA and Mathematics, as well as other assessments and indicators. As stated above, all grade levels can take into consideration multiple factors with regard to promotion and retention, including performance in all areas, as well as social and emotional readiness. This chart is a guide for teachers and administrators to appropriate target students who may be eligible for retention. The teacher, parent, RtI/MTSS representative, and principal will work together to ensure a plan is in place to prevent retention during the school year, but the ultimate decision for promotion or retention is made by the principal.



## KINDERGARTEN

Student Progression Level	Measurement Criteria		Decision
<b>Above Grade Level</b>	Reading Running Records <sup>5</sup>	E+	Promote
	NWEA RIT Score	148+	
<b>At Grade Level</b>	Reading Running Records	D	Promote
	NWEA RIT Score	138-147	
<b>Below Grade Level (needs short-term intervention)</b>	Reading Running Records	C	Promote with Progress Monitoring Plan
	NWEA RIT Score	127-137	
<b>Below Grade Level (needs intensive intervention)</b>	Reading Running Records	Below C	Retention Considered
	NWEA RIT Score	Less than 127	

<sup>5</sup> The School may use other screening instruments in collaboration with the above criteria to determine promotion or retention.

## FIRST GRADE

Student Progression Level	Measurement Criteria		Decision
<b>Above Grade Level</b>	Reading Running Records	K+	Promote
	NWEA RIT Score	166+	
<b>At Grade Level</b>	Reading Running Records	J	Promote
	NWEA RIT Score	155-165	
<b>Below Grade Level (needs short-term intervention)</b>	Reading Running Records	I	Promote with Progress Monitoring Plan
	NWEA RIT Score	142-154	
<b>Below Grade Level (needs intensive intervention)</b>	Reading Running Records	Below I	Retention Considered
	NWEA RIT Score	Less than 142	

## SECOND GRADE

Student Progression Level	Measurement Criteria		Decision
<b>Above Grade Level</b>	Lexile Level	516+	Promote
	NWEA RIT Score	184+	
<b>At Grade Level</b>	Lexile Level	365-515	Promote
	NWEA RIT Score	169-183	
<b>Below Grade Level (needs short-term intervention)</b>	Lexile Level	130-364	Promote with Progress Monitoring Plan
	NWEA RIT Score	153-168	
<b>Below Grade Level (needs intensive intervention)</b>	Lexile Level	Less than 129	Retention Considered
	NWEA RIT Score	Less than 153	

### THIRD GRADE<sup>6</sup>

Student Progression Level	Measurement Criteria		Decision
<b>Above Grade Level</b>	Lexile Level	710 +	Promote
	NWEA RIT Score	198+	
	FSA Reading and Math	Level 4 or 5	
<b>At Grade Level</b>	Lexile Level	534-709	Promote
	NWEA RIT Score	184-197	
	FSA Reading and Math	Level 3	
<b>Below Grade Level (needs short-term intervention)</b>	Lexile Level	355-533	Promote with Progress Monitoring Plan
	NWEA RIT Score	168-183	
	FSA Reading and Math	Level 2	
<b>Below Grade Level (needs intensive intervention)</b>	Lexile Level	Less than 354	Retention Considered
	NWEA RIT Score	Less than 168	
	FSA Reading and Math	Level 1	

<sup>6</sup> Please see page 46 for the statutorily required third grade retention policy.

## FOURTH GRADE

Student Progression Level	Measurement Criteria		Decision
<b>Above Grade Level</b>	Lexile Level	856+	Promote
	NWEA RIT Score	207+	
	FSA Reading and Math	Level 4 or 5	
<b>At Grade Level</b>	Lexile Level	720-855	Promote
	NWEA RIT Score	193-206	
	FSA Reading and Math	Level 3	
<b>Below Grade Level (needs short-term intervention)</b>	Lexile Level	508-719	Promote with Progress Monitoring Plan
	NWEA RIT Score	178-192	
	FSA Reading and Math	Level 2	
<b>Below Grade Level (needs intensive intervention)</b>	Lexile Level	Less than 507	Retention Considered
	NWEA RIT Score	Less than 178	
	FSA Reading and Math	Level 1	

## FIFTH GRADE

Student Progression Level	Measurement Criteria		Decision
<b>Above Grade Level</b>	Lexile Level	975+	Promote
	NWEA RIT Score	214+	
	FSA Reading and Math	Level 4 or 5	
<b>At Grade Level</b>	Lexile Level	836-974	Promote
	NWEA RIT Score	201-213	
	FSA Reading and Math	Level 3	
<b>Below Grade Level (needs short-term intervention)</b>	Lexile Level	655-835	Promote with Progress Monitoring Plan
	NWEA RIT Score	186-200	
	FSA Reading and Math	Level 2	
<b>Below Grade Level (needs intensive intervention)</b>	Lexile Level	Less than 654	Retention Considered
	NWEA RIT Score	Less than 186	
	FSA Reading and Math	Level 1	

## MIDDLE SCHOOL PROGRESSION

The credit requirements prior to entry into high school are as follows:

Course	Credits	Requirements
<b>English Language Arts</b>	3 <sup>7</sup>	<ul style="list-style-type: none"> <li>• Can be middle or high school level courses</li> <li>• Shall emphasize literature, composition, and technical text</li> </ul>
<b>Mathematics</b>	3	<ul style="list-style-type: none"> <li>• Can be middle or high school level courses (each school must offer at least one high school level math course)</li> <li>• To earn high school credit for Algebra 1, a middle school student must pass the EOC assessment, which counts for 30% of the student's grade in that course</li> <li>• To earn high school credit for Geometry, a middle school student must take the Geometry EOC assessment, which counts for 30% of the student's grade in that course</li> </ul>
<b>Science</b>	3	<ul style="list-style-type: none"> <li>• Can be middle or high school level courses</li> </ul>
<b>Social Studies</b>	3	<ul style="list-style-type: none"> <li>• One of these courses must be at least one semester of a civics education course. The Civics EOC counts as 30% of the student's grade for that course</li> </ul>
<b>Physical Education</b>	1.5	<ul style="list-style-type: none"> <li>• Students must take physical education for one semester of each year</li> </ul>
<b>Electives</b>	4.5	<ul style="list-style-type: none"> <li>• Offered in the areas of reading, art, music, world language, and others.</li> <li>• Elective options will be determined based on teacher certification and student interest. Students that are participating in course recovery to meet promotion criteria may waive</li> </ul>

<sup>7</sup> This is the minimum requirement for promotion. The CSUSA model allows for two periods of ELA courses per year in the schedule to emphasize the importance of literacy.

their elective course.

**Career and Education Planning**

- Taken as an elective or within another course, it must be internet-based and customizable for each student
- May be taken during 6<sup>th</sup>, 7<sup>th</sup>, or 8<sup>th</sup> grade
- Must result in the completion of a personalized academic and career plan (signed by the parent) and emphasize technology or the application of technology in career fields.

Students must pass each semester with a grade of "D" or higher in both semesters in the core subject areas to be promoted to 9<sup>th</sup> grade. Below are options that each student will be offered in order to recover their grades and pass each course.

- If a child fails the first two quarters, he or she may:
  - Participate in course recovery for the second semester and be assigned content from the entire first semester to re-take
  - Participate in course recovery over the summer and be assigned content from the entire first semester
- If a child fails the second two quarters, he or she may:
  - Participate in course recovery over the summer and be assigned content from the entire second semester
- If a child fails the entire course, he or she may:
  - Participate in course recovery over the summer and be assigned content from the entire year
  - Participate in course recovery the following school year

A student may only have the option to participate in course recovery in the following school year for **one** course in either social studies or science. If a student fails ELA or Mathematics, then he or she **must** participate in course recovery during the current school year or over the summer.

The student is issued the failing grade until one of the above options is completed. Please see the CSUSA process documents regarding Plato for more information on course recovery.

In addition, the following options may be used as alternate documentation of



successful completion of required courses:

- Student has successfully completed the course through the virtual school program offered at the School.
- Student has scored an acceptable level (3, 4, or 5 in Reading, Math or Science, Algebra I Geometry, or Civics) on subject related FSA, FCAT or EOC.
- Student has completed the course through a summer or tutorial program.
- Student is a transfer student demonstrating mastery as outlined in Statute [6A- 1.09942](#), State Uniform Transfer of Students in Middle Grades.
- Student has documented mastery of course requirements by receiving a grade of C or better on a final exam, semester exams, or an end-of-course exit exam.

Students completing eighth grade will be promoted to ninth grade following successful completion of the above requirements. Students will be retained in eighth grade if any of the above requirements are not met. If a student does not pass a required core semester class in sixth, seventh or eighth grade, and does not meet one of the alternate documentation methods, parents will be notified that the student will not be eligible for promotion to high school and will be retained in 8<sup>th</sup> grade unless the courses are successfully completed through credit recovery options. The final decision regarding grade placement is the responsibility of the principal.

For each year in which a student scores at Level 1 on the FSA for ELA, the student must receive remediation the following year in the form of an intensive reading course. If the student scores at Level 2 in ELA, the school must enroll the student, based on a diagnosis of the student's reading needs, in either an intensive reading course or a content area course in which reading strategies are incorporated into the course. For each year in which a student scores at Level 1 or 2 on the FSA for Mathematics, the student must receive remediation the following year, which may be integrated into the student's required math course.

Middle school students must have the equivalent of one class period per day of physical education for one semester of each year. Students in grade K-8 are eligible to waive the physical education requirement if they meet any of the following criteria:

- The student is enrolled or required to enroll in a remedial course.
- The student's parent indicates in writing to the school that the parent requests the student be enrolled in another course from among the courses offered as options by the School.
- The student is participating in physical activities outside the school day, which are equal to or in excess of the mandated requirement.

## CREDIT REQUIREMENTS FOR HIGH SCHOOL GRADUATION

Students entering grade nine as of 2014-2015 need to complete the requirements below from the Florida Department of Education in order to graduate. Students will be offered the 24 credit standard diploma option, as well as the Advanced International Certificate of Education (AICE) diploma.

<b>CREDIT REQUIREMENTS</b>	
<b>English Language Arts (ELA) – 4 credits</b>	ELA I, II, III, IV ELA Honors, Advanced International Certification of Education (AICE) and/or Advanced Placement/AP courses may satisfy this requirement
<b>Mathematics – 4 credits</b>	Must include Algebra 1 and Geometry
<b>Social Studies – 3 credits</b>	1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics with Financial Literacy
<b>Science – 3 credits</b>	Must include Biology 1, and two equally rigorous science courses Two of three required credits must have a laboratory component
<b>OTHER REQUIREMENTS</b>	
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts	
1 Credit Physical Education (to include the integration of health)	
8 Elective Credits	
1 Online Course	
<b>Students must earn a 2.0 grade point average on a 4.0 scale</b>	

The School will offer courses made available by Florida Department of Education. The courses listed will be connected with course codes out of the Florida Department of Education course code directory as provided on their website at this [link](#).

## **COURSE RECOVERY**

Students in grades 6-12 may validate mastery of the content standards in the failed courses through the following options:

- Retaking the course through course recovery offered by the School. The students will waive the right to an elective course and enroll in the appropriate remedial course(s).
- On-line competency based course in the summer on school grounds
- Repeating the course at the school during the elective period.

As stated in Middle School Progression, below are options that each student will be offered in order to recover their grades and pass each course.

- If a child fails the first two quarters, he or she may:
  - Participate in course recovery for the second semester and be assigned content from the entire first semester to re-take
  - Participate in course recovery over the summer and be assigned content from the entire first semester
- If a child fails the second two quarters, he or she may:
  - Participate in course recovery over the summer and be assigned content from the entire second semester
- If a child fails the entire course, he or she may:
  - Participate in course recovery over the summer and be assigned content from the entire year
  - Participate in course recovery the following school year

A student may only have the option to participate in course recovery in the following school year for **one** course in either social studies or science. If a student fails ELA or Mathematics, then he or she **must** participate in course recovery during the current school year or over the summer.

The student is issued the failing grade until one of the above options is completed. Please see the CSUSA process documents regarding Plato for more information on course recovery.

## **PROGRESS MONITORING PLAN (PMP) PROCESS**

The Progress Monitoring Plan was designed to provide students, parents, teachers, and administrators with specific academic intervention information for students who are performing below grade level in each grade. This is included as part of the RTI process. The PMP lists students' areas of academic weakness and describes interventions that can be implemented in the areas of

writing, reading, mathematics or science. Each student performing below grade level must have a PMP. The PMP must also be reviewed by all stakeholders after at least 12 weeks of instruction, in order to assess whether implemented strategies are increasing student achievement in the identified area.

Student data will be compiled which identifies students below grade level in the School from benchmark data and individual student FSA and FCAT 2.0 scores. The data is generated in order to assist teachers in targeting students who need immediate remedial instruction. The benchmark test, and any other diagnostic assessment, will be given within the first month of school so that individual student strengths and opportunities for growth can be identified quickly and a PMP can be generated in order to make sure classroom instruction is geared toward meeting the needs of every student. This allows students, parents, teachers, and administrators to re-evaluate individual student's academic achievement in a more time efficient manner. Recognizing areas of strengths and weaknesses in a timely manner is vital to ensure students have enough instructional time and practice to solidify their understanding before reassessment occurs. Students deficient in reading will be provided daily immediate intensive intervention and progression monitoring a minimum of 3 times per year, in compliance with State Board of Education Rule [6A-6.054\(1\)\(K-12\)](#) and [6A-6.054 \(1\)\(b\)](#).

If a student should need multiple specialized plans, such as PMPs for reading intervention, Individual English Language Learner Student Plans, Educational Plans for Gifted Students, or Individual Education Plans for ESE Students, members of committees will overlap so that communication among members and alignment of plans can be ensured.

Components to be included in the PMP are:

- Student assessment data
- Targeted interventions
- Frequency and setting of interventions
- Other information deemed necessary to track progress

The PMP is to be signed by the classroom teacher, parent, and administrator, as well as guidance counselor and ESOL designee or ESE teacher, as appropriate.

**English Language Learners (ELLs)** If a student has an ELL Plan, this Plan may include strategies and the student may not need a PMP. However, if the ELL Plan does not include the required strategies to remediate the student's deficiency, a PMP can be written. An ELL Plan can be amended to include the strategies so that a PMP would not be necessary.

**Exceptional Student Education (ESE) Students** The Individuals with Disabilities Education Improvement Act (IDEA) of 2004 requires that the Individual Education Plan (IEP) for each child with a disability include a statement of measurable annual goals, including academic and functional goals. The IEP must meet the child's needs that result from the disability to enable the child to be involved in and make progress in the General Education curriculum. If the student is not progressing toward IEP goals, the IEP Team shall convene to review the IEP. The student's IEP must address the student's priority educational needs including the student's below grade level performance. The IEP Team may consider a PMP to address the student's educational need in reading, writing, mathematics, and/or science.

## **REMEDICATION AND INTENSIVE INSTRUCTION**

This school has established a comprehensive program for student progression which must include specific levels of performance in reading, writing, mathematics, and science for each grade level, including the levels of performance on statewide assessments which a student must receive remediation, or be retained within an intensive program. This intensive program must be different from the previous year's program and must take into account the student's learning style. School personnel must use all available resources to achieve parent understanding and cooperation regarding the student's grade placement.

Remedial and supplemental (academic) instruction resources must be allocated to students based on student data and the needs of the school.

## Reading Remediation

Any student in kindergarten through third grade who exhibits a substantial deficiency in reading based upon locally determined or statewide assessments or through teacher observations, must be given intensive reading instruction, immediately following the identification of the reading deficiency.

If a school is within the 100 lowest-performing elementary schools in the State, on the State Reading Assessment, the school must provide an additional hour of instruction beyond the normal school day for each day of the entire school year for intensive reading instruction for the students in the school. This additional hour of instruction must be provided only by teachers or reading specialists who are effective in teaching reading. Students with Level 5 assessment scores (on the Reading FCAT 2.0) may participate in the additional hour of instruction on an optional basis. [Florida Statute [1011.62\(1\)\(f\)\(2\)](#)]

### K-3 Reading Deficiency and Parental Notification

Pursuant to Florida Statutes [1002.20\(11\)](#) and [1008.25\(5\)\(c\)1](#), the parent(s) of any grade K-3 student who exhibits a deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten, 1<sup>st</sup> grade, 2<sup>nd</sup> grade, 3<sup>rd</sup> grade, or based on teacher observations, must be immediately notified in writing. In addition to informing the parents that their child has been identified as having a substantial deficiency in reading (per Florida Statute [1008.25\(5\)\(c\)](#)), the following information must be provided:

- a description, understandable to the parent(s), indicating the exact nature of the difficulty in learning and lack of achievement in reading [Florida Statute [1002.20\(11\)](#)];
- a description of the proposed supplemental instructional services and supports that will be provided to the student that are designed to remediate the identified area of reading deficiency (Florida Statute [1008.25\(5\)\(c\)3](#));
- a description of the current services that are provided to the student (Florida Statute [1008.25\(5\)\(c\)2](#));
- the School's specific criteria and policies for midyear promotion (Florida Statute [1008.25\(5\)\(c\)7](#));
- that if the child's reading deficiency is not remediated by the end of 3<sup>rd</sup> grade, the child must be retained unless he/she is exempt from

- mandatory retention for Good Cause;
- that the Florida Comprehensive Assessment Test, or new state mandated assessment, is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school in knowing when a child is reading at or above grade level and ready for grade promotion (Florida Statute [1008.25\(5\)\(c\)6](#)); and
  - strategies for parent(s) to use in helping their child succeed in reading proficiency. Per Florida Statute [1008.25\(5\)\(c\)4](#), the child must be retained unless he/she is exempt from mandatory retention for Good Cause, if the student's reading deficiency is not remediated by the end of 3<sup>rd</sup> grade. The parent(s) will be aware of and consulted in the development of the strategies and interventions of the PMP at the school. [Florida Statute [1008.25\(4\)\(b\)](#)]

## **Mathematics Remediation**

Students in grades K-5 who are identified as being below grade level on school-level assessments must receive remediation in one (1) of the following ways:

- remediation in a before or after school tutorial program;
- small group instruction, based on documented student deficiencies;
- one-on-one instruction, based on documented student deficiencies; and/or
- computer software programs that work on fluency in basic skills

## **Third Grade Intensive Instruction**

Grade 3 students retained for reading must be provided intensive instructional services and supports to remediate the identified areas of reading deficiency, including participation in 3<sup>rd</sup> Grade Summer School at the district. In accordance with Florida Statute [1008.25\(7\)\(b\)1](#), these services and supports include a minimum of ninety (90) minutes of daily, uninterrupted, scientifically research-based reading instruction, an additional thirty (30) minutes of daily intensive immediate intervention, and other strategies, which may include, but are not limited to the following:

- small group instruction;
- integration of science and social studies content within the ninety (90)



- minute block;
- reduced teacher-student ratios;
- more frequent progress monitoring;
- tutoring or mentoring;
- transition classes containing 3<sup>rd</sup> grade and 4<sup>th</sup> grade students; and/or
- extended school day, week, or year.

Third grade students retained for reading must have a highly effective teacher as determined by the teacher's performance evaluation. [Florida Statute [1012.34](#)]

### **MANDATORY THIRD GRADE RETENTION<sup>8</sup>**

In accordance with Florida Statute [1008.25\(6\)\(b\)](#), students in 3<sup>rd</sup> grade who score Level 1 on the FCAT 2.0 Reading must be retained unless exempted from retention for Good Cause as described in State Board of Education Rule [6A-1.094221](#), which provides that students who score at Level 1 on the Grade 3 FCAT 2.0 Reading may be promoted to 4<sup>th</sup> grade, if designated Good Cause criteria is met.

#### **Good Cause Exemptions (3<sup>rd</sup> Grade Only)**

Florida Statute [1008.25](#) addresses reading and requires remediation of deficiencies in grades 1-3. If the student's reading deficiencies are not remedied by the end of 3<sup>rd</sup> grade, as demonstrated by scoring at Level 2 or higher on the statewide reading assessment for 3<sup>rd</sup> grade, the student must be retained. This statute specifies the conditions for granting exemptions for Good Cause. Good Cause Exemptions shall be limited to the following six (6) scenarios:

1. English Language Learners (ELLs) who have had less than two (2) years of instruction in English for Speakers of other Languages (ESOL) Program.
2. Students with disabilities whose Individual Education Plan (IEP)

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<sup>8</sup> The Good Cause Exemptions, Portfolio, and Exemption Documentation reference the reading assessment as FCAT 2.0 and Next Generation Sunshine State Standards (NGSSS). When the state of Florida updates the good cause exemptions to incorporate the new Florida Standards and corresponding assessments, the School will adhere to those exemptions accordingly and language will be updated in this plan.

indicates that participation in the statewide assessment program (FCAT 2.0) is not appropriate, consistent with the requirement of State Board of Education Rule.

3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education.
4. Students who demonstrate, through a student portfolio, that he/she is reading on grade level as evidenced by demonstrating mastery of applicable state standards in reading, which is equal to at least a Level 2 on FCAT 2.0 Reading. (See *Good Cause Portfolio* below.)
5. Students with disabilities who participate in the FCAT 2.0 Reading and who have an IEP or a Section 504 Accommodation Plan that reflects that the student has received intensive remediation in reading for more than two (2) years, but still demonstrates a deficiency and was previously retained in kindergarten, 1<sup>st</sup> grade, 2<sup>nd</sup> grade, or 3<sup>rd</sup> grade. (**NOTE:** This applies to students with disabilities who participate in the FCAT 2.0, but still demonstrate a deficiency in reading after more than two (2) years of intensive remediation, and were previously retained in kindergarten, 1<sup>st</sup> grade, 2<sup>nd</sup> grade, or 3<sup>rd</sup> grade.)
6. Students who have received intensive remediation in reading for two (2) or more years, but still demonstrate a deficiency and who were previously retained in kindergarten, 1<sup>st</sup> grade, 2<sup>nd</sup> grade, or 3<sup>rd</sup> grade, for a total of two (2) years. A student may not be retained more than once in third grade.

### **Good Cause Portfolio (3<sup>rd</sup> Grade Only)**

In accordance with State Board of Education Rule [6A-1.094221\(3\)\(a-e\)](#), the student portfolio must meet the following criteria:

- be selected by the student's teacher;
- be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
- include evidence that the benchmarks assessed by the Grade 3 FCAT 2.0 Reading benchmarks have been met. Evidence is to include multiple choice items and passages that are approximately sixty percent (60%) literary text and forty percent (40%) information text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the School's adopted core

reading curriculum that are aligned with the Next Generation Sunshine State Standards (NGSSS) or teacher assessments that are aligned with the NGSSS;

- be an organized collection of evidence of the student's mastery of the NGSSS Benchmarks for Language Arts that are assessed by the Grade 3 FCAT 2.0 Reading. For each benchmark, there must be at least three (3) examples of mastery as demonstrated by a score of seventy percent (70%) or above; and
- be signed by the teacher and the principal as an accurate assessment of the required reading skills.

### **Third Grade Good Cause Exemption Documentation**

The classroom teacher must provide the principal with documentation that indicates the student should be promoted based on one (1) of the Good Cause Exemption criteria listed above. This documentation should consist only of the existing Individual Education Plan (IEP), 504 Accommodation Plan and/or Progress Monitoring Plan (PMP), the report card, or the student portfolio. Documentation for Exemptions 3 and 4 shall be consistent with Florida Statute [1008.25\(6\)\(c\)](#).

In the case of Good Cause Exemptions due to academic performance (mandatory retention at 3<sup>rd</sup> grade only), the teacher will complete the Third Grade Reading Assessment Portfolio Recording Sheet for each student (Florida Statute [1008.25\(6\)\(c\)\(1\)](#)). The school principal and district superintendent shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained.

### **Mid-Year Promotion of Retained Third Grade Students**

In accordance with State Board of Education Rule [6A-1.094222](#), students retained in 3<sup>rd</sup> grade that can demonstrate that he/she is a successful and independent reader and performing at or above grade level in reading and language arts may be promoted midyear. Midyear promotions should occur during the first semester of the academic year. Documentation for midyear promotion should include successful completion of portfolio elements that meet State criteria or satisfactory performance on a locally selected

standardized assessment. Midyear promotion for third grade students is conducted in collaboration with the district. [Florida Statute § [1008.25\(7\)\(b\)3](#)]

A student portfolio (described above) that is used to document during-the-school-year promotion to grade 4 must have evidence of the student's mastery of 3<sup>rd</sup> grade Language Arts Florida Standards and beginning mastery of the 4<sup>th</sup> grade standards/benchmarks.

## **CONSIDERATIONS FOR SPECIAL PROGRAM STUDENTS**

### **English Language Learners (ELLs)**

In accordance with State Board of Education Rules [6A-6.0902](#), [6A-6.0903](#), and [6A-1.09432\(6\)](#), students identified as English Language Learners (ELLs) must meet the levels of performance indicated on the Student Progression Charts. Promotion for an ELL shall be based on the student's academic performance, regardless of the level of English Language proficiency. Retention of these ELL students requires the review and recommendation of the ELL Committee and may not be based solely on lack of English proficiency, demonstration of grade level content knowledge in English, or on a score on any single assessment instrument. ELLs are required to meet student performance standards for the appropriate grade level. However, ELLs who have been in an approved English for Speakers of Other Languages (ESOL) Program for less than two (2) complete school years are exempt from having to demonstrate the standards in English. The Consent Decree and Title III requirement is to measure the student's ability toward attainment of the standards, regardless of whether that ability is demonstrated in English or the student's home language.

An ELL Committee must meet to determine whether an ELL should be retained. Adequate progress, as defined in the ELL Plan and at least one (1) other criterion, shall be used by the Committee as grounds for promotion. An ELL may be retained, if the ELL Committee determines that the student has not progressed satisfactorily according to his/her ELL Plan.

## **Active Section 504 Accommodation Plans**

As outlined in Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104, a student's Section 504 Accommodation Plan documents each of the accommodations required to ensure the student receives a Free Appropriate Public Education (FAPE) and has an equal opportunity to access the General Education curriculum in the least restrictive environment. If a Section 504 Team decides to make any alteration to the delivery of instruction or student assignments for a student with an active Section 504 Accommodation Plan, such alteration must be documented in the student's 504 Accommodation Plan. A parent of a student with an active Section 504 Accommodation Plan must be notified of any proposed changes to the 504 Accommodation Plan. In addition, a parent must be given the opportunity to provide input on decisions made by the 504 Team.

A student with an active Section 504 Accommodation Plan must meet the School's levels of performance in order to be promoted. Parent(s) must be notified if a student with a 504 Accommodation Plan is being considered for retention. The Team must determine if the reason(s) for retention is/are caused by the disability of record on the active Section 504 Accommodation Plan. If the Team determines that the below grade level performance is caused by the disability, the student's placement must be re-evaluated.

The re-evaluation must include a review of the student's: records, the intellectual and academic abilities, and other pertinent information provided by the teachers. Comprehensive documentation regarding student placement must be provided each time re-evaluation occurs.

If the Section 504 Team determines that the below grade level performance is not caused by the disability, the student is treated in the same manner as any General Education student.

## **Exceptional Student Education (ESE) Students**

In order to be promoted to the next grade level, a student with a disability who is enrolled in an ESE program must meet the School's performance indicators for the grade level in which he or she is enrolled. The primary responsibility for determining each student's level of performance is that of the Special Program teacher and the General Education teacher. The principal may (upon recommendation of the instructional staff and the IEP Team) determine that the promotion requirements have been satisfied.

Other factors that may be considered to determine if promotion requirements have been met may include the following:

- previous retention history;
- current goals and objectives on the student's IEP;
- social/emotional behavior;
- attendance;
- placement and a possible change in the current placement;
- grades; and/or
- current accommodations/modifications/services.

In accordance with Florida Statute [1008.25\(1\)](#), it is the responsibility of the School to provide all students with effective instructional and remedial programs that monitor progress, promote continuous achievement, and make provisions for individual differences. Pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), the IEP for each child with a disability must include a statement of measurable annual goals, including academic and functional goals. The IEP must meet the child's needs that result from the disability to enable the child to be involved in and make progress in the General Education curriculum. The IDEA requires the School to provide a Free Appropriate Public Education (FAPE) to any individual child with a disability who needs special education and related services, even though the child has not failed or been retained in a course or grade, and is advancing from grade-to-grade. Generally, a FAPE must be available to all children with disabilities residing in the State between the ages of three (3) and twenty-one (21), inclusive, including children with disabilities who have been suspended or expelled from school. [34 C.F.R. § [300.101\(c\) \(1\)](#)] State law requires that ESE students who are included in the General Education curriculum must meet the School's and/or State levels of performance for student progression; unless the student's IEP Team determined that the student should follow a modified curriculum aligned with ESE course requirements and benchmarks.

State law prohibits social promotion for any public school student, including ESE students. Social promotion occurs when a student is promoted based on factors other than the student achieving School and state levels of performance for student progression. The law mandates that "No student may be assigned to a grade level based solely on age or other factors that constitute social promotion." [Florida Statute [1008.25\(6\)\(a\)](#)]

This law includes specific Good Cause Exemptions to the state's promotion requirements. With specific reference to ESE students, the law exempts "Students with disabilities whose Individual Education Plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule." [Florida Statute [1008.25\(6\(b\)\(2\)\)](#)]

ESE students must participate in statewide assessments, unless their current IEP indicates that participation in statewide assessments is not appropriate, consistent with applicable State Board of Education requirements. (Refer to Florida Statute § 1008.212 as to the extraordinary exemption that must be granted by the Education Commissioner to exempt the student from taking the assessment.)

Likewise, ESE students must meet the School's and/or state's performance standards, unless their current IEP specifies that they are unable to meet the grade level performance standards because of the following:

- A student's demonstrated cognitive ability and/or behavior prevent the student from completing required class work and achieving the Next Generation Sunshine State Standards (NGSSS) and Florida Standards, even with appropriate and allowable class work modifications.
- A student is unable to apply or use academic skills at a minimal competency level in the home or community. Each student's IEP must address the student's priority educational needs, including the student's below grade level performance. When an IEP Team determines that an ESE-eligible student is not progressing towards the goals of the IEP, the IEP Team shall be convened to review the IEP. Where appropriate, the IEP Team may recommend a Progress Monitoring Plan (PMP) to address a student's educational need(s) in reading, writing, mathematics, and/or science. In order to be promoted to the next grade level, a student with ESE students must meet the School's performance indicators for the grade level in which he or she is enrolled. An ESE student's Special Program teacher and the General Education teacher have primary responsibility for determining the student's present level of performance and achievement. In all cases, the IEP Team must work to reach consensus. A school principal may, upon recommendation of the student's instructional staff and consensus of the IEP Team, determine that a student has satisfied the School's promotion requirements.



## **Summer Reading Academy**

In accordance with Florida Statute [1008.25\(7\)\(a\)&\(7\)\(b\)](#), the purpose of the Third Grade Summer Reading Academy, provided by the local school district, is to provide extended instructional services and support to students who score Level 1 on Grade 3 Florida Comprehensive Assessment Test (FCAT) 2.0<sup>9</sup> Reading, by providing them with extended intensive interventions that must include effective instructional strategies, and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade.

## **Extended School Year (ESY) for Exceptional Student Education (ESE) Students**

Extended School Year (ESY) services means specially designed instruction and related services that are provided to an ESE student beyond the normal school year of the School in accordance with the student's IEP. ESY services must meet State Educational Standards and are always at no cost to the parent.

In accordance with State Board of Education Rule [6A-6.03028\(3\)\(g\)\(11\)](#), at least annually, an IEP Team for each ESE student must consider whether ESY services are necessary for the provision of a Free Appropriate Public Education (FAPE) to the student. ESY services must be provided if a student's IEP Team determines, on an individual basis, that the services are necessary for the provision of a FAPE to the student. The IEP Team will determine the goals and objectives using the current IEP and documentation of progress. ESY services may not be limited to particular categories of disability or unilaterally limit the type, amount, or duration of those services. An ESE student who fails a General Education course would follow the same guidelines for promotion and retention as stated in the Performance Levels for Student Promotion, beginning on page 27.

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<sup>9</sup> Florida statute references the reading assessment as FCAT 2.0. When the state of Florida updates this statute to incorporate the new state-mandated assessment, the School will adhere accordingly and language will be updated in this plan.



## **REPORTING STUDENT PROGRESS**

The School will utilize a proprietary report card to keep parents informed of their child's academic growth. The report card will give parents a comprehensive overview of a their child's current skill level and a measure of his/her progress toward attaining mastery of the standards, as it contains both a practice grade and a mastery grade. It also includes a component regarding citizenship, aligned with integrated character education, which measures student performance based on conduct, participation, and effort. Attendance reports will also be included, noting absences and tardies.

### **Parent Notification Requirements**

Parent(s) must be notified in writing of the School's promotion requirements. Parent(s) of English Language Learners (ELLs) must be notified using the appropriate translated version of the School's promotion requirements.

All notifications to parent(s) who are not proficient in the English Language shall be in the language or other mode of communication commonly used by the parent(s) unless such communication is clearly not feasible.

School personnel will notify parent(s) in writing of student progression requirements within the first two (2) months of school. The requirements may be included in the parent/student handbook or sent home in some other written form. [Florida Statute [1008.25](#)]

The parent(s) of a student who is not making adequate progress will be notified in writing each marking period in the comment section of the student's report card. As outlined in Florida Statute [1008.25\(8\)\(a\)](#), an annual written report must be provided to the parent of each student on the student's progress toward achieving proficiency:

## **Frequency of Grade Reports/Progress Reports**

All students in grades K-5 and 6-8 will receive the Report Card at the end of each marking period. The Progress Report will be distributed to families at the mid-point of every quarter.

Parent(s) of students with disabilities enrolled in Exception Student Education (ESE) must also be informed of their child's progress toward his or her annual Individual Education Plan (IEP) goals at least as often as their non-disabled peers receive progress reports and report cards. A statement specifying the method and frequency of the progress of an ESE student with a disability is reported and included in the student's IEP.

## **GRADING SCALE**

### **Academic Grades**

#### Kindergarten through 2<sup>nd</sup> Grade

Scale: E, S, N, U

E = Excellent (90-100)

S = Satisfactory (75-90)

N = Needs Improvement (65-74)

U = Unacceptable (0-64)

#### Grades 3 – 12

Scale: A, B, C, D, F

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 0-59

\*Note: Second grade teachers will see ESNU in the gradebook, but percentages are what appear on the student's report card.

## **Citizenship Grades**

The Citizenship Grade is comprised of three personal development skills: conduct, effort, and participation.

Scale: E, S, N, U

E = Excellent

S = Satisfactory

N = Needs Improvement

U = Unacceptable

BERMAN & HOPKINS  
WRIGHT & LAHAM

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255 S. Orange Ave. Suite 745  
Orlando, FL 32801  
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Fax: 407-841-8849

February 12, 2015

Board of Directors  
Four Corners Charter School  
817 Bill Beck Blvd, Building 2000  
Kissimmee, FL 34744

This letter is to confirm our understanding of the terms and objectives of our engagement and the nature and limitations of the services we will provide.

We will perform the following services:

- 1) We will compile, from information you provide, the Charter School Program Cost Report ("PCR") of the Four Corners Charter School as of June 30, 2015 and issue an accountant's report thereon in accordance with Statements on Standards for Accounting and Review Services issued by the American Institute of Certified Public Accountants.

The objective of a compilation is to assist you in presenting financial information in the form of PCR. We will utilize information that is your representation without undertaking to obtain or provide any assurance that there are no material modifications that should be made to the financial information in order for it to be in conformity with School District of Osceola County's prescribed form.

You are responsible for:

- i) the preparation and fair presentation of the teacher, the room and square footage of the school allocation per program in accordance with School District of Osceola County's prescribed format.
- ii) designing, implementing, and maintaining internal control relevant to the preparation and fair presentation of the teacher, the room and square footage of the school allocation per program.
- iii) preventing and detecting fraud.
- iv) identifying and ensuring that the School complies with the laws and regulations applicable to its activities.

We will conduct our compilation in accordance with Statements on Standards for Accounting and Review Services issued by the American Institute of Certified Public Accountants.

A compilation differs significantly from a review or an audit of financial information. A compilation does not contemplate performing inquiry, analytical procedures, or other procedures performed in a review. Additionally, a compilation does not contemplate obtaining an understanding of the entity's internal control; assessing fraud risk; testing accounting records by obtaining sufficient appropriate audit evidence through inspection, observation, confirmation, or the examination of source documents (for example, cancelled checks or bank images); or other procedures ordinarily performed in an audit.

Accordingly, we will not express an opinion or provide any assurance regarding the financial information being compiled.

Our engagement cannot be relied upon to disclose errors, fraud, or other illegal acts. However, we will inform the appropriate level of management of any material errors and of any evidence or information that comes to our attention during the performance of our compilation procedures, that fraud may have occurred. In addition, we will inform you of any evidence or information that comes to our attention during the performance of our compilation procedures regarding illegal acts that may have occurred, unless they are clearly inconsequential. We have no responsibility to identify and communicate deficiencies in your internal control as part of this engagement.

If, for any reason, we are unable to complete the compilation of your PCR, we will not issue a report on such schedule as a result of this engagement.

You are responsible for assuming all management responsibilities, and for overseeing the services we provide by designating an individual, preferably within senior management, who possesses suitable skill, knowledge, or experience. In addition, you are responsible for evaluating the adequacy and results of the services performed and accepting responsibility for the results of such services.

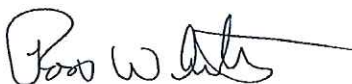
Ross A. Whitley is the engagement partner and is responsible for supervising the engagement and signing the report or authorizing another individual to sign it.

To ensure that Berman Hopkins Wright & LaHam and Associates, LLP's independence is not impaired under the AICPA *Code of Professional Conduct*, you agree to inform the engagement partner before entering into any substantive employment discussions with any of our personnel.

We estimate that our fee for this service \$550 for the PCR. The fee estimate is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the work performed. If the supplied information provided to prepare the PCR requires additional time by Berman Hopkins staff to verify the accuracy in order to prepare the PCR, additional fees will be based on the time required. If inquiry by the School District of Osceola County, after issuance, requires the PCR to be re-submitted, additional fees will be determined based on the additional time required. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs. Our invoices for these fees will be rendered each month as work progresses and are payable on presentation.

We appreciate the opportunity to be of service to you and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

Respectfully,



Ross A. Whitley, CPA  
Partner  
Berman, Hopkins, Wright & LaHam CPA's and Associates, LLP

RESPONSE:

This letter correctly sets forth the understanding of Four Corners Charter School for the year ended June 30, 2015.

Signature: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_



This **SECOND AGREEMENT TO EXTEND SUBLEASE TERM** (the “Second Agreement”) is dated as of this \_\_\_\_ day of \_\_\_\_\_, 2015, among the School Board of Osceola County Leasing Corporation (the “Corporation”), as assignee of the Florida School Boards Association, Inc. (the “Association”), The School Board of Osceola County, Florida (the “School Board”), Four Corners Charter School, Inc. (the “Charter School”), and U.S. Bank National Association, as successor trustee and assignee (the “Trustee”) under that certain Trust Agreement dated as of January 15, 2000, as amended and supplemented, between the Association and the Trustee (the “Trust Agreement”).

**WHEREAS**, the Association, the School Board, and the Charter School entered into that certain Educational Facilities Lease Purchase Agreement, dated as of January 15, 2000 (the “Master Lease”), as amended, modified and supplemented by the Amended and Restated Schedule No. 1, dated as of April 1, 2005 (“Schedule No. 1,” and together with the Master Lease, the “Lease”), among the Association, the School Board, the Charter School, and the Trustee; and

**WHEREAS**, the Charter School has been granted a charter by the School Board to operate the Series 2000 Facilities pursuant to the terms of the Lease for an initial term ending June 30, 2000 (the “Sublease”), subject to annual renewal pursuant to the provisions of Section 2.2.1 of the Master Lease; and

**WHEREAS**, Section 2.2.1 of the Master Lease (as amended by subsection 10(c) of Schedule No. 1) provides in part that, subject to Section 9.4 of the Master Lease, the Sublease Term may be extended from time to time upon such terms as the parties hereto deem appropriate and with the consent of the Credit Facility Issuer; and

**WHEREAS**, the School Board, the Corporation, the Charter School, and the Trustee entered into that certain Agreement to Extend Sublease Term dated June 1, 2010, which amended the Lease and extended the Sublease Term through the conclusion of the 2014-2015 school year; and

**WHEREAS**, the School Board and the Charter School entered into that certain Fifth Addendum to Amended and Restated Charter School Contract dated April 22, 2014 (the “Fifth Addendum”), which extended the term of the Amended and Restated Charter School Contract for 15 school years, beginning with the 2015-2016 school year and expiring at the conclusion of the 2030-2031 school year; and

**WHEREAS**, the School Board wishes to extend the Sublease Term so that it is coextensive with the term of the Amended and Restated Charter School Contract; and

**WHEREAS**, the Credit Facility Issuer has consented to the extension of the Sublease Term as provided herein.

**NOW, THEREFORE**, the parties agree as follows:

**Section 1. Recitals.** The above recitals are true and correct and are incorporated herein and made a part of this Second Agreement by reference.

**Section 2. Terms.** Capitalized terms used, but not otherwise defined, in this Agreement, including, without limitation, the recitals hereto, shall have the respective meanings set forth in the Lease or in the Trust Agreement, as the context may require.

**Section 3. Extension of the Sublease Term.** The Sublease Term is hereby extended to the conclusion of the 2030-2031 school year, consistent with the Charter Term as set forth in the Fifth Addendum to the Amended and Restated Charter School Contract. Section 2.2.1 of the Master Lease, as amended, modified and supplemented, is hereby further amended to reflect this extended Sublease Term.

**Section 4. Counterparts.** This Second Agreement may be executed in several counterparts, each of which shall be an original and all of which shall constitute one and the same instrument.

**Section 5. Effective Date.** This Second Agreement shall become effective upon the execution by the parties hereto and the receipt by the Trustee of the written consent of the Credit Facility Issuer.

**Section 6. Governing Law.** This Second Agreement, and any amendments hereto, shall be governed by, and construed in accordance with, the laws of the State of Florida.

[Remainder of Page Intentionally Left Blank]



IN WITNESS WHEREOF, each of the Corporation, the School Board, the Charter School, and the Trustee has caused this Second Agreement to be executed in its name and on its behalf by its duly authorized representative on the dates set forth below their respective signatures.

[SEAL]

**SCHOOL BOARD OF OSCEOLA  
COUNTY LEASING CORPORATION**

By: \_\_\_\_\_  
Tim Weisheyer, Chairman

Dated: \_\_\_\_\_

[SEAL]

**THE SCHOOL BOARD OF OSCEOLA  
COUNTY, FLORIDA**

By: \_\_\_\_\_  
Tim Weisheyer, Chairman

Dated: \_\_\_\_\_

ATTEST:

By: \_\_\_\_\_  
Melba Luciano, Superintendent

[SEAL]

**FOUR CORNERS CHARTER SCHOOL,  
INC.**

By: \_\_\_\_\_  
Tim Weisheyer, Chairman

Dated: \_\_\_\_\_

[SEAL]

**U.S. BANK NATIONAL ASSOCIATION,  
as Trustee and Assignee**

By: \_\_\_\_\_  
[NAME/TITLE]

Dated: \_\_\_\_\_

**CONSENT OF NATIONAL PUBLIC FINANCE GUARANTEE CORPORATION**

The Issuer requests National Public Finance Guarantee Corporation (“National”), as reinsurer of the Series 2000 and 2005 Certificates of Participation pursuant to the Quota Share Reinsurance Agreement, effective as of January 1, 2009 (the “Reinsurance Agreement”), by and between MBIA Insurance Corporation and National, to consent to the execution of that certain Second Agreement To Extend Sublease Term (the “Second Agreement”) dated as of \_\_\_\_\_, 2015, among the School Board of Osceola County Leasing Corporation (the “Corporation”), as assignee of the Florida School Boards Association, Inc. (the “Association”), The School Board of Osceola County, Florida (the “School Board”), Four Corners Charter School, Inc. (the “Charter School”), and U.S. Bank National Association, as successor trustee and assignee (the “Trustee”) under that certain Trust Agreement dated as of January 15, 2000, as amended and supplemented, between the Association and the Trustee (the “Trust Agreement”), in the form attached hereto as **Exhibit A** .

The Second Agreement will be executed for the purpose of extending the term of the sublease with the Charter School under the Educational Facilities Lease Purchase Agreement, dated as of January 15, 2000, among the Corporation as assignee of the Association, the School Board, and the Charter School (the “Master Lease”), as amended, modified, and supplemented by Amended and Restated Schedule No. 1 dated as of April 1, 2005 (“Schedule No. 1”), among the Corporation, the School Board, the Charter School and the Trustee.

This consent is delivered pursuant to the provisions of Sections 2.2.1 and 9.4 of the Master Lease, as amended, modified, and supplemented by Schedule No. 1. By granting this consent, National expresses no opinion as to whether the consent of any other person is required to effect such amendment.

**NATIONAL PUBLIC FINANCE GUARANTEE CORPORATION**

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_

Dated: \_\_\_\_\_, 2015

**EXHIBIT A**

**SECOND AGREEMENT TO EXTEND SUBLEASE TERM**

[attached]