

MODEL FLORIDA CHARTER SCHOOL APPLICATION



Navigator Academy of Leadership
High School

Rule 6A-
6.0786,
F.A.C. Form
IEPC-M1
Effective November 2022 (formatted)

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APPLICATION PROCESS OVERVIEW

Charter schools are part of the state's program of public education. All charter schools in Florida are public schools. A charter school may be formed by creating a new school or converting an existing public school to charter status. A person or entity wishing to open a charter school shall prepare and submit an application on the following model application form prepared by the Department of Education.

A. Application Components

1. Application Cover Sheet
2. Executive Summary (not to exceed 2 pages)
3. Narrative: The Narrative is the formal application to the sponsor and is a comprehensive description of the applicant's educational, operational, and financial plans. The application narrative (including applicable addendum information, but not including attachments, budget templates or additional information requested by Sponsor) is subject to the following strict page limits:
 - **110 pages (including question prompts) for applicants completing only this application or 140 pages** for applicants required to complete the Charter School Application Addendum (for replications or educational service providers). Application cover sheet and executive summary are excluded from the 110 page limit, as is a table of contents if included.
 - Pages must be formatted using one side of the page with no smaller than 1" margins, 12-point font and **single-spaced**.
4. Applicant History Worksheets:

The applicant history worksheet (DOE Form IEPC-M1A can be found at <http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference>¹, Attachment DD) should be completed, if applicable, and will be reviewed by the sponsor for the purpose of determining whether the applicant has past performance that does or does not justify approval of the application.
5. Attachments:

Throughout the Narrative, specific documents are requested in addition to narrative answers. Attachments may not contain additional narrative unless specifically requested. A comprehensive list of the attachments is provided on p. 28 of this application. An applicant may include ten (10) pages of attachments in addition to those requested in the chart of attachments.
6. Statement of Assurances: This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

¹ If the link is not working please contact the Department's charter school office at 1-800-447-1636 for a copy of the form.

7. Board Member Information Forms: Each member of the governing board or proposed governing board should complete and sign a Board Member Information Form.
 8. Addendum: Applicants that are replicating an existing school, submitting a high-performing replication application pursuant to s. 1002.331, Florida Statutes, or proposing to contract with an Education Service Provider must complete the appropriate addendum sections.
 9. Capacity Interview: Applicants may have the opportunity to present their plan and demonstrate the team's capacity to open and maintain a high-quality charter school as well as to answer questions about their proposal. Any information or evidence from the capacity interview that is used by the sponsor as a basis for denial of the application must be properly documented by means of a recording or transcript.
- B. Plagiarism: Individuals and groups seeking the right and responsibility to educate public school children at public expense should be accountable to the highest standards of academic integrity. Plagiarism, including the copying of language from substantive portions any other charter application without proper attribution or authorization, is prohibited. In order to implement an existing curriculum, instructional framework, or educational model (e.g. Montessori, arts integration, project-based learning, blended learning, etc.) with fidelity, key concepts must be discussed. However, it is not acceptable to copy and paste this discussion or description from another source. A high-quality applicant team with the capacity to operate a high-quality school must be able to thoughtfully explain in their own words how they intend to educate children. Existing operators or applicants with their own previously submitted applications may use their own intellectual property without violating this provision.
- C. Refer to sponsor specific instructions as to additional information, policies, or procedures that may address the decision-making process.
- D. Before approving or denying any final application, the sponsor shall allow the applicant, upon receipt of written notification, at least 7 calendar days to make technical or non-substantive corrections and clarifications, including, but not limited to, excess pages pursuant to the page limits set forth in this form, corrections of grammatical, typographical, and like errors or missing signatures, if

such errors are identified by the sponsor as cause to deny the final application. A sponsor may, at its discretion, receive and consider substantive revisions.

E. Public Disclosure

All charter school proposal materials submitted to the [District] become public records pursuant to Chapter 119, Florida Statutes.

F. Sponsor Priorities

Applicants are encouraged to review the Sponsor's website to determine if the Sponsor has identified any priorities as it relates to specific and unique needs which the charter school may address. Applicants are not required to address Sponsor priorities and failure to address Sponsor priorities may not be a basis for denial of an application.

APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: Navigator Academy of Leadership High School

NAME OF NON-PROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED NAL-003, Inc.

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

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

NAME OF CONTACT PERSON: Jeremy Calkins, Diane LaFrance

TITLE/RELATIONSHIP TO NON-PROFIT: Educational Service Provider

MAILING ADDRESS: 495 Holly Hill Road Davenport, Florida 33837

PRIMARY TELEPHONE: (813) 394-3700 **ALTERNATE TELEPHONE:** (386) 585-0984

E-MAIL ADDRESS: jcalkins@compassesp.com dlafrance@compassesp.com

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

Full Name	Current Job Title & Employer	Role with Proposed School
Manuel Delgado	VP of Engineering at Rooms to Go (Retired)	Board Chair
Jesse Price	Retired Counselor	Vice Chair to the Board
Paul Bello	CPA Centric District Manager at ADP	Treasurer & Secretary to the Board
Jeremy Calkins	Compass Charter Schools LLC	Managing Principal
Diane LaFrance	Compass Charter Schools LLC	Vice President Of Academics and Operations
Anivette Vargas	Compass Charter Schools LLC	Sr. Director of Finance
Jocabed Avila	Compass Charter Schools LLC	Finance Analyst
Alex Rae Rhoades	Compass Charter Schools LLC	Community Director
Valeria Blandino	Navigator Academy of Leadership Davenport	Director of Schools

Projected Date of School Opening (Month/Year): July 2024

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

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

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

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

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

Will contract or partner with an Education Service Provider (ESP). (*See definition of an ESP in the Addendum, which applicant must complete if using an ESP.*) *If yes, include the provider’s portfolio in answering the questions*

below regarding pending applications and school openings.

Name of ESP: **Compass Charter Schools, LLC**

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

____Seeks approval to replicate an existing High Performing Charter school model pursuant to section 1002.331, F.S.

(Applicant must complete Addendum A1.)

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

State	Authorizer	Proposed School Name	Application Due Date	Decision Date
N/A	N/A	N/A	N/A	N/A

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


Planned School Name	Authorizer	City, State	Opening Date

Does this applicant group operate schools or campuses in Florida or elsewhere in the United States? Yes No

If yes, complete DOE Form IEPC-M1A which can be found at

<http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference>, and include as Attachment DD.

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



Signature
Jeremy Calkins

Educational Service Provider
Title
April 21, 2023

Printed Name

Date

EXECUTIVE SUMMARY

The Executive Summary should provide a concise overview of the proposed plan for the school; its mission and vision; the educational need for the school and the anticipated student population; the education plan and school design; the school culture; community engagement or partnerships to date; and the applicant team's capacity to successfully open and operate a high-quality school given the above considerations.

The Executive Summary should not exceed 2 pages and will not be counted against the page limits.

Navigator Academy of Leadership High School Davenport

Where Your child is OUR future!

EXECUTIVE SUMMARY

In 2019, Navigator Academy of Leadership Davenport ("NAL-002"), a K-8 charter school, opened its doors and began providing students with an educational experience like none other. Through our SMART curriculum, our STEM focus in alignment with our NASA Collaborative, and with an intentional and targeted focus using *Leader in Me*, NAL-002 is well on its way to fulfilling its mission and vision of educating the whole child.

As an educational entity, ("NAL-002 strives to educate children while setting high yet attainable expectations with the mindset of developing each student's ability to think independently, problem solve, and collaborate. Our students learn that the power of knowledge is no longer safeguarded by experts. It is available to anyone willing to seek, learn, and grow in knowledge. As a result, many elite jobs that previously required extensive factual knowledge are now available through computers or people with lower "academic" credentials with higher collaborative and problem-solving skills. This is an essential philosophy to follow as we prepare students for post-secondary education. Through *Leader in Me*, we will continue to magnify the importance of the independent skills that surround education. Nowadays, to succeed, our students need above-average reasoning and problem-solving skills. Students must have a talent for foresight and critical thinking. They need to see patterns, derive meaning from information obtained and have the ability to see things from a different perspective in order to *really* learn. Their ability to analyze, synthesize, and produce a product that is unique is the reason why our students need a high school option that follows the same educational philosophy that students may have experienced in grades K-8.

Navigator Academy of Leadership High School("NAL-003") will continue to develop students to be well-rounded thinkers, problem-solvers, and entrepreneurs. All of which become even more crucial in the high school years. To prepare students to be college and career ready, students must further develop their academic foundation while possessing the interpersonal skills to excel in everything they do. People who thrive in today's business world are those who are good listeners and team builders. They may not have all the answers, but they know how to recruit the right people and assemble a team that can derive solutions. These individuals have empathy skills and can leverage talent. Overall, the most successful people in today's economy must have good "people skills."

NAL-003 will revolutionize instruction through its unique approach of educating the whole student. Instruction will be centered around students actively engaged and having ownership of their own learning and, by developing the leader in each child, students will see how their education is an investment of a lifetime. The vision and mission of NAL-003 is aligned with the newest educational focus as well as the BEST standards and NGSSS. Without having to teach to a test, our instructional approach and perspective on learning will result in

large learning gains and high academic achievements. The educational approach at NAL-003 will meet the needs of all students, thus making learning and knowledge accessible to the most diverse populations.

NAL-003 will use an exploratory-lab model across all disciplines to develop SMART students. SMART students are well-rounded in the Sciences, Mathematics, Arts, and Reading (Literature) while being Technologically savvy. To effectively prepare students to be college and career-ready while molding them into future leaders, we will provide each student with experience in three pillars: Communications, Business, and STEM and Robotics. These three pillars will facilitate the development of advanced leadership skills that will help develop the leader within each student.

"The best way to predict your future is to create it"
-Abraham Lincoln

At NAL-003, education will mirror life and will offer students opportunities to cultivate their independence, ambitions, opinions, beliefs, and how they see the world around them. Since some students struggle to feel a sense of belonging, purpose, and direction in life, especially while in high school, we will strive to create an inclusive culture led by students who are encouraged to find their voice and develop critical skills through a series of leadership experiences. NAL-003 is part of a wonderful community with educational partnerships that will produce great leaders of our community. Our teachers will be instructional leaders, motivators, and facilitators of knowledge. Our classroom model will promote leadership and collaborative discussions that facilitate problem-solving. Prior to completing their high school career, students will complete a Senior Project where a topic, idea, or experiment is dissected, researched, and presented in a way that addresses the three pillars of Communication, Business, STEM and Robotics. This will be further facilitated through collaboration with our business partnerships as well as through our PACC (Parent Association for Community and Culture) organization.

As a new charter school, in our first two years, NAL-002 had 14 student-generated projects accepted by NASA as experiments to go into space. In addition, our underwater robotics team advanced to the National level of competition two years in a row. In its third year, students further developed their leadership and communication skills through paRtIcipation in classes and clubs such as coding, robotics, journalism, TV productions, and *Leader in Me*. Extracurricular activities, which include sports, Civil Air Patrol, Speech and Debate, Robotics, and Chess are developing students' abilities to collaborate, lead, and problem solve. It is our vision that NAL-003 will offer a continuum of educational experiences where a student-led culture helps teens find their voice and develop critical skills to successfully navigate college, career, and life.

I. EDUCATIONAL PLAN

Section 1: Mission, Guiding Principles and Purpose

- A. **Provide the mission and vision statements for the proposed charter school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal, and taken together, should illustrate what success looks like.**

VISION STATEMENT

Our vision is to provide a welcoming environment where every student is empowered and inspired to develop agency over learning. Our goal is to create educational studies in a safe and nurturing environment that will include inquiry and exploration.

MISSION STATEMENT

Navigator Academy of Leadership aims to help students become independent learners and leaders by developing each child's intellectual curiosity and thirst for discovery through a cross-curricular integration of Science, Math, Art, Reading, and Technology. By nurturing their minds to be SMART critical thinkers and problem solvers, our students will be well-rounded CEOs of their learning.

- B. Provide the page number(s) of the material within this application that describes how the proposed school will utilize the guiding principles found in section 1002.33(2)(a), F.S.

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

Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system. PAGE(S) 8-70

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

- PAGE(S) 15-41, 53, 64-65, 71, 107-112, 118

- *Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school. PAGE(S) 15-41*

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

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

- *Improve student learning and academic achievement. PAGE(S) 10-61*

- *Increase learning opportunities for all students, with a special emphasis on low-performing students and reading. PAGE(S) 15-41*

- *Encourage the use of innovative learning methods. PAGE(S) 21-34*

- *Require the measurement of learning outcomes. PAGE(S) 34-41*

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

This section is optional.

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

- *Create innovative measurement tools. PAGES(S) N/A*
- *Provide rigorous competition within the public school district to stimulate continual improvement in all public schools. PAGE(S) Attachment T*
- *Expand the capacity of the public school system. PAGE(S) Attachment T*
- *Mitigate the educational impact created by the development of new residential dwelling units. PAGE(S) 12-14, Attachment T*
- *Create new professional opportunities for teachers, including ownership of the learning program at the school site. PAGE (S) 15, 18, 26, 29-32, 39, 40, 53, 66, 70, 74, 76, 78, 82, 83-85, 93, 119-125*

Section 2: Target Population and Student Body

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

NAL-003 will not discriminate based on race, gender, religion, national or ethnic origin, sexual orientation, or exceptionality in the admission of students at any grade level, in accordance and in full compliance with federal and state laws, anti-discrimination laws, and in accordance with Florida Statute. All students are entitled to a “Free and Appropriate Public Education” in accordance with federal and state law. NAL-003 will provide approximately 650 student stations for students in grades 9-12. The school’s population shall consist of the following:

- Any age/grade-appropriate student residing within the school district.
- Sibling(s) of a student enrolled in the school will be given enrollment preference.
- Students who qualify for ESE and/or ESOL programs shall have an equal opportunity of being selected for enrollment.
- Any eligible student who submits a timely application, unless the number of applications exceeds the program’s capacity, class grade level, or building.
- Parents may withdraw their children from the school at any time and enroll in another public school in accordance with district policy.
- Children of employees and children of Governing Board Members will be given enrollment preference.
- Students attending NAL-002, upon the receipt of a completed application, through a Board approved aRtIculation agreement.

Since NAL-003 will abide by the enrollment above policies and parameters, we cannot anticipate what our exact student population will look like. However, we anticipate that the student population may mirror that of NAL-002. In gathering data on the demographics for the projected high school site, the numbers below indicate that the majority of our student population may be White and Hispanic (about 79%) and about 60% free and reduced lunch. Approximately 12% of the student population will be ELL.

Demographics	White	Black	Hispanic	ESE	FRL	ELL
Navigator Academy of Leadership High School	22%	17%	57%	12%	57%	12%

Based on our Free and Reduced Lunch demographic data above, we will most likely not qualify for

Title 1 funds. To gather targeted demographic data for our intended high school site, we researched Ridge Community High School, nearby Middle Schools, and NAL-002 since we anticipate that most of our population will come from the NAL-002 campus and the neighboring areas as referenced below.

Area Schools	Grades	Enrollment	White	Black	Hispanic	ESE	FRL	ELL
Ridge Community High School	C-C-C-C	3,044	20.2%	16%	59.1%	10.2%	61.4%	8.4%
Navigator Academy of Leadership Davenport K-8	C	876	20%	10%	66%	10%	16%	16%
Davenport School of the Arts	A-A-A-A	1,110	38.7%	12.4%	44.2%	4.7%	43.6%	3.9%
Daniel Jenkins Academy of Technology	C-C-B-C	508	18.3%	23.6%	53.3%	4.9%	71.5%	7.1%
Shelley S. Boone Middle	C-C-C-C	1,322	13.2%	21.9%	62.8%	17.5%	91.4%	21.9%

NAL-003’s vision of providing students with an educational environment focused on Science, Math, Art, Reading, and Technology while encouraging them to find their voice and develop critical skills to successfully navigate college, career, and life. Therefore, we believe that NAL-003 will provide an educational experience that can prepare our students for both college and career, no matter what their background is. In addition, a large portion of our program at NAL-003 will be to grow our students into leaders and pillars of their community. We hope to instill the characteristics that assist students in making wise choices when faced with the adversity they may experience in their local community. This will be achieved by incorporating lessons and strategies found in Stephen Covey’s *Leader in Me* program as well as the *7 Habits of Highly Effective Teens* and *7 Habits of Highly Effective People*.

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

- NAL-003 seeks to provide students with educational opportunities not currently offered at traditional public high schools. By being a model for new and innovative educational practices, NAL-003 will look to accelerate student achievement. The unique design of the facility will allow for teacher collaboration between instructors. Innovative new approaches to learning make education meaningful for students. This provides students with a quality choice education for a diverse population of students and parents.
- The NEW and unique design of the facility will allow for teacher collaboration. Science and Math classrooms will facilitate an exploratory-lab model through the use of functional furniture and lab spaces will facilitate a student-led and teacher-facilitated instructional approach. Biweekly collaborative vertical planning meetings with teachers as well as department meetings by subject area.
- There is a clear and driven focus of the BEST Standards and NGSSS through Project-Based Learning which are highlighted by hands-on labs and the use of technology in instruction and learning.

- The Response to Intervention (RTI) is required for effective identification of student learning needs based upon data. This key component of assessment and instruction is foundational for providing for the needs of all students, particularly those who are below grade level and in danger of not graduating. Identification of learning deficiencies can provide for rapid remediation, allowing the student to meet grade level expectations proficiently. This process will be ongoing throughout NAL-003. Assessments will also be ongoing and diagnostic in nature to provide teachers with the most crucial information needed to adjust instruction and provide the appropriate immediate intensive intervention to impact student achievement.
- A continuum of services and support for ESE and ESOL students will be needed to best serve our students.
- Local business and community partnerships have already been established through NAL-002. and will be an essential part of NAL-003 to support our leadership initiatives and mentoring while also providing the students with opportunities, experiences, donations, and in-kind services that make their learning more relevant.

A. If a facility has not been identified in Section 16 of this application, state the geographic area which the applicant intends to serve.

NAL-003 will be located on vacant land located on the campus of the current NAL-002 campus at 495 Holly Hill Road.

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

Grade Level	Number of Students				
	Year 1	Year 2	Year 3	Year 4	Year 5
9	125	125	125	157	164
10	125	125	125	156	162
11	0	125	125	156	162
12	0	0	125	156	162
TOTAL	250	375	500	625	650

These numbers are enrollment projections that may be increased should the building capacity permit and if there is a demand to increase student stations.

C. Provide a brief explanation of how the enrollment projections were developed.

Enrollment projections were created to promote gradual growth over a 5-year span. Each year, we will increase our enrollment in a way that is both reasonable and attainable while developing and maintaining a waitlist. Student counts which maintained class size averages were considered. NAL-003 recognized parents prefer a high school option that not only effectively prepares their children for college, career, and life but also facilitates students from a K-8 sister school. NAL-003 will open only for 9th and 10th grade in its first year and then add an additional grade level

each subsequent year. Due to our specialized program, high school students will benefit from four consecutive High School years; thus, we have elected to grow our own unique high school program.

D. Briefly explain the rationale for the number of students and grade levels served in year one and the basis for the growth plan in subsequent years as illustrated in the table above.

We intend to open NAL-003 with reasonable enrollment numbers to ensure our benchmarks are attainable as we add sections and grow our school. The City of Davenport, along with neighboring cities, are experiencing exponential growth. The local high school currently has over 2,500 students and NAL-003 will provide enrollment relief to the area. Parents prefer a high school where their children can learn and grow throughout their academic years in continuation of a positive and effective K-8 experience. We believe that the unique educational program and our leadership focus which we provide to our students and their families will allow us to retain our students, making any open student stations highly sought after.

Section 3: Educational Program Design

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

As evidenced through our mission and vision statements, NAL-003 will be a charter school serving students in grades 9-12. NAL-003 will provide a well-rounded educational experience with programs and areas of instruction grounded in Science, Mathematics, Art, Reading, and Technology (SMART). Our specific SMART focus, coupled with a narrowed focus on advanced leadership skills, will allow students to acquire content knowledge as well as the necessary skills to ensure college and career readiness. We will strive to help enable students to cultivate their own personal independence, ambitions, opinions, beliefs, and how they see the world around them. Students are encouraged to find their voice and develop critical skills needed for success in post-graduate life.

Our SMART (Science, Mathematics, Art, Reading, and Technology) instructional focus will be delivered through immersive and engaging lessons, labs, webinars, interviews, and excursions. Our SMART curriculum will provide a well-rounded educational experience and will include studies to develop skills in the areas of communications, Business, and STEM/Engineering and Robotics. Some examples of SMART lessons include:

- Model Aerospace Curriculum available from the Federal Aviation & Space Education (AVSED)
- Civil Air Patrol
- STEM resources available through the national 4-H education initiative
- Coding and programming initiatives
- Engineering, Robotics and design competitions and projects
- Financial literacy through *Wow! Zone* from *TD Bank* or *Handsonbanking.org*
- Partnership and resources from *NASA: Educator Professional Development Collaborative*
- *iReady*: Lessons for Reading and Math that also provide growth monitoring and diagnostic data.
- Resources from our adopted curriculum series with digital textbooks, labs, and lessons.

In addition to the aforementioned, other educational activities that will be grounded in labs focusing on science, math, engineering, and technology using material from:

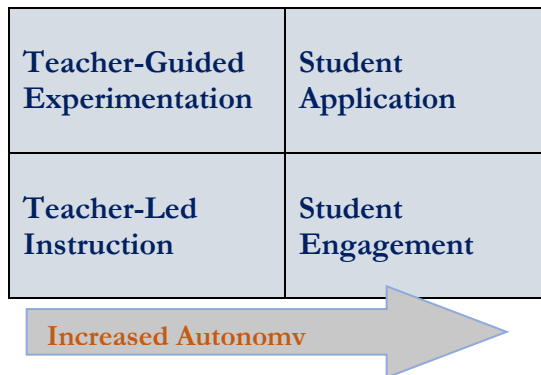
- Gizmos
- PhET Interactive Simulations
- Code.org
- NASA EPDC
- *Explore Learning Gizmos*: Virtual Labs for Math and Science
- *PhET Interactive Simulations*: Free simulations for Math, Science, & STEM topics.

- Math IXL for School
- NASA: Educator Professional Development Collaborative (NASA EPDC) includes virtual lessons, labs, field trips, meetings and interviews with NASA EPDC representatives and engineers.

Finally, one cannot disregard one of the most essential components in our educational program. Aside from our SMART studies, what will make NAL-003 stand out as a unique charter school is our character education program with a specific focus in developing leadership skills. Modeled after Stephen Covey’s *7 Habits of Highly Effective People*, NAL-003 will develop advanced leadership skills by incorporating the 7 Habits of Highly Effective People and through the effective implementation of a sequential curriculum using:

1. *The 7 Habits of Highly Effective Teens: Leading Your Life*
2. *Take Charge: The Leader in Me Program: College Readiness*
3. *Find Your Voice: Career Readiness*
4. *Inspire Others: Leadership Readiness*

Our SMART curriculum aligned with our focus on advanced leadership skills will help teach our students to be organized, responsible and independent while teaching them self-advocacy skills, all of which are even more crucial in today’s world. This will be accomplished using a 4-quadrant instructional approach which include teacher-led instruction, teacher-guided experimentation, active student engagement, and student application (exhibit 1 below). This follows a gradual-release approach to instruction and is aligned with rigorous instruction. Students will have accessibility and personalization of the same academic program that has been successful and extremely popular at NAL-002.



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

Our learning environment will be mainly classroom-based with a student-centered and/or interactive lab approach. Based on Dr. Robert Marzano and Deana Senn’s studies on cognitive complex tasks,

our educational program will require students to investigate, experiment, and revise their thinking in order to demonstrate a deeper understanding of cross-curricular content. This exploratory-lab model is student-centered and will foster an environment that requires students to generate and test hypotheses in order to solve problems and support their opinions. Students will be required to make decisions that are grounded on information provided or through inferences using a variety of texts and media. Concepts presented will focus more on applying learning concepts as well as the utilization of the knowledge obtained through experiences with the content that is authentic, relevant, and valuable. Levels of rigor (see diagram above) can be readily achieved through application and relevance; thus, everything will be structured in a way where the end result is student-produced either through work samples, explorations, project-based learning activities, or student-led discussions. Classrooms will have technology supported resources through the use of interactive whiteboards and mobile labs. Technology that is readily available and easy to use will facilitate any lessons relying on some form of blended-learning. It is our hope that, with a proactive approach to building community and local business partnerships, we will make their learning more relevant and come to life beyond the classroom. State adopted books and curriculum materials are also included in our budgetary plans. It is our philosophy that the traditional curriculum found in books is a means and a stepping stone to the studies and explorations that will take place at NAL-003.

To facilitate an exploratory-lab model; lesson plan templates will have built in features which will ensure that appropriate instructional approaches are used which result in a more student-centered class model. One example of this is the NASA Design Process. NASA highlights that beginning engineering experiences are grounded in the design process where students:

1. **ASK:** Students identify the problem, requirements that must be met, and constraints that must be considered.
2. **IMAGINE:** Students brainstorm solutions and research ideas. They also identify what others have done.
3. **PLAN:** Students choose two to three of the best ideas from their brainstormed list and sketch possible designs, ultimately choosing a single design to prototype.
4. **CREATE:** Students build a working model, or prototype, that aligns with design requirements and that is within design constraints.
5. **TEST:** Students evaluate the solution through testing; they collect and analyze data; they summarize strengths and weaknesses of their design that were revealed during testing.
6. **IMPROVE:** Based on the results of their tests, students make improvements on their design. They also identify changes they will make and justify their revisions.

This design process is a series of steps used by NASA engineers to guide them through the problem-solving methodology which is crucial to mission success at NASA. Supplemental curriculum (discussed in more detail in section 4) and resources from the Federal Aviation Administration uses the aforementioned design process so that it can be easily followed and implemented continuously. These six steps also can be applied in Mathematical thinking and processing or when discussing or writing in response to reading and comprehending complex text. The goal is that students will internalize and apply this process independently without teacher directive and across all subject areas.

In 2003, the Florida Legislature implemented an amendment requiring class sizes to be decreased through a phased-in reduction of the student to teacher ratio. Thus, it resulted in smaller class sizes:

K-3: class size is 18:1

4-8: class size is 22:1

9-12: class size is 25:1

Charter schools must adhere to the class size amendment on average. Thus, NAL-003 will meet class size by grade-level averages. Some advanced classes or elective classes may be slightly above the class size average to ensure that remedial classes and laboratory classes have a lower-class size whenever possible. By doing this, we will mitigate any overages and provide the lowest teacher-pupil ratio to the students with the greatest needs. Thus, NAL-003 will meet class size averages of 25:1.

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

Our entire educational program at NAL-003 was developed through studies grounded in valid research based on years of educational experiences and best practices.

Stem education is a rapidly growing field that has received a great deal of attention and research in recent years. There is a growing body of evidence that supports the importance of stem education for the future success of students. Many studies have shown that students who are exposed to stem education at an early age are more likely to pursue careers in science, technology, engineering, and mathematics. Additionally, stem education has been shown to improve problem-solving skills, critical thinking, and creativity.

One of the most comprehensive studies on stem education was conducted by the National Science Board and found that students who participated in stem education programs had higher levels of engagement in science and mathematics and were more likely to pursue stem careers. Another study conducted by the National Academy of Sciences found that students who received hands-on stem education experienced improved academic performance and had higher levels of motivation and interest in science and math.

In addition to the academic benefits, stem education has also been shown to have a positive impact on the overall development of students. Research has found that stem education can improve communication skills, increase self-confidence, and enhance collaboration and teamwork skills. These skills are highly valued by employers and are essential for success in the modern workforce.

Overall, the research clearly shows that stem education is an important component of a well-rounded education and provides numerous benefits for students. By providing students with opportunities to engage in hands-on, real-world experiences in science, technology, engineering, and mathematics, we can help prepare students for the challenges and opportunities of the future.

The U.S. Department of Education has ongoing studies and data that supports the importance of STEM (Science, Technology, Engineering and Mathematics) education in our schools. By 2020, job opportunities in STEM fields were projected to increase up to five times more than jobs in non-STEM related fields. This represents 9.2 million STEM related jobs of which 4.6 million of those jobs will be in computing alone. Thus, a nationwide five-year strategic plan was developed to integrate STEM into schools. With the United States trailing behind other countries in STEM related degrees, the shortcomings in education are now more evident. Even more astonishing is how this impacts students'

ability to be college and career ready. This also affects their ability to obtain the best jobs, secure a good income, and have the innovation required to make the U.S. a leader in advancements in areas such as patents, medicine, and research. In turn, this only perpetuates problems such as high unemployment rates. NAL-003 will integrate concepts such as science, mathematics, engineering, and technology which are correlated to our SMART focus. Skills taught in our advanced leadership coursework focusing on Communications, Business, and STEM/Engineering and Robotics will ensure our students become well-rounded citizens prepared for college and/or career. Opportunities to earn industry certification in areas of high demand, will help “open doors” for our students after graduation. A May 2016 article published by Education World and titled *Tomorrow’s Workforce: What Students Need* highlighted what they found as being key skills that will factor into a student’s readiness for the 21st-century work environment. Aside from basic skills in written expression, computation, and business etiquette, they identified that STEM knowledge, life skills, dealing with failure, and effective communication were key factors. NAL-003 will produce graduates with these key skills and priceless experiences. Students at NAL-003 will be encouraged to earn industry certification and participate in our business education and communication courses for several reasons:

1. They can begin earning money for a set skill while they continue to advance their studies. Examples include managing web pages, photo editing, bookkeeping, and more.
2. They will be better prepared to enter the workforce resulting in a decreased cost for onboarding on the part of the employer.
3. It establishes a partnership between the business and education communities.
4. It allows students to earn post-secondary credits for some certifications earned.
5. It reflects positively on transcripts, college applications, and resumes.
6. It allows our students to be more marketable than the average high school graduate.

In addition to industry certification, The Federal Aviation Administration (FAA) is a resource committed to the educational outreach of students through STEM aviation and aerospace initiatives. Tremendous opportunities exist in aviation and/or aerospace as well as other STEM related fields, thus making STEM an essential to the successful employment of future generations. The key to a strong economic future lies in STEM related initiatives. The FAA noted that The U.S. Department of Education projects a 14% increase in STEM jobs between 2010-2020. The U.S. Department of Commerce states that employees in STEM fields can expect to earn 26% more money on average and will be less likely to experience job loss. Finally, the Bureau of Labor Statistics reports that STEM occupations are projected to grow faster than the average for all occupations. The FAA thus concludes that *STEM is not only a critical part of a student's success in aviation, but it's also a driving force behind our country's strategic positioning and economic wellbeing.*

With over 20 years of academic success, *Uncommon Schools* have researched and successfully implemented instructional and classroom strategies that have assisted in closing the achievement gap in low-income and underperforming schools. Through ongoing professional development incorporating the strategies found in *Teach Like a Champion 2.0*, *Reading Reconsidered*, and *Get Better Faster*, NAL-003 will continuously improve classroom instruction in a systematic and proactive manner in order to have the same results found in *Uncommon Schools*. Thus, NAL-003 will have Professional Learning Communities (PLC) using *Uncommon Schools* research and resources.

The Florida BEST Standards and NGSSS has required instruction to be transformed into something more qualitative where the focus on learning is in the measure of the depth and breadth of knowledge.

Webb's Depth of Knowledge (DOK) focuses on complexity of the content and the extent to which the knowledge is internalized, analyzed, and applied. The focus in the DOK is on the intended outcome as aligned to the BEST standard and NGSSS. Thus, Webb's DOK will be used in alignment with the BEST Florida Standards and the NGSSS and the performance tasks in order to facilitate the rigor required in the content being taught.

Leader in Me was developed to fit a specific need in education that could be met by applying the concepts that had been effectively used to revolutionize Fortune 500 companies through Stephen Covey's *7 Habits of Highly Effective People* published in 1989. This was then followed by the successful implementation of *The 7 Habits of Highly Effective Teens*. Schools implementing the *7 Habits of Highly Effective People* found that discipline referrals dropped dramatically while student self-confidence and academic achievement increased as evidenced by test scores. This will help us ensure high graduation rates that meet or exceed the District average.

D. Provide a sample daily schedule and school annual calendar, including the annual number of days and hours of instructional time as Attachment B. (Note: if approved, the Governing Board will formally adopt an annual calendar)

NAL-003 will operate annually for 180 school days and will follow Polk County Public Schools' calendar with regard to the starting and ending dates of the school year, observed holidays, teacher work days, and school vacation days. The anticipated school day will begin at 7:00 am and will end at 2:00 pm. NAL-003 will also follow the district's secondary early release schedule where all students in grades 9 through 12 will dismiss at 11:30 am. A sample schedule is provided in **Attachment B**.

Our instructional program is based on Florida's statutory requirements and Polk County's Student Progression Plan (SPP). The hours of instruction align with the State of Florida's required number of minutes for instruction in each of the subject areas. NAL-003 will provide at least 1850 minutes a week of instruction. High school students will receive their daily instruction in a 4x4 block schedule. Each year, NAL-003 will publish a course catalog along with grade specific subject selection forms in order to communicate course offerings that reflect the FLDOE course codes and its compliance with the SPP and graduation requirements. NAL-003 will offer English, Mathematics, Science, and Social Sciences, along with electives such as visual and/or performing arts, physical education, career & technical exploration, leadership, and foreign languages as well as a variety of other electives that fulfill graduation requirements and enhance the instructional programs unique to our school. **Attachment B** demonstrates a draft daily schedule breakdown whereas each student will receive a minimum 6 credits a year (24 credits that meet minimum graduation requirements):

- 1 credit of English per year
- 1 credit of Mathematics per year to include the successful completion Algebra I and Geometry with the End of Course (EOC) assessments
- 1 credit of Science per year with a minimum of 3 Science courses that must include the successful completion of Biology I and its corresponding EOC. Two of the three Science courses must include a laboratory component

- 1 credit of Social Science per year with a minimum of 3 Social Science courses that must include the successful completion of 1 credit in US History and its corresponding EOC, 1 credit of World History, and .5 credit in US Government and .5 credit in Economics with financial literacy
- 1 credit in Fine or Performing Arts
- 1 Online Course Requirement
- 1 credit in Physical Education comprised of .5 credit in Personal Fitness & Health and .5 credit in any Physical Education course listed in the Polk County Course Code Directory on FOCUS
- 8 additional elective credits which may include, but are not limited to, culinary arts, agriculture, business & entrepreneurship, Computer and Technology Education (CTE), engineering, etc.
- Students will have the opportunity to take college level and accelerated courses, and courses that offer opportunities to earn industry certification while still in high school, in order to facilitate acceleration as well as college and career preparedness.
- 2 credits of Foreign Language
- .5 credit of Financial Literacy

In addition to the traditional 24-credit Graduation Program, we will also allow for the 18 credit ACCEL Program as outlined by the numerous FLDOE's technical assistance documents regarding graduation requirements. Although we offer the 18 credit ACCEL we believe that students can only get the full benefit of our High School curriculum and experience following the 24-credit program. Therefore, our guidance counselor(s) will ensure to properly counsel our students to select the best option for their post-graduate plans.

E. Explain how the services the school will provide to the target population support attainment of the state-adopted standards, as required by section 1002.33, F.S.

NAL-003 will strive to meet high standards in student achievement and provide the support, curriculum, and educational experiences that will facilitate this outcome. NAL-003 will promote academic and personal student success through goal setting, data chats, and the complete implementation of the problem-solving model (FCIM) at all levels. Our intent to embrace a student population in need of a unique educational experience is most evident in our efforts to increase learning opportunities for low-performing students. The design of our educational program, as identified above, will promote innovating learning methods that will produce measurable outcomes which will directly impact the community the school intends to serve. It is our firm belief that NAL-003 will graduate students ready to contribute to society that may have otherwise dropped out or struggled through high school with less hope for a productive future.

NAL-003 will provide a spectrum of services for students of all levels and inclusive of all backgrounds. Our SMART educational model embraces rigor and the application of concepts at the highest degree possible. Our interactive approach to instruction will develop a student-centered and student-led classroom that encourages student innovation and develops leadership skills beyond that of a typical high school student. This educational setting will encourage even the most reluctant or struggling learners to achieve greatness in both the academic and personal arenas. A data-driven system of support will provide opportunities for the remediation of students functioning below grade level. In filling the learning gaps, the learning gains will be exponential with our struggling students. Our

proactive approach to education and the development of the student's character and leadership skills through *The 7 Habits of Highly Effective Teens* and *The 7 Habits of Highly Effective People* will positively impact education and minimize any needs for behavioral interventions. NAL-003 aspires to bring the community into the school so that the community may take a vested interest in contributing to these students as future leaders in society. One of the many ways that this will take place is through our Senior Project where students complete a 4-year culminating study on a topic, idea, or experiment under one of our three pillars: Communication, Business, STEM and Robotics. Business partnerships, community leaders, and community stakeholders may prove to be a valuable asset for our students completing this task.

Section 4: Curriculum and Instructional Design

- A. Describe the school’s curriculum in the core academic areas, illustrating how it will prepare students to achieve Florida standards. Describe the primary instructional strategies that the school will expect teachers to use and why they are appropriate for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students, including how students who enter the school below grade level will be engaged in and benefit from the curriculum and the formalized multi-tiered level of supports that will be provided to students who are performing below grade level.**

Through a culture that is inclusive and student-led, students at NAL-003 will be encouraged to find their voice and develop critical skills to successfully navigate college, career, and life. NAL-003 will provide a student-led and innovative model of instruction across all disciplines to develop SMART students. SMART students are well-rounded in the Sciences, Mathematics, Arts, Reading (Literature) while being Technologically savvy. NAL-003 will revolutionize instruction through its unique approach to educating the whole student. Instruction will be centered around students actively engaged and having ownership of their own learning and developing and refining their leadership skills. Our focused leadership program, coupled with our SMART approach, our students will be independent thinkers, problem-solvers, and the leaders of tomorrow. One way this will be accomplished is through the cross-curricular implementation of the 6-step design process: Ask, Imagine, Plan, Create, Test, and Improve.

We anticipate that NAL-003 will become an Apple Distinguished School and recognize that achieving this recognition requires a commitment to innovation and the integration of technology into the curriculum. With a focus on creativity, collaboration, and critical thinking, we will strive to create an environment where students can thrive and prepare for their future in a constantly evolving digital landscape. The school looks forward to the benefits and opportunities of being recognized as an Apple Distinguished School, including access to exclusive resources and networking opportunities.

The vision and mission of NAL-003 is aligned with the newest educational focus as well as the Florida BEST Standards and NGSSS. Without having to teach to a test, our instructional approach and perspective on learning will result in large learning gains and amazing academic achievements. The educational approach at NAL-003 will meet the needs of all students, thus making learning and knowledge accessible to all, including the most diverse populations.

NAL-003 will provide quality instruction, high expectations, and consistent standards-based instruction for all students. The content will be challenging and based on the philosophy that all students can achieve high standards when given stimulating opportunities that are grounded and supported through relevant and differentiated instructional approaches. To meet the needs of all students, including those who enter the school below grade level, teachers will use differentiated instruction. This means that they will modify their instruction to meet the individual needs of each student based on their abilities, interests, and learning styles. For students who are below grade level, the school may provide a formalized multi-tiered level of support, such as additional instructional support, small group

interventions, and targeted resources and materials. This will help these students receive the extra support they need to be successful and reach their full potential. Differentiated instruction is planned for and documented on all lesson plans.

Differentiation of instruction is discussed at team meetings while lesson planning and during MTSS and RtI meetings that take place at least once a month. Meeting minutes will document topics discussed during team meetings and MTSS/RTI meetings. Grounded by research, our philosophy is that differentiated instruction must be implemented in a tiered approach with fidelity. This can be accomplished by using quality instructional resources which will:

- decrease the number of students unnecessarily tested for special education.
- increase the number of students that are academically successful
- decrease learning gaps
- ensure that students with disabilities or limited English language learners are educated and successful in the least restrictive environment.

Students that are performing below grade level will experience our educational program like any other student at NAL-003. It will be through differentiated instruction and strategic interventions, that students performing below grade level will demonstrate at least one year's growth while enrolled at our school. Students performing below grade level will participate in:

- Interventions – Strategic and individualized interventions targeting learning gaps and areas of weakness through the implementation of research-based curriculum and frequent progress monitoring as a Response to Interventions (RTI).
- Progress Monitoring Plans (PMP) – Students below grade level will be placed on progress monitoring plans that will be monitored and updated monthly through our ongoing progress monitoring. Parents are encouraged to participate in the development, implementation and monitoring of the PMPs and volunteer hours are provided for their participation.
- Differentiated Instruction (DI) – Additional instructional time will be added for students performing below grade level in Reading and Math so that differentiated instruction can take place within the classroom setting in a small group, teacher-led format. Material used during DI will be research-based resources such as Achieve3000, Reading REWARDS, or resources from the adopted curriculum.
- Computer-Based Instruction and Progress Monitoring – Additional practice in remedial instruction, as well as grade level material, will be provided to students using iReady for reading and math. Additional iReady lessons are assigned by the teacher in order to help close learning gaps.
- After School Tutoring – Students performing below grade level may participate in after school tutoring up to three times a week for additional instruction in Reading, Writing, and Math. After School Tutoring is free of charge.

NAL-003 will adopt a researched-based curriculum and infuse best practices with relevant lessons in order to ensure that the students are actively engaged and challenged on a daily basis. Standards-based instruction using learning targets will not only facilitate the process but will quantify the BEST standards and NGSSS to both teachers and students. This makes instruction concrete and measurable. It is our belief that, if students have ownership over their learning and are actively engaged and encouraged, then lessons become more relevant and easier to retain while increasing student achievement. The curriculum, by design and implementation, is data-driven and therefore modified to serve the needs of the student population. The curriculum adopted by NAL-003 is aligned with either the NGSSS or the BEST Florida Standards for each subject by grade level and will adopt core and supplemental curriculum material that is aligned to the standards. Specific assessments that track progress towards mastery of the standards will be used to drive instruction. Instructional Focus Guides (IFG) will be developed and used across the curriculum to support the expectations for student learning across all subject areas in grades 9-12. Teachers follow the IFG and plan data-driven lessons. Within lessons, teachers include remediation, enrichment, accommodations, and strategies to ensure that each student is receiving the support needed to meet the lesson objectives. Specific strategies are noted in more detail in section 4B and are also addressed in sections 4C-4F.

NASA's design process is an approach to learning used by engineers to guide them through the problem-solving method will be the cornerstone of our exploratory-lab model. In a cross-curricular approach, students will use these 6-step process in all problem solving:

1. **ASK:** Students identify the problem, requirements that must be met, and constraints that must be considered.
2. **IMAGINE:** Students brainstorm solutions and research ideas. They also identify what others have done.
3. **PLAN:** Students choose two to three of the best ideas from their brainstormed list and sketch possible designs, ultimately choosing a single design to prototype.
4. **CREATE:** Students build a working model, or prototype, that aligns with design requirements and that is within design constraints.
5. **TEST:** Students evaluate the solution through testing; they collect and analyze data; they summarize strengths and weaknesses of their design that were revealed during testing.
6. **IMPROVE:** Based on the results of their tests, students make improvements on their design. They also identify changes they will make and justify their revisions.

This 6-step process will play a crucial role in each student's Senior Project. By incorporating this design process in a cross-curricular approach, classrooms become more hands-on, innovative, and student-centered and fosters inquiry, analysis, investigative thinking, collaboration, and problem-solving. This enables students to generate and test hypotheses while using their skills to effectively problem solve and make decisions grounded in evidence. As described in Section 3 above, NAL-003's educational program is designed to address the newest Florida BEST Standards and NGSSS (in Science for example) with an emphasis on our physics, engineering, and aerospace initiatives. Science, math, technology and literacy will play a monumental role in the successful implementation of our educational plan and its initiatives. The ultimate goal of NAL-003 is to maintain traditional and proven

effective teaching techniques with modern, innovative, relevant, and technology-rich resources. Subtopics B-F in section 4 detail subject specific strategies, techniques and approaches that align to curriculum material which is research-based and/or state adopted and aligned to all Florida BEST Standards and NGSSS.

In summary, we believe that students performing below grade level will demonstrate more than one year's growth by participating in a rigorous academic program that is supportive of the students' academic and personal needs while strategically targeting learning gaps and areas of deficiency through effective interventions, remediation as well as ongoing progress monitoring. In turn, students performing at or below grade level will receive enrichment and support to accelerate their learning.

B. If the curriculum is fully developed, summarize curricular choices (e.g. textbooks) by core subject and the rationale for each. Include as Attachment C, a sample course scope and sequence³ for each core subject for each division (elementary, middle, and high school) the school would serve.

English:

In regards to English, our philosophy is that there must be a more robust emphasis on Reading in the secondary grades in order to close any existing gaps while continuing to build advanced reading comprehension skills which include analysis with written and spoken dialogue. Due to the weighted emphasis on Reading in our instructional design, NAL-003 is considering the adoption of the latest version of **myPerspectives** from Savvas (formerly known as Pearson) along with select classical novels as a supplement. All students in grades 9-12 will have a strong literature focus in their English class using a gradual release model of instruction. All students in grades 9-10 will take English I & II and will participate in focused novel studies using instructional approaches such as strategic inquiry, analysis with collaborative discourse, and the Socratic method of class discussion. Beginning with English III, 11th graders will be exposed to American Literature and 12th graders will be exposed to British Literature in English IV. Our opinion is that our high school students must be as proficient in writing as they are in reading since these are skills essential for college and career readiness. **myPerspectives** creates a teacher-led, student-centered classroom with literature and content that gets students excited to read and respond through conversations and writing. After teacher guided instruction, students complete independent work and come back and share their learning fostering collaboration and independence.

Students scoring below proficiency on the F.A.S.T. and/or demonstrating weakness in reading fluency and/or comprehension skills, will be placed in an Intensive Reading Class following the sponsor's Comprehensive Research Reading Plan (CRRP). This Intensive Reading requirement will have a prescriptive focus on reading instruction using **Wordly Wise** for supplemental vocabulary instruction. These students will have data collected on a bi-weekly basis to track comprehension and fluency. If there are any students in the Intensive Reading class who also demonstrate a weakness in foundational reading skills, their instruction will have a targeted focus on developing decoding skills, fluency, and basic comprehension skills using **Reading REWARDS** by Voyager Sopris Learning. **iReady** will be

used for these students as a means of weekly progress monitoring. For a detailed picture of the curriculum, please see **Attachment D**

Social Studies:

The Social Studies curriculum for grades 9-12 at NAL-003 will adopt the following textbooks with their corresponding areas of study:

- 9th grade *projectImagine* World History by Savvas
- 11th grade *Gateway to U.S. History* by Mark Jarrett and Robert Yahng
- 12th grade **Mcgruder’s American Government and Economics**, both by Savvas

Other course offerings for Social Studies may be elected coursework such as psychology and sociology.

Social Studies education will also incorporate foundational topics that promote compassion, respect, diversity, loyalty, and love of country and community. This will prepare students to participate intelligently in public affairs and have the necessary traits needed to be leaders in our community. This is a big aspect in preparing students to be college and career ready. Social studies education will provide students with an understanding of the democratic principles and ideals upon which good citizenship is founded and an understanding of the world beyond their borders. Lessons will be designed to teach students to effectively analyze and reference historical evidence, use sources effectively, detect potential bias in resources due to cultural influences, and argue empathetically. These skills are also developed through the effective implementation of lessons using the BEST standards and NGSSS. Lessons will have components of dialogue and discourse which are fostered through the Socratic method, strategic inquiry, and logic. These topics include, but are not limited to African-American History, The Holocaust, Hispanic Contributions to the United States, Women’s Contributions to the United States, Veterans’ Contributions and their Service to our Country, etc.

Mathematics:

The Mathematics curriculum at NAL-003 will assist us in developing students who understand mathematical concepts and demonstrate the ability to apply mathematical reasoning and problem-solving skills. This is accomplished by incorporating the *Mathematical Thinking and Reasoning Standards* (MTRs) as the cornerstone of the mathematics program.

1. Actively participate in effortful learning both individually and collectively
2. Demonstrate understanding by representing problems in multiple ways
3. Complete tasks with mathematical fluency
4. Engage in discussions that reflect on mathematical thinking of self and others
5. Use patterns and structure to help understand and connect mathematical concepts
6. Assess the reasonableness of solutions
7. Apply mathematics to real-world contexts

NAL-003 will also infuse literature and technology into Mathematics instruction. Mathematical problem solving is derived from thought that can be communicated in writing or through speaking. Literacy in Mathematics is a pivotal aspect to Mathematical instruction that provides reinforcement

of mathematical terminology, real world applications, and organization/visualization of mathematical concepts. Some examples are the use of interactive and visual word walls as well as math journals for hypothesizing and the subsequent reflection of conclusions. Our Mathematics program will create mathematically literate students able to apply Mathematical concepts to real world problems and scenarios.

NAL-003 will adopt *enVision A/G/A* (Algebra I, Geometry, Algebra II) series by Savvas which is fully aligned with the Math BEST standards and the abovementioned MTRs. NAL-003 will follow the state course descriptions and sequence. The purposes of these courses are to provide instruction and promote academic excellence in basic mathematical skills, geometry, algebra, problem solving, and mathematical reasoning. *enVision A/G/A* combines Problem-based learning with visual learning so that students gain a deeper and clearer understanding of mathematical concepts. It incorporates the rigor, relevance, and results we need in order to make the largest growth with our targeted population. Rigor is built-in and supported throughout this math series. Differentiated instruction resources ensure approaching-level students master concepts before moving on, while beyond-level students are continually challenged. Any students in grades 10-12 that have not yet passed the Algebra I EOC, may be required to enroll in a remedial Mathematics course to help them better prepare for the Algebra I EOC through remediation in order to fill in the learning gaps impeding them from successfully completing their Mathematics graduation requirements. *Algebra Nation* will be used as a supplemental resource to provide the needed prescriptive practice in a technology-driven, fun, and interactive method for all students struggling with Algebra I material. *iReady Math* will be used as a diagnostic three times a year and as a form of ongoing progress monitoring for struggling students.

Other courses in Mathematics may include advanced Mathematics such as Precalculus, Calculus, Trigonometry, and Statistics. Other Mathematical course offerings will have a practical math approach to promote financial literacy and functional math skills. These courses may include but are not limited to Applied Mathematics and Mathematics in Action.

Science:

NAL-003 will rely on a Science curriculum that is implemented in a manner that encourages inquiry, problem solving, as well as the entire scientific method. At this time, we intend to adopt the following textbooks for the corresponding areas of study:

- ***Biology: Concepts and Connections*** by Miller & Levine
- ***Experience Chemistry*** by Savvas
- ***Experience Physics*** by Savvas
- ***Human Anatomy and Physiology 11th Edition*** by Elaine Marieb and Katja Hoehn

Moreover, students will participate in weekly hands-on science investigations which expose students to the scientific process and scientific thinking. Daily use of interactive Science notebooks where students write using the Claim, Evidence, and Reasoning (CER) will document scientific thought and foster dialogue and critical thinking. School-wide Science themes (water conservation, jet propulsion, hydroponics, etc.) will further make scientific thinking and problem solving a part of our everyday world at NAL-003. Students and staff will be encouraged to participate in extracurricular clubs and initiatives such as garden club, 4H, Robotics, etc.

An essential component to our curriculum as it relates to standards-based instruction, are the learning targets and how these instructional units will be developed. In order for this to take place with efficacy, it is essential to include the teachers as a part of the team. This ensures that teachers develop an in-depth understanding of the standards as well as ownership over the instructional approaches that incorporate rigor and relevance in all units of study.

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

At this time, we have some ideas of the basic elective courses that we want to offer. Additional research is needed to finalize which elective courses will be offered and the Instructional Focus Guides (IFG) for each. Examples of some of these include but are not limited to Forensic Science, Journalism, TV Broadcasting, Accounting, Business Law, and Business Management, etc. This will be done by surveying our 8th-grade population at NAL-002 and all incoming 9th graders to see their interests as well as the electives that best complement our educational focus.

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

In a study published by Dr. Maureen McLaughlin, President of the International Literacy Association, she reiterates that phonemic awareness, phonics, fluency, and vocabulary are the pillars of literacy and that all contribute to it and that comprehension is the ultimate goal in reading. Therefore, any student with a significant deficiency in any of these “pillars” will receive intervention and instruction for the purpose of remediation with the end goal being to improve reading comprehension.

Reading strategies will be based on an integrated literacy model across all subject areas. Some of these strategies are most effective when also used outside of the Reading curriculum. Since reading is our primary focus which aids in achievement across all academic areas, our ongoing staff professional development will focus on integrating instructional strategies from *Teach Like a Champion 2.0*, *Reading Reconsidered*, and *Get Better Faster*. These resources are the cornerstone of our academic instruction by effectively incorporating reading strategies across all subjects in an explicit and systematic approach. Another example includes the use of strategic inquiry with novels, fiction and with narrative nonfiction content found in social studies. Also, the Socratic Method, as well as inquiry-based instruction, can be used in every subject and is also easily integrated into science, mathematics, and engineering activities. Within the research-based Reading Curriculum (as documented in **Attachment D**).

Science, Social Studies, Math, and other content area subjects will integrate question stems that facilitate the analysis and comprehension of informational text. The chart below identifies some of the effective reading strategies used in various subject areas that demonstrate how the curriculum at NAL-003 will have an interdisciplinary approach to reading and writing.

Subject Area	Instructional Strategy That Reinforces Reading & Writing
Math	<ul style="list-style-type: none"> ▪ Math journals for hypothesizing and reflection ▪ Students write their own word problems and explain the process required in solving the problem ▪ Thought communicated in writing or speaking to explain mathematical procedures or concepts ▪ School-based banking initiatives that promote financial literacy
Science	<ul style="list-style-type: none"> ▪ Inquiry-based instruction ▪ Science journals for hypothesizing, reflection and documenting the scientific method/process ▪ CER: Claim, Evidence, Reasoning in writing to hypothesize and/or reflect
Social Studies	<ul style="list-style-type: none"> ▪ Strategic inquiry ▪ Socratic method ▪ Positive discourse ▪ Analyze, reference, and site evidence ▪ Persuasive writing and discussion = debate

NAL-003 believes that students need a rigorous and relevant curriculum no matter the level of the student. Therefore, students will be exposed to a variety of complex texts with a gradual release model of instruction including independent reading and guided instruction. This approach steers students through the text and all while creating opportunities for collaborative discussions and analysis of the text. Yet, it is in the differentiation, interventions, and prescriptive instruction that allows for students to gain a year’s worth of growth while narrowing the gaps. This specifically is discussed in detail in Section 4F below.

From information referenced in this section, and throughout the application, it is evident that reading is not just something that students will be taught to do well. In actuality, our philosophy is that students must learn to read in order for them to read as a means of learning. Yet, reading to learn is no longer enough. Our goal will be to reinforce the skills that develop great readers while focusing on what students do during and after reading. Reinforced by Robert Marzano’s studies on reading for rigor beyond comprehension, students need to develop “work-force proof” skills. This means that our students need to be actively engaged in critical thinking as well as adaptive and persistent educational experiences that are integrated within the text. This is how we can prepare students for jobs that have yet to be created. Students need to generate new ideas and have countless opportunities to apply new information. Marzano’s research also found that complex text is not enough. The data demonstrates that high-stakes testing focuses more on analysis and comprehension while most instruction observed uses basic comprehension as the highest taxonomy. Educators must understand how they can adapt the activities and questions that are part of the reading process so that students can analyze, deduce, infer and elaborate on information from the text. This is a cross-curricular approach to reading that will be evident in all learning activities in all subjects.

C. If the school will adopt or develop additional academic standards beyond those mandated by the state, explain the types of standards (e.g., content areas, grade levels). Describe the adoption or development process. Select one grade level and subject area as an example and explain how these additional standards exceed required standards and contribute to meeting the mission of the school.

Science and Engineering Practices:

Science and engineering practices play a major role in STEM education as well as developing 21st Century skills. Textbooks, curriculum, and instruction have already begun to adapt and integrate a focus on STEM which incorporates engineering and technology as integrated into Math and Science. Although this is very helpful, the curriculum and teachers at NAL-003 must go beyond the textbooks to integrate STEM related studies across all disciplines. In addition, students will be encouraged to fuel their own innovation and creative thinking by incorporating STEM related studies into their Senior Project which will require the use of the 6-step design process. In an effort to prepare students for 21st century jobs that have yet to be created, there will be a strong emphasis on engineering design standards. These engineering design standards foster collaboration, problem solving, teamwork, analytical thinking, and application of knowledge. These standards are directly correlated to the Sciences and Engineering Practices:

Engineering and Science Practices	Students who demonstrate understanding can:	Disciplinary Core Ideas
Asking Questions and Defining Problems	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, considering relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.	Defining and Delimiting Engineering Problems
Engaging in Arguments from Evidence	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.	Developing Possible Solutions
Analyzing and Interpreting Data	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.	Developing Possible Solutions Optimizing the Design Solutions
Developing and Using Models	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.	Developing Possible Solutions Optimizing the Design Solutions

With the current information in hand, NAL-003 is looking at adopting some supplements to our Science, Engineering and overall STEM focus such as intends to adopt ***Project Lead the Way (PLTW) and WOZ ed pathways*** as it facilitates a more engaging and hands-on classroom environment that empowers students to develop the in-demand knowledge and skills they need to thrive through engaging real-world lessons. PLTW modules not only augment science and math lessons, create interdisciplinary projects, and reinforce concepts rooted in critical thinking. It also offers an array of

extensive curriculum frameworks for High School level courses in engineering, computer as well as biomedical sciences. Each module also incorporates reading, writing, and requires extensive student collaboration. Thus, making PLTW a cross-curricular resource that is aligned with our instructional model as well as the 6-step design process which is the foundation of engineering and inquiry. WOZ ed pathways centered on animation, aRtificial intelligence, coding, cybersecurity and robotics will help to build an engineering mindset while developing soft skills that are needed in the workforce.

Robotics & Computer Technology:

Robotics and computer technology have been around for many years and its integration into Science has now flourished thanks to the focus and need for STEM resources. A robotics program is a relatively cost-effective means of engaging students in engineering and coding and the aforementioned PTLW models as well as WOZ ed pathways also include lessons and labs for robotics and computer science. Rooted in its scientific inquiry and real-world application in physics, a robotics program will begin by exploring basic physics and engineering and then delving deeper into science and engineering and the 6-step design process. Studies in STEM and robotics are closely correlated to the math and science BEST standards and the NGSSS. When working with robotics, the focus in these five areas is an ongoing process of analyzing, trial and error and is driven by interest and inquiry on the part of the student. In essence, working with robotics is just like an invention or experiment in which students are actively using the FCIM in the 6-step design process. This ongoing process is broken into 5 intertwined steps:

1. Systems, Order and Organization
2. Evidence, Models and Explanation
3. Consistency, Change and Measurement
4. Evolution and Equilibrium
5. Form and Function

Code.org, *Minecraft*, *An Hour of Code*, as well as other coding initiatives such as those found in SECME competitions can easily be incorporated to further enhance our engineering and robotics initiative. As our program grows, a *VEX VJ Robotics* course can be added to the course offerings in order to address, in more detail, the National Science, Mathematics, Technology, and Language Arts Standards. Created by Carnegie Mellon University's Robotics Academy, the curriculum is research-based, aligns with BEST standards and NGSSS, and focuses on the development of 21st century skills. Both basic courses as well as more advanced technical courses provide our students with the opportunity to earn industry ceRtIfications before they even enter high school. NAL-003 is aware that the CAPE (Career and Professional Education) list is updated annually and thus, we plan to be proactive in planning and offering as many opportunities as possible for our students to earn a variety of industry ceRtIfications. Industry ceRtIfication opportunities may include, but are not limited to: Microsoft bundle, Adobe, QuickBooks, CAD, etc.

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

Extensive research was conducted to select the curriculum and the instructional design of NAL-003. Since education is constantly evolving and changing, we anticipate that this process will be ongoing

and finalized prior to the school year beginning. Some of the research-based and foundational materials that were used in developing our instructional design includes:

- Covey, S.R., Covey, S., Summers M. & Hatch, D. (2014). *The Leader in Me*
- Covey, S.R. (2015). *7 Habits of Highly Effective People*
- Covey, S.R. (201). *7 Habits of Highly Effective Teens*
- Fisher, D., Frey, N. (2013). *Rigorous Reading: 5 Access Points for Comprehending Complex Texts*
- Lemov, D. (2012). *Teach Like a Champion 2.0*
- Lemov, D., Driggs C. & Woolway, E. (2016). *Reading Reconsidered*
- Marzano, R. ED.D (2016). *Essentials for Achieving Rigor: Facilitating Complex Learning*
- McLaughlin, M. ED.D (2016) *Demystifying the Role of Reading Comprehension in the Common Core*
- Senn, D & Marzano, R ED.D (2015). *Engaging in Cognitively Complex Tasks*
- Resources and research from the Federal Aviation Administration, Project Lead the Way, NASA EPDC, and The Leader in Me
- Resources and professional development support from the Charter School Unit

As referenced in Section 3, the educational program at NAL-002 was developed through thoughtful and careful research. Leader in Me and the 7 Habits of Highly People were adopted to facilitate the mission and vision of NAL-003 as research indicated a positive correlation with student achievement as well as the development of collaborative leadership skills. In researching the most effective instructional resources that support STEM, as well as our SMART program, NAL-003 found that programs such as Project Lead the Way, VEX V5 Robotics, Federal Aviation Administration, and NASA Educator Professional Development Collaborative allow for a seamless integration of our SMART program at a minimal cost to the school.

Hours of research assisted in identifying resources that will facilitate in developing the most effective and strategic instructional programs in order to maximize student achievement. Research referenced throughout the application (Executive Summary as well as sections 1-3) provides evidence that supports an integrated academic approach focusing on academics as well as the development of social/leadership skills. Research cited throughout the application (Executive Summary) on the importance of developing 21st Century skills as well as the support for more STEM integration, assisted in developing the school's mission and vision.

Finally, in order to prepare our students to be college and career ready, especially for jobs that have yet to be created using technology that has yet to be invented, our students need to be critical thinkers and problem-solvers, thus requiring instruction that includes rigor. Marzano's *Essentials for Achieving Rigor* enabled us to develop a concrete understanding of what rigor is and what it should look like. In addition to incorporating Marzano's essential indicators to establish rigorous instruction in the classroom, a series of books and resources from *Uncommon Schools* were identified for strategic integration of rigorous instruction within the framework of our educational program.

- *Teach Like a Champion 2.0* (TLaC2.0) – provides over 62 experienced-based techniques to ensure student success in the classroom. Alongside the *TLaC2.0 Field Guide 2.0* and the corresponding DVDs with over 72 video clips, *TLaC2.0* will be used for ongoing professional development.

- *Reading Reconsidered* – Provides actionable guidance for addressing Common Core, the need for rigor while breaking down the reading process to its basic fundamentals of reading, comprehension and writing. This book offers research-based strategies to increase reading comprehension with a practical, easy-to-follow approach including 40 video clips demonstrating these strategies as applied by master educators.
- *Get Better Faster* – Is an excellent resource for instructional leaders as it focuses on actionable and practicable coaching strategies to help develop teaching skills in a sequential manner. *Get Better Faster* takes the strategies from *TLaC2.0* and *Reading Reconsidered* and organizes it into a cohesive and sequential approach to effectively develop master teachers, faster.

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

7 Habits of Highly Effective People – High School Program (continuation to *The Leader in Me*)

Using resources from Franklin Covey, students at NAL-003 will take the lead in creating a safe, accepting, and uplifting school culture. This culture transformation starts by encouraging staff to help students take control by empowering them to be leaders. *Leader in Me* provides a vital role for high schools with leadership courses that not only prepare students for college and a career, but a principle-centered life. This student-led culture helps teens find their voice and develop critical skills that are essential in the successful navigation into college, career, and adulthood. Each series includes lessons, videos, instructional slides, and other resources that promote conceptual discovery fueled by discussion and incorporates project-based learning.

1. *The 7 Habits of Highly Effective Teens* allows for concepts of leadership to originate from within oneself. Students begin by analyzing principles of effectiveness and then move to study each of the 7 habits in depth and how they relate to principles of effectiveness.
2. *Take Charge* helps students develop and refine skills that help them academically in high school in order to create a foundation for college readiness. These units of study take students into the application of the 7 Habits to help develop well-rounded students. Topics discussed include time management and setting goals, taking care of your physical and mental health, as well as taking charge of your social life, learning, and finances in order to be independent and self-sufficient and even includes a “college success formula”.
3. *Find Your Voice* helps students develop career readiness skills which begins with self-reflection and analysis. Students begin to learn about essential skills that help make them more college and career ready by teaching students to share their voice. Some of these skills include, but are not limited to trustworthiness, managing anger, optimizing feedback, phone and email etiquette, professional appearance, entrepreneurial mindset, etc. Finally, students learn about sustaining their voice through continuous innovation, resiliency, networking, celebrating milestones, and living a balanced life.
4. *Inspire Others* helps students take their career readiness and launch it into leadership readiness. Units of study include modeling, pathfinding, aligning, empowering, and ends with a capstone project.

These studies have students discussing and internalizing important research-based concepts through award-winning texts such as *The Speed of Trust*.

NASA EPDC, Engineering, Robotics, & Aerospace:

NASA Engineering and Aerospace are supplemental components in the educational program at NAL-003 that helps further develop STEM initiatives. Concepts in aviation and aerospace are grounded in engineering and physics as well as Math and Science. The ***Federal Aviation Administration*** (FAA) offers a free K-12 curriculum that will be used to create STEM inquiry lessons that have the aerospace focus for our program needs. We are also looking at beginning a Civil Air Patrol program at NAL-003 as well. Students will also have opportunities to learn more about coding, robotics, and engineering concepts through resources such as PLTW, WOZ ed pathways and Vex V5 NASA Educator Professional Development Collaborative (NASA EPDC) is a free service provided by NASA which offers resources, professional development, as well as virtual and interactive lessons with assigned NASA engineers.

Also, standard electives will be part of the course offerings at NAL-003. These electives include but are not limited to Spanish, Fine Arts, Music, Physical Education & Health, Leadership and Business classes, etc. **Attachment C** identifies the sequence of course offerings (both core and elective courses) as well as the intended curriculum material to be adopted, along with any dual enrollment courses offered through our intended partnership with a community college such as Polk State College (for example).

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

Multi-Tiered Systems of Support (MTSS) are in place at different levels in order to identify and provide support to struggling students and provide an educational environment for ESOL and SPED students so that they can be successful in the least restrictive environments. The systems identified below follow the FCIM in every meeting opportunity.

- Administrative meetings take place at the beginning of each week. An agenda with topics to discuss are prepared. The team reviews what has happened, what is happening and what will take place. It is a system of checks and balances that facilitates follow-up. One of the items discussed at each meeting is any new data available that has not been reviewed or discussed.
- Grade-level meetings allow for teachers to plan lessons together, share best practices, develop formative assessments, and decide what needs to be done for students performing above, at, or below grade-level.
- Weekly data chats take place with teachers and their assigned instructional leader. This is a concerted effort for RTI and ongoing progress monitoring.
- Data chats with students take place every time new and comparable data is available. Students track their progress, reflect on their performance and set attainable and realistic goals. These data chats with students are essential so that the students develop an understanding and ownership of their learning **Attachment F**.
- Monthly RtI meetings are held with the RtI team to discuss data available as it pertains to Tier I, II, and III. This meeting, more so than any other meeting, must follow the FCIM with complete

fidelity in order to ensure that the appropriate instructional focus is in place for all students to continue to progress and achieve.

- Ongoing professional development is also a part of our early release days. Professional development is based on teacher feedback and instructional needs as reflected by data.
- Lesson plans are reviewed weekly by assigned instructional leaders and administrators. Feedback is provided as part of our FCIM. Shared planning among teachers assists in facilitating collaboration in best practices and effective planning that will yield the greatest results.

In addition to the aforementioned strategies and MTSS process, the following structures and strategies will be in place to help struggling students and provide an educational environment for ELL and ESE students so that they can be successful in the least restrictive environments:

- Target Tutoring & Interventions: NAL-003 believes that each student has a distinctive learning style. Thus, NAL-003 will provide tutoring and intervention sessions to a targeted population using prescriptive lessons and research-based material that is focused on areas of greatest need. This is in addition to homework help that is available to all students.
- Differentiated Instruction: Teachers will use differentiated instructional strategies that connect with individual students' learning needs. Teachers can target a large variety of learners by providing enrichment activities to high performing students and spend more time in a small group setting providing remediation to lower performing students.
- Standards-Based Instruction: Teachers will manage instructional time using the IFC to incorporate the standards into their instruction while providing motivating, challenging, and meaningful experiences for students to receive and process information.
- Data-Driven Instruction: Instruction that uses data to evaluate if students are meeting expectations and if there is a need to reteach or remediate. Data-Driven instruction also allows teachers to evaluate teaching strategies and materials used in order to know if they have been effective.
- Direct Instruction (lecturing/modeling): This technique will be used when teachers need to explain or demonstrate specific content and skills. Explicit, systematic instruction will be based on the NGSSS and the Florida BEST Standards. This instruction is structured and based on mastery learning. It is also very effective when remediating and re-teaching material.
- Cooperative Learning: Teachers will guide small group learning sessions to increase communication and team-building skills. These teams of students will be divergently grouped according to ability, interest, background, etc. Students are encouraged to work together to learn and solve problems with assistance from the teacher.
- Inquiry-Based Learning: Based on the scientific method, this student-led approach will require students to hypothesize and ground their theory in facts. They then conduct investigations independent of the teacher, unless otherwise required using teacher discretion. Teachers will use this approach in developing critical thinking and problem-solving skills while encouraging students to discover.
- Gradual Release Model: Similar to the "I Do, We Do, You Do" model, the gradual release model provides opportunities for the teacher to model skills while allowing students to "wrestle" with the material. The thought is that students learn from trial and error and learn from their mistakes. More so, they learn and retain more when they obtain the correct answers on their own.
- Vertical Planning (department): Courses will be correctly aligned and teachers will be required to meet monthly as a department. This will allow teachers to quickly assess what students mastered in

the preceding grade and focus on building skills and knowledge. This will help teachers avoid unnecessary reviewing and re-teaching, which often consumes valuable teaching time. It also provides a forum to discuss subject-specific topics or initiatives to take place school-wide.

- Horizontal Planning (grade level): Teachers will have common planning time so that they may meet at least once a week. The teachers will align lessons as a grade level to address specific subject matter and the needs of their grade level. Teachers will follow similar time lines and have similar lessons. Such alignment is crucial in school systems dealing with state-mandated, standards-based assessments. This also fosters shared best-practices and data-driven instruction as a whole.
- Field Studies and Field Excursions: When lessons are relevant, learning is easily achieved. We believe that conducting field studies and excursions both on and off campus have an educational value beyond measure. Teachers will engage students in field studies that start in the classroom and extend beyond it. This encourages participation in the lesson in a broader scope.
- Parental Involvement: It truly takes a village to raise a child. With this mentality, we believe that parental involvement is crucial to the success of our educational program. Parents invest in our school, and in most instances, they are our greatest asset. Parents are kept informed via the school's website, callouts, and social media. Parents can make contact through the agenda, notes, emails, phone conferences, or face-to-face meetings which are considered the most effective form of parental involvement. Parent contracts (**ATTACHMENT G**) will strongly encourage parents to contribute volunteer hours to ensure that they are active participants in their child's education. The school will facilitate a PACC organization (Parent Association for Community and Culture). This along with other school activities will provide a variety of opportunities for parents to be involved.

Section 5: Student Performance

Performance Goals

A. Describe the expected incoming baseline of student academic achievement of students who will enroll in the school. Based upon the expected incoming baseline performance, describe the school's goals for academic growth and improvement that students are expected to show each year and the rationale for those goals. Describe how the school's academic goals and objectives for improving student learning will be revised if the actual incoming baseline is substantially different than the expected baseline. Describe how success will be evaluated, and the desired overall results to be attained through instruction.

NAL-003 intends to open up in the 2024-2025 school year.

Since our projected site for NAL-003 is located on the same 14-acre property where NAL-002 is located, our goals were developed using the FSA scores from the Spring 2022 test administration for schools in the area, especially the neighborhood High School and Middle Schools. Our anticipated baseline data includes:

- Less than 39% of students will be at or above grade level in Reading on the first diagnostic assessment of the 2024-2025 school year
- Less than 28% of students will be at or above grade level in Math on the first diagnostic assessment of the 2024-2025 school year
- Less than 40% of students will be proficient in prerequisite Science concepts as measured by a standard based baseline assessment administered at the start of the 2024-2025 school year
- Less than 52% of the students enrolled in U.S. History will demonstrate proficiency in prerequisite social studies concepts as it relates to U.S. History measured by a standards-based baseline assessment administered at the start of the 2024-2025 school year.

NAL-003 will establish educational goals for improving student achievement through measurable student outcomes that aim to increase student proficiency over time. These measurable outcomes will be competitive with that of the achievement targets identified by the district or the state while considering data from area schools. The goals set below were developed using data from the neighboring schools listed in the chart below. NAL-003 will strive for proficiency, and in doing so students will demonstrate significant learning gains which will have a monumental effect in student achievement.

School Name	English Language Arts Achievement	Mathematics Achievement	Science Achievement	Social Studies Achievement
RIDGE COMMUNITY HIGH SCHOOL	38%	22%	57%	57%
DANIEL JENKINS ACADEMY OF TECHNOLOGY MIDDLE SCHOOL	44%	43%	36%	74%
SHELLEY S. BOONE MIDDLE SCHOOL	25%	30%	22%	52%
HAINES CITY SENIOR HIGH SCHOOL	34%	20%	49%	56%
NAVIGATOR ACADEMY OF LEADERSHIP DAVENPORT	46%	44%	33%	60%
AVERAGE	37%	32%	39%	60%
POLK COUNTY SCHOOL DISTRICT	44%	42%	43%	63%

ELA

- At least 48% of the students will meet high standards in ELA as evidenced by a score demonstrating proficiency on the Spring 2025 ELA FAST administration and will increase by at least 5 percent each additional year.
- In less than five years, NAL-003 will exceed the district and/or state average of high standards in ELA as evidenced by a score of proficient on the ELA FAST Assessment.

Mathematics

- At least 48% of the students will meet high standards in Math as evidenced by a score demonstrating proficiency on the Spring 2025 Math FAST assessment and will increase by at least 5 percent each additional year.
- In less than five years NAL-003 will exceed the district and/or state average of high standards in Mathematics as evidenced by a score of proficient on the Math FAST assessment.

Science

- At least 40% of the students will meet high standards in Science as evidenced by a score of proficient on the Biology EOC and will increase by at least 5 percent each additional year.
- In less than five years NAL-003 will meet or exceed the district or state average of high standards in Science as evidenced by a score of proficient.

Social Studies

- At least 60% of the students enrolled in U.S. History will meet high standards as evidenced by a score of proficient on the U.S. History End of Course (EOC) exam and will increase by at least 5

percent each

additional year.

- In less than five years NAL-003 will meet or exceed the district and/or state average of high standards in U.S. History as evidenced by a score of proficient on the U.S.

History End of

Course (EOC) exam.

In addition to the aforementioned goals, NAL-003 strives to have at least 58% of all students participating in college and career acceleration and will earn a passing score on any end of course assessments or any other requirements needed to earn these advanced credits/career certifications. Also, once NAL-003 has graduating seniors, our goal is to have at least 90% of our students graduate from NAL-003.

NAL-003 believes that the aforementioned goals are reasonable, at a minimum, considering the data of the neighboring Middle and High School populations. Once baseline scores become available, these goals will be revisited to ensure that they are both reasonable, attainable, yet challenging. NAL-003 sets high expectations for all students. The term “High Expectations” is defined by identifying a baseline level for academic and behavior performance for each student and then setting goals that demonstrate at least one year’s growth. Instruction, enrichment and/or interventions are strategically implemented to maximize annual academic growth. Through the implementation of the Florida Continuous Improvement Model (FCIM), instruction will be driven by the needs of the student as demonstrated by data. NAL-003 reserves the right to adjust the identified goals within a reasonable amount in order to accommodate the needs of the student and their present levels of performance at the time of enrollment.

B. Describe any mission-specific educational goals and targets for the school not captured by state accountability requirements. State goals clearly in terms of the measures or assessments the school plans to use.

Our mission and vision statement identifies our SMART cross-curricular approach to education along with our focused leadership program. By focusing on the Sciences, Mathematics, Arts, Reading (literature) and Technology, along with developing advanced leadership skills, many of the goals correlated with these areas are academic by nature, measurable and accountable. It is our philosophy that these leadership skills are what will set our students apart from students at any other school.

Students will maintain leadership binders where they will:

- Develop personal mission statements
- Identify their personal goals (one personal goal and two academic goals)
- Reflect on what is required of them in order to achieve their goals
- Develop a plan on how they will meet their goals and in their identified timeframe
- Track their data and reflect on their progress towards reaching their goals
- Identify their “big rocks” (what is most important to them)
- Celebrate their accomplishments
- Conduct student-led conferences
- Completion of a Senior Project at the end of year 4.

It is because of our focus on leadership skills that NAL-003 will look for our program to accomplish the following:

- Decrease discipline referrals by an average of 5% each year for five years
- Decrease the percentage of students retained in their grade level by an average of 5% in less than five years.
- Decrease the number of incidents of bullying as reported by students in their annual student surveys by at least 10% in five years.
- Increase the number of students taking advanced career and college coursework (including advanced courses, industry certification, etc.) by 10% in at least five years.
- Maintain a minimum of 80% satisfaction rate by parents and students as evidenced by the annual student and parent surveys.

Placement and Progression

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

NAL-003 will serve students in grades 9-12. Emphasis is placed on the articulation process through subject selection and graduation requirements in order to ensure proper placement in courses. Although there are grade-specific courses, high school, unlike other grade levels, determines courses based on credits satisfactorily completed as well as college and career paths. Data outcomes from state and district assessments, as well as in-house assessments will be used to make placement decisions with the students. NAL-003 intends to offer an entire spectrum of classroom and curriculum courses that will include advanced classes, advanced placement (AP) courses and dual enrollment, industry certification-aligned courses in order to assist with acceleration, as well as regular core coursework with built in differentiation, interventions, pull-outs and resource as needed. All of these placements are done with careful consideration of the needs of the students, analysis of the data along with federal, state, and graduation requirements. Students who are retained, score below grade-level in the FAST assessment, or show any other risk factor (such as students in the bottom quartile), will be placed in Tier II and receive additional instruction in identified areas of weakness in order to provide remediation and more frequent progress monitoring. Students already in Tier II and not showing progress or in the SST process will be placed in Tier III for more intense intervention and progress monitoring. Students in Tier II and Tier III are closely monitored with more frequency.

The same attention given to struggling students that are being considered for interventions is given to students who demonstrate characteristics of potential acceleration. The student progression plan for Polk County as well as the CST process will be used to facilitate acceleration and/or screening for Gifted eligibility. Through the screening process, necessary data is collected for guiding further evaluation and eligibility determination as defined in State Rule 6A-6.03019. According to State Board Rule a student is eligible for gifted program services if the student demonstrates: (a) Need for a special program (b) A majority of characteristics of gifted students according to a standard scale or checklist (c) and Superior intellectual development as measured by an intelligence quotient of two standard deviations above the mean on an individually administered standardized test of intelligence.

Through the RtI and advanced/gifted options, NAL-003 intends to offer programs and offerings catered to the needs of the students and include, but are not limited to:

- Exceptional Student Education - Support Facilitation (Consultation/Collaboration), Resource Room based on the needs of the students in the least restrictive environment.
- Advanced classes – possibility of grouping students in advanced classes to provide curriculum acceleration, advancement, and enrichment beyond what can be done within a normal classroom setting.
- Gifted – Gifted classes provide students with the opportunity to learn and collaborate with other gifted peers. Gifted classes offered may be through a specific subject area such as Math and Reading, or may be in the form of consultation. In most cases, high school students who qualify for gifted services prefer enrolling in Advanced Placement (AP) classes and other courses that provide opportunities for career and college acceleration.

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

NAL-003 will follow Polk County’s Pupil Progression Plan which includes procedures for promotion, acceleration, retention, and graduation (following FLDOE graduation requirements).

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

Each year, students will meet with their guidance counselor in order to evaluate their progress in satisfying their requirements for graduation. This is done at the end of the year when subject selections are completed for the following year, and is revisited at the beginning of each school year to ensure students are placed in the appropriate courses. The guidance counselor will review the progress of their assigned students quarterly so that we can intervene with any student who may not meet requirements in order to earn the credits needed. This is critical as it may affect their ability to meet their graduation requirements with their cohorts. Just like data chats, this ongoing process of reviewing progress towards earning credits required for graduating with their cohort is structured after the FCIM.

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

NAL-003 believes that the parents are the closest allies we have in our efforts to provide students with the best educational experience while preparing them and keeping them on track for graduation, college and/or career readiness. Promotion and graduation criteria will be communicated at the beginning of the year and revisited throughout the year as noted in Section 5-E with progress monitoring. No later than the start of Freshman year, or immediately when enrolled at NAL-003,

parents and students will be informed of their credit history and their progress towards graduating with their corresponding cohorts as delineated by the FLDOE. This process is communicated with parents at the beginning and the end of each year until the student is 18 years of age, at which time it is provided to the student as a legal adult.

Assessment and Evaluation

G. In addition to all mandatory assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year (including baseline assessments) including a proposed assessment schedule as Attachment

Schools are legally obligated to provide a free and appropriate public education (FAPE) to students with disabilities, as required by the Individuals with Disabilities Education Act (IDEA). If a student's disability and education needs require a separate classroom, the school, in good faith will request a meeting with the LEA and Student Staffing Team as well as the student's parents or guardians through the Individualized Education Program (IEP) process to determine whether the student can receive FAPE in the school's current environment or if a separate classroom is necessary. The IEP team, which includes the student's parents or guardians, teachers, school administrators, and other relevant professionals, will review the student's educational records and assessments to determine their needs and whether the student can benefit from the general education curriculum with appropriate accommodations and modifications. If it is determined that the student's needs cannot be met in the general education classroom, the team will consider a separate classroom as an option.

The IEP team will then develop an appropriate placement and services plan, which includes the goals and objectives for the student's education, the services and accommodations necessary to meet those goals, and the placement where those services will be provided. The team will consider factors such as the student's strengths, interests, and preferences, as well as the availability of resources and the least restrictive environment that can meet the student's needs. Once the IEP is developed, the school will work with the district to provide the necessary services and accommodations to the student, either within the general education classroom or in a separate classroom, as determined by the IEP team. The school will regularly review and revise the IEP to ensure that the student's needs are being met and that they are making progress towards their goals.

H. F. Provide the rationale for selecting these assessments, including an explanation of how these assessments align with the school's curriculum, performance goals, and state standards.

Ongoing assessments are an essential aspect to our instructional program. NAL-003 does not believe that we must teach to a test in order for our students to reach expected levels of achievement. Instead, NAL-003 believes that, if instruction is aligned to the BEST Standards and the NGSSS while incorporating relevance and rigor, and we monitor our students' progress to adjust our instruction, our students will reach our expected goals for academic achievement. Thus, incorporating the Florida Continuous Improvement Model (FCIM) in assessing students and driving our instructional program is the key behind our expected success at NAL-003.

- At the beginning of the year, students in grades 9-10 and those who have yet to pass 10th grade ELA and

meet Math graduation requirements will participate in diagnostic assessments in Reading and Mathematics using iReady (or any other diagnostic assessment available to the school from the State). This assessment will provide information on specific skill deficiencies that need to be addressed during instruction or remediation/interventions. This assessment will be repeated as a Mid-Year assessment and an End of the Year diagnostic assessment to both drive instruction/remediation/intervention as well as track progress.

- A baseline assessment will be given in Reading and Math for students. This standards-based assessment will provide baseline data to help drive instruction and measure progress throughout the year (Baseline, Mid-Year, and End of Year - Final Exam).
- A baseline writing assessment will be provided to students. This assessment will be developed using resources from the FLDOE and CPALMS. This assessment will provide specific data on areas of need that will be addressed during the ELA block and practiced when writing in all classes. Similar writing assessments will be provided multiple times throughout the year to track processes in writing and to drive instruction.
- A baseline assessment will be given to students taking Biology I and U.S. History. This standards-based assessment will be developed using resources from the FLDOE such as the Single-Sign On, or may be obtained from other school districts providing a balanced standard-specific assessment. This standards based assessment will provide baseline data to help drive instruction and measure progress throughout the year (Baseline, Mid-Year, and End of Year - Final Exam)
- Students participating in any interventions will also participate in ongoing progress monitoring (OPM) using data collection from the research-based intervention program/curriculum as part of the RtI process. Depending on the tier, OPM may be maintained monthly or as often as bi-weekly.

Sequential steps identified above will assist in providing ongoing progress monitoring checkpoints that will aid our MTSS and RTI processes. **Attachment F** – maps out our assessment schedule and data points throughout the year to ensure that all required assessments are accounted for and that students are not over tested. We plan to extract data from every data point that provides relevant data and use it to drive our instructional focus. We believe that baseline assessments, either provided by the district or developed in-house using curriculum or a test generator such as Single Sign-on from

FLDOE, allows us to develop a starting point, identify strengths and weaknesses, set goals and chart our instructional focus. **Attachment F** - also identifies the above-mentioned progress monitoring using in-house assessments for our Tier I, Tier II, and Tier III students.

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

One of the most valuable means of evaluating instruction is through the seamless integration of formative assessments by an effective teacher during instruction. Formative assessments are weaved into instruction by the teacher in order to track the progress of student learning as they work towards mastery. Formative assessments allow teachers to know what part of the instruction may need to be reviewed, retaught, or if they can delve deeper into the concept using higher levels of complexity. Although formative assessments are not built into our assessment calendar, it does not mean they are of less importance. Formative assessments will be built into instruction as teachers collaboratively plan using learning targets aligned to BEST standards and the NGSSS.

Every data point will provide an opportunity for a data chat. The first data chat takes place with the teachers before the school year has begun. The Principal, along with identified instructional leaders (such as coaches or other administrative team members) will share with the teachers the most recent data available which will include, but not limited to, FSA data. This data is carefully analyzed to identify strengths and weaknesses in students as well as possible weaknesses that may have previously existed in our instructional program. This data analysis using State required end-of-year assessments is used to develop measurable school-wide goals and a plan of action for the year. This process is an ongoing process that is revisited after the diagnostic and baseline assessment, and continues throughout the year after every benchmark, midyear and additional diagnostic assessment. The FCIM is delineated in every data chat. Teachers meet with the school's academic leaders (principal, academic coaches and/or any other administrative team members) as part of a Multi-Tiered System of Support (MTSS). The team works together to analyze the data in order to identify strengths and weaknesses that can assist teachers in grouping students for instruction. After weaknesses are identified and students are grouped, the team works together to develop a plan of action that outlines what will be done to address the weak areas, who will be responsible for implementing it, the frequency in which it will take place as well as the materials to be used. The team then identifies how it will be monitored and how we will assess if what was done has worked. MTSS meetings are held at least once a month to revisit progress and discuss any new data where this process is continuously repeated. Our early release days provide us with the opportunities we need to support this process as well as provide time for needed professional development and support.

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

Administrative team members and instructional leaders and/or coaches will participate in professional development opportunities throughout the year that are offered by the Florida Department of Education, the district, as well as textbook companies. We may also choose to

participate in other research-based professional development opportunities including, but not limited to, International Learning Sciences, Marzano, or any other PD that enhances our efforts in RtI. Ongoing professional development will take place using *Teach Like a Champion 2.0* and instructional leaders and administrators will use *Get Better Faster* which provides a sequential support to improving classroom instruction. We will also encourage teachers to participate in any professional development training that will assist them in implementing the instructional plan or interventions needed, as well as receive support in areas of need identified in their Individual Professional Development Plans (IPDP).

Some of the professional development opportunities include the following trainings provided in the form of a PLC (Professional Learning Communities) or workshops which may expand beyond the first year of implementation:

- Standards-Based Instruction and Learning Targets with BEST Standards
- *Teach Like a Champion 2.0* (PLC)
- *The Leader in Me* professional development for advanced leadership skills in High School.
- Ensuring Rigor & Strategic Inquiry
- Lesson Planning
- Textbook and Curriculum PD
- Engineering Standards
- Cross-curricular approach to reading instruction
- Reading in the Content Area PD
- *Reading Reconsidered* – Rigorous Literacy Instruction
- Student-Centered and Student-Led Classrooms
- NASA Educator Professional Development Collaborative

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

Data chats provide NAL-003 with the ability to monitor progress at all levels. The principal closely tracks the schoolwide goals and discusses the progress towards these goals during data chats with the teachers. Classroom data and data by subgroup is closely monitored in order to provide teachers with any assistance, professional development or resources in order to increase student achievement. Student data is also tracked and discussed at the data chats teachers. Teachers adjust their instructional groups based on data. This process is addressed in detail in Section 5-H above. Rosters for students in Tier II and Tier III are also adjusted, if needed, as their data is reviewed biweekly for Tier II and weekly for Tier III.

If at any time, the data from the assessments demonstrate that we are off target in meeting our educational goals, the administrative team along with instructional leaders will complete a SWOT (Strength, Weakness, Opportunities, Threats) analysis in order to identify what is the cause; curriculum, instruction, lack of time, insufficient resources, etc. A plan of action will be developed for immediate change using information gathered from the SWOT report. We are confident that, if we

implement our instructional program with fidelity and inclusive of data chats and interventions monitored using identified protocols, we should have no problem achieving our goals.

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

Student ownership of their own learning is one of the most powerful tools we can provide to our students, especially as we assist students in having ownership of their progress towards meeting graduation requirements with their cohorts. Sharing that ownership with the parents makes it even more powerful! Assessment data will be shared with the students in the form of data chats that are conducted in the classroom. At the beginning of the year, the teacher will work with the student to identify their academic strengths and weaknesses in order to develop goals with the student. After every diagnostic, baseline and benchmark assessment, the student will record his/her score, track their progress, and reflect on their progress towards meeting their goals. Copies of these data chats, as well as letters that may be generated with information on current levels of performance will be shared with the parents. Our goal is to provide parents with quarterly information regarding their child's progress, in addition to progress reports and report cards.

As part of our leadership program, our students will take active ownership of their learning. Part of this can be achieved through the use of each student's leadership binder. These leadership binders will include their mission statements and goal setting. Students, through reflection, will identify their WIGs (Wildly Important Goals) to set one personal goal and two academic goals. Students will then track their data as it relates to their goals and also hold student-led conferences where the students meet with their parents and the teacher in order to communicate their progress towards their goals. These leadership binders will play a huge role in tracking student data and empowering students to have ownership of their learning and their efforts in achieving academic excellence.

M. Describe the plan for protecting the privacy of individual student academic performance data and other student-related information.

Student data is displayed in the classroom without using the student's name. Instead, a numeric identifier or student ID number will be used when displaying data. Student data chat forms will be kept and secured by the teacher and shared only with the corresponding student **Attachment F**. Student information and performance data is provided only to the parents or legal guardians during a conference. Academic performance can be shared via email or phone conference only after the teacher has verified that the phone number or correspondence information is correct. Once the child is 18 years of age, we will no longer share this information with parents and/or guardians unless we have written consent from the student. The confidentiality and privacy of student information and educational records is carefully protected under the Family Educational Rights and Privacy Act (FERPA). Student records are only available to designated school officials and personnel. FERPA has four main rights afforded to parents:

1. Right to access and review their child's educational records

2. Right to request that their child's educational records be amended or corrected if the record is believed to be incorrect, misleading or inaccurate.
3. Right to consent to disclosure of any portion of the child's educational record.
4. Right to file a complaint with the Department of Education, concerning a school district's failure(s) to comply with the requirements of FERPA.

Aside from grades and academic records, FERPA is also followed in the maintenance and access of state and district assessments and assessment results. Some measures in place include, but are not limited to:

- Assessments, assessment handbooks and instructions, as well as assessment results are maintained in a locked closet and/or cabinet with restricted accessibility. No cellphones, scanners or fax machines are maintained in the room or closet where testing materials are maintained or secured.
- Only the school's Test Coordinator, Principal, and backup administrator will have access.
- The school's Test Coordinator and Principal (or administrator designee) will participate in Test Coordinator training sessions for all required assessments.
- Materials will be signed-out and signed-in by Test Coordinator to the test administrators maintaining continuous security and accountability of all documents and materials. Test administrators will also participate in the required training as evidenced by a signed affidavit of participation.
- Records such as attendance, seating chart, and anyone entering and exiting the rooms will be maintained along with any other required security documentation. No cellphones, scanners, or copying devices are permitted in classrooms during testing. Such items must be removed or secured in a locked cabinet.

Section 6: Exceptional Students

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

NAL-003 anticipates the projected population of Students with Disabilities (SWD) to be approximately 12%. The FLDOE reported that approximately 14% of students in the State of Florida are SWD based on 2020-2021 Fall data. The same report from the FLDOE has 14% of students in Polk County are SWD and 11.9% of students in the neighboring high school (Ridge Community High School) is a SWD. NAL-003 anticipates that most students would come from Polk County. Therefore, it is accurate to estimate that approximately 12% of our population may be SWD.

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

NAL-003 will not discriminate on the basis of race, religion, or national or ethnic origin, or exceptionality in the admission of students. Any eligible student who submits a timely application shall be considered, unless the number of applications exceeds the capacity of the program, class, grade level, or building. NAL-003 will be open to any student residing in the State of Florida with priority given to students residing in Polk County, provided the parent/guardian submits the Student Application Form with supporting registration documents. The Student Application Form does not inquire about or require parents/guardians to disclose whether or not their child has a disability and/or an IEP or 504 Plan. In accordance with the law, preferences may be given to applicants based on F.S. 1002.33(10)(d). NAL-003 will have an open admissions procedure, utilizing a "first come, first served" policy as required by statute, unless the number of applicants exceeds capacity. In such a case, all applicants shall have an equal chance of being admitted through a random selection process conducted by the lottery in conformity with Florida's Charter School Legislation and in accordance with the racial/ethnic balance provisions described in F.S. 1002.33(7)(a)(8). All students in the lottery will be assigned a waiting list number should student seats become available or capacity increases. In addition, NAL-003 will collaborate with Polk County Public Schools to ensure that we are following all procedures for enrolling and effectively servicing students with disabilities.

As a public charter school, NAL-003 will comply with the Florida DOE's Special Education Policies as well as the Individuals with Disabilities Education Improvement Act (IDEA), 20 U.S.C.A. §§ 1400 *et seq.* and implementing regulations, including Section 300.209 of Title 34 of the Code of Federal Regulations, and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794 (sec. 504) and the Americans with Disabilities Act as well as Polk County Public Schools ESE Policies and Procedures (SP&Ps).

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

NAL-003 hereby agrees to adopt and implement the Polk County Public Schools' policies and procedures with respect to the Special Education, as amended from time to time. Teachers and ESE personnel will participate in District workshops and District ESE meetings and trainings. Data regarding students' IEPs will be entered into the IEP platform consistent with the District's use, in

order to facilitate communication and compliance. NAL-003's mission is to place students in an environment in which they can develop to their highest academic and social-emotional potential and provide support, within reason, so that all students can be successful. Any students whose needs cannot be adequately addressed at NAL-003 will be appropriately referred, and staff will work together with the Sponsor's personnel to ensure that the needs of these students are met. Operating under the sponsorship of the District as the Local Education Agency (LEA), NAL-003 will be responsible for programming and delivering related services to exceptional students, as identified in their IEP with adherence and fidelity to the policies of Polk County Public Schools. We acknowledge a need for collaborative efforts between the Sponsor and NAL-003, especially in regarding Free and Appropriate Public Education (FAPE) to children with disabilities. NAL-003 believes that the Least Restrictive Environment (LRE) is the most natural and relevant educational setting that can be offered to students with disabilities. Students with disabilities will be educated in the least restrictive environment and will be separated from non-disabled peers only if the nature and severity of the disability is such that education in regular classes, with the use of supplementary aids and services, cannot be achieved satisfactorily. NAL-003 intends to utilize the Sponsor's policies and procedures with respect to serving students with disabilities, including the procedures for identifying students with special needs, developing IEPs (Individualized Education Plans), and 504 Plans. NAL-003 intends to provide a full range of services. Special Education students will be provided with programs implemented in accordance with federal, state, and local policies (specifically, the Individuals with Disabilities Education Act (IDEA); Section 504 of the Rehabilitation Act of 1993; Sections 1000.05 and 1003.57, Florida Statutes; Chapter 967186, Laws of Florida; and Chapter 6A76 of the Florida Administrative Code). The educational program for exceptional students will include and adhere to the principles of the law as follows:

- FAPE - Free Appropriate Public Education will be provided to every exceptional student enrolled at NAL-003. That is, **free**—at no cost to parents; **appropriate**—suited to individual needs of the child in accordance with the guidelines outlined in the student's IEP or 504 plans; **public** – provided by and paid for by the public education system.
- Appropriate evaluation – evaluations will occur within appropriate timeframes and in accordance with
Polk County's published guidelines.
- IEP and EP - Individual Education Plans and Educational Plans for gifted students will be developed and
maintained. Meetings will be held in accordance with the District's guidelines.
- Parent/Student Participation in Decisions – this includes but is not limited to giving consent for
evaluations and/or initial placement, helping design the IEP, providing information that will allow the
team to understand their child.
- Procedural Due Process – This is a non-discriminatory policy regarding the eligibility, identification,
location, placement, and evaluation process and includes the adherence to procedural guidelines and with
complete integrity to FAPE. Due process hearings may be initiated by a parent or the District on the

proposal or refusal to initiate or change the identification, evaluation, or educational placement of the

student or the provision of a free appropriate public education.

- Transitional IEP and guidance of students who are 18 years or older.
- LRE - Least Restrictive Environment as related to students with disabilities who will be educated in the least restrictive environment and will be separated from their non-disabled peers only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

After they have been accepted and when completing the registration process, all families will be asked if their child has an IEP or 504 and if that IEP or 504. The student's documentation (IEP, 504 and Evaluation Report) will be reviewed and recommended for the best educational setting and placement based on the IEP or 504. When necessary, NAL-003 will convene an IEP or 504 team meeting, including representation from Polk County Public Schools, as well as the student's parent(s) or guardian(s), to adopt or amend the student's IEP and will provide services comparable to those of the previous IEP until a new IEP is developed. Special education staff will work closely with the general education teachers to ensure that every student receives accommodations, modifications, and all needed services to access and progress in the general education curriculum in the Least Restrictive Environment (LRE). Special education and related services will be delivered with a focus of always addressing each student's individual needs. Decisions about the location of services will be made by the IEP team. To the maximum extent appropriate, students with disabilities will be educated with students who are nondisabled; alternative placements or removal of children with disabilities from the general educational environment will only occur if the nature or severity of the disability is such that education in general classes with the use of supplementary aids and services cannot be achieved satisfactorily. An exceptional student will not be removed from education in age-appropriate regular classrooms solely because of needed modifications or accommodations in the general education curriculum. In providing nonacademic and extracurricular clubs and activities, each student with a disability will participate with nondisabled children in the extracurricular clubs and activities to the maximum extent appropriate.

NAL-003 will provide support facilitation and instruction in small groups. Our educational approach will facilitate SWD to participate in their general education environment to the largest extent possible.

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

- Tier 1: This stage supports all students and is conducted in the general education classroom, while targeting the educational needs of each student via differentiated

instruction. During this stage, students will be provided academic and/or behavioral support aimed at serving the needs of all students. Core academic interventions at this stage would include the use of the core curriculum through whole-group and small-group centered instruction. Core behavioral interventions would include our school-wide discipline policies and procedures with a strong focus on positive behavior initiatives, especially those found within The Leader in Me program. Academic assessments at this level would include benchmark assessments as well as school-wide diagnostic assessments and progress monitoring. The goal of NAL-003 that our Tier 1 efforts and core instruction will successfully address the needs of at least 80-90% of our intended population.

- Tier 2: At this stage, students will be provided a variety of methods to target instruction that may include but not be limited to: small group instruction which may include pull-out interventions twice a week for 20-30 minutes. Assessments would include behavioral observations, intervention data, and gap analysis in accordance with District mandates. Tier 2 interventions would be initiated for students who do not adequately respond to the instruction and interventions provided in the general education classroom during the Tier 1 process.
- Tier 3: During this stage, students will be provided with a more frequent and more intense intervention which is more prescriptive to the educational needs of the student as documented by data collection. This may include, but is not be limited to, pull-out interventions conducted three to five times a week. Students who did not successfully respond to the Tier 1 and Tier 2 interventions would receive such interventions as a behavior intervention plan, and/or intensive individualized academic plans through the initiation of a Functional Assessment of Behavior (FAB), and the use of progress monitoring tools.

Following the Florida Continuous Improvement Model (FCIM) and in accordance with the District's student progression plan, NAL-003 will identify students as follows: When concerns surface that could hamper a student's potential for success in regular education or in a student's current Exceptional Student Education program, a process is initiated to address and document required general education intervention procedures prior to initiating an initial ESE evaluation, or as part of a reevaluation, as applicable. The process for documentation of these activities is called the Problem-Solving Leadership Team (PSLT)/Multi-tiered System of Supports (MTSS). The classroom teacher or the PSLT/MTSS may initiate intervention activities using the PSLT/MTSS process, as applicable to the needs of the student.

- Discuss the academic, behavioral or other concern(s) with the parent. In situations when interventions are appropriate for the student, there must be discussion with the parent of the student's responses to interventions, supporting data and potential adjustments to the interventions and of anticipated future action to address the student's learning and/or behavioral areas of concerns. Documentation of parental involvement and communication must be maintained.
- Conduct observations of the student in the educational environment and, as appropriate, in other settings to document the student's learning or behavioral areas of concern. At

least one (1) observation must include an observation of the student's performance in the general education classroom.

- Review the existing data, including any available anecdotal, social, psychological, medical, and achievement data, and any available classroom, district and state assessment data. Attendance data must be reviewed and used as one indicator of the student's access to instruction.
- Conduct vision and hearing screenings for the purpose of ruling out sensory deficits that may interfere with the student's academic and/or behavioral progress. Conduct follow up activity for any sensory screenings that the student fails. Additional screenings or assessments to assist in determining intervention procedures may be conducted, as appropriate. NOTE: The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation are not considered an evaluation for eligibility for special education and related services.
- In situations when general education interventions or strategies are required, evidence-based interventions addressing the identified areas of concern must be implemented in the general education environment. The interventions selected for implementation should be developed through a process that uses student performance data to, among other things, identify and analyze the area of concern, select and implement interventions, and monitor the effectiveness of the interventions. Interventions shall be implemented as designed for a reasonable period of time and with a level of intensity that matches the student's needs. Pre-intervention and ongoing progress monitoring measures of academic and/or behavioral areas of concern must be collected and communicated to the parents in an understandable format. The Problem-Solving Leadership Team (PSLT)/Multi-tiered System of Supports (MTSS) process facilitates the fulfillment of these requirements.

If the student continues to experience difficulty, the PSLT/MTSS may determine that additional interventions are appropriate and/or the intervention process should continue for a longer period of time.

If the PSLT/MTSS recommends referral to the Child Study Team (CST), the CST procedures will be followed, including inviting the parents to attend a meeting to discuss the PSLT/MTSS recommendation for a multidisciplinary ESE evaluation. If the CST's recommendation is to initiate a referral for an initial multidisciplinary ESE evaluation (utilizing the district form for this purpose), then the Part B Notice of Procedural Safeguards must be provided and explained to the parents.

NAL-003 must seek consent from the parent or guardian (unless the student is 18 years or older) to conduct an initial ESE evaluation whenever it is suspected that a student is a student with a disability in need of an IEP. Circumstances which would indicate that a student may need an IEP include, but are not limited to the following:

1. RTI data indicates that the intensive interventions implemented are effective but require a level of intensity and resources to sustain growth or performance that is beyond that which is accessible through general education resources.

2. RTI data indicate that the student does not make adequate growth given effective core instruction and intensive, individualized, evidence-based interventions.
3. The parent requests an initial ESE evaluation.

When the team has determined that either of the first two circumstances above (Items 1 and/or 2) exists, the CST must convene within 30 calendar days (unless the parent and the school agree otherwise in writing) to seek the written consent from the parent to conduct an initial ESE evaluation.

When the parent requests an evaluation, as described in Item 3 above, the CST must convene within 30 calendar days (unless the parent and the school agree otherwise in writing) to:

1. obtain written parental consent for the evaluation (via the referral form addressing multidisciplinary evaluation); or
2. provide the parent with written notice of refusal (via the district form which addresses refusal of a specific parent request). The district form for this purpose addresses all required components of prior written notice.

As necessary, when the parent has requested the evaluation and the general education intervention procedures have not yet been initiated or completed, then the required general education intervention procedures must be completed concurrently with the evaluation.

Prior to the CST referring a student for an initial multidisciplinary ESE evaluation, the required general education intervention procedures must be conducted and documentation of the activities and results must be maintained. However, if the CST refers a student in response to a parent request, then the intervention procedures, if not already conducted, will be conducted concurrently with the evaluation's 60- day timeline.

NOTE: When NAL-003, or the parent, suspects that a student needs special education and related services due to a disability, the district cannot require that the parents or guardians submit documentation, such as medical documentation or private evaluation report, as a precondition for initiating an evaluation of the student.

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

NAL-003 will first consider the education of the students within the regular classroom setting. This first choice of placement with a commitment to provide services necessary for full implementation of the child's IEP demonstrates NAL-003's efforts in ensuring that the least restrictive environment is always considered. Students will be guaranteed a free appropriate education through aforementioned identification and evaluation, as well as consequent placement and implementation of an appropriate IEP or 504 plan. The IEP will include measurable annual goals. Supplementary

aids and related services will also be considered and identified, as well as necessary accommodations as delineated. The IEP will be implemented immediately following parental consent for placement. The plan will be made accessible to each of the student's teachers who are responsible for the implementation of the plan and its components.

NAL-003 will offer various services to meet student needs including, but not limited to: specialized instruction, collaboration, consultation, or support facilitation in the student's area of need. Other areas include speech/language therapy, occupational therapy, physical therapy and/or counseling. The ESE Teacher or Specialist will ensure that students have current assessment data and are receiving the types of support they need in general education. These may include: ensuring proper reading placement and reviewing all schedules prior to the start of the school year and making necessary changes.

Parents of students with disabilities will receive procedural guidelines and guidance in their native language. As early as possible in the planning/development stages, our staff will work closely with the LEA or District staff to discuss the needed services (including all related services and programs) of the enrolled students with disabilities. Services will be regularly and routinely monitored through the ESE Teacher or Specialist in an effort to ensure that individual learning plans are being met. Similarly, all personnel who provide related services to students will meet all required licensure and/or certification requirements pertaining to their area of related service.

NAL-003's policies for 504 students will reflect the requirements of Section 504 of the Americans with Disabilities Act of the Rehabilitation Act of 1973 that prohibits discrimination against persons with disabilities in any program receiving federal financial assistance, including public/charter schools. The purpose of Section 504 is to ensure that eligible students have educational opportunities equivalent to their non-disabled peers. Section 504 requires that accommodations, aids or special services be provided to students with disabilities so they have an opportunity, equal to non-disabled students, to participate in educational experiences. Section 504 provides no funding and the eligible student's education must be provided in the general education classroom, unless it is demonstrated that education in the regular environment, with the use of supplementary aids and services, cannot be achieved satisfactorily. Section 504 requires school districts to provide a Free Appropriate Public Education (FAPE) to qualified students who have a physical impairment that substantially limits one or more major life activities. After obtaining parental consent, the Section 504 team collects data from a variety of sources, and unlike most IDEA evaluations, Section 504 evaluations do not necessarily involve formal testing. For the vast majority of Section 504 students, "placement" refers to planned accommodations within the regular classroom. Students whose needs cannot be met in such a manner may require evaluation to determine eligibility for special education under IDEA. Meetings will occur on an annual basis between the parents, classroom teacher, and the 504 team in order to assess student progress. 504/ADA plans will be revisited and reviewed annually. Reevaluation will take place every three years.

NAL-003 will provide the following supports and assurances to ensure the academic success of students:

- Ensure parents have every opportunity possible to participate in all IEP and 504 meetings.

- Annually review IEP and 504 plans and ensure that the most relevant and up-to-date data, goals, services accommodations, etc. are identified. Although meetings are held annually, an interim meeting may be held at any time to address the needs and changes of the student and his/her educational program or services.
- Ensure participation in state-mandated assessments with accommodations delineated in each student's plan.
- Carefully and accurately log all services including consultation services. This also includes tracking and reporting direct and related services.
- Work with general education teachers to ensure that students with IEP and 504 plans receive and accommodations and services delineated in their plans in order to access and successfully progress in the least restrictive environment.

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

At NAL-003, SWD will be provided with programs and services implemented in accordance with federal, state, and local policies. NAL-003 will serve students with disabilities whose needs can be met in a regular classroom environment with the provision of required supplementary supports and services and/or modifications and accommodations. Students with disabilities enrolled will be educated in the least restrictive environment and will be separated from non-disabled peers only if the nature and severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily. NAL-003 will provide a continuum of support services from consultation and collaboration, as appropriate, wherein the ESE teacher and General Education teacher regularly monitor students' progress on attaining goals stated on the IEP as well as grade-level curriculum goals.

Highly qualified personnel alongside school instructional leaders will ensure that students' needs are being met even before the student is identified or evaluated for Exceptional Education Services through our Response to Intervention (RTI) process. Interventions and specialized instructional strategies will be provided within general education classrooms to all students as a preventative measure. The types of interventions and instructional strategies implemented will be based on data identifying areas of weakness to be targeted. This will ensure students are provided with the support they need to learn, thus maximizing student growth and academic achievement. The RtI framework will be a comprehensive support to all students. The goal of the RtI model is to minimize the risk of long-term learning gaps that negatively affect learning and achievement by responding quickly and efficiently to documented learning or behavioral problems. The RtI process also facilitates the appropriate identification of students with disabilities. Please also refer to Section 6C where FAPE is discussed in more detail.

G. Describe how the school will work with the sponsor and through the IEP process to determine whether a student with a disability whose education needs require a separate classroom (less than 40% of instruction occurring

with non-disabled peers) can be provided FAPE by the school.

H. Describe the plans for monitoring and evaluating the progress and success of students with disabilities to ensure the attainment of each student's goals as set forth in the IEP or 504 plan, including plans for promoting graduation for students with disabilities (high schools only).

An effective Exceptional Student Education (ESE) program requires ongoing monitoring and evaluation to include but not limited to:

Monitoring - The following measure will be in place to help monitor the progress of each ESE student:

- An IEP with annual goals aligned with and selected to facilitate the attainment of grade-level academic and behavioral skills and standards.
- A 504 plan that is updated annually in order to evaluate the student's needs and accommodations required for them to successfully access education.
- Teachers and instructional support personnel are both prepared and qualified to deliver a high-quality instruction that is individualized to meet the needs of the students. This includes any requires support services.
- Accommodations and instructional strategies which include but are not limited to visual cues, direct instruction, preparing for transitions, task analysis and breakdown or chunking, color-coding, etc. Instructional accommodations and strategies appropriate for the student that can allow the student to successfully access education in the least restrictive environment.
- Direct instruction in teaching skills that allow the student to become independent learners which include but are not limited to: teaching social skills, self-monitoring strategies, time management, not taking skill, organizational strategies, and self-advocacy.

Evaluating – The following measures will be in place to assist in evaluating the effectiveness of the ESE program and each student's progress:

- Progress towards the attainment of goals on the IEP takes place four times a year and will be communicated to parents. If any of the goals have been met, or students are not making adequate progress towards the goals, an interim IEP is held to evaluate the goals, instruction, placement, and services.
- Ongoing progress monitoring to assess if there is any additional instructional time or supplemental and intensive instruction is needed in order to make adequate progress in student achievement and/or attainment of IEP goals.
- Evaluate and assess the gains and growth demonstrated by each ESE student within one school year. In accordance with IDEA, transition planning for ESE students must be provided in their IEPs in order to identify any transition services that may be required as well as any other instructional needs as students begin to participate in IEP meetings no later than 14 years of age.

Students with IEPs will have the right to stay enrolled through the school year in which they turn

21, or graduate with a high school diploma, whichever comes first. NAL-003's goal will be for students with IEPs to graduate with a high school diploma. NAL-003 will implement strategic initiatives with the goal of dropout prevention. These research-based practices, such as those cited by the National Dropout Prevention Center for Students with Disabilities, will include mentoring, attendance monitoring, supporting parents, and providing strong family and student engagement activities to help students with disabilities feel connected to their school. Students with disabilities who satisfactorily complete a special education program developed by the IEP Team will be granted and issued a regular high school diploma. They will be provided with a final IEP and a Summary of Performance upon graduation. Consideration of each student's postsecondary transition goals will begin when the student turns 14 years old so goals may be developed and services may begin by the time the student reaches 16 years old. Postsecondary transition goals will be revisited annually to adjust goals and services if necessary.

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

NAL-003's teaching staff will begin with one certified ESE teachers that can act as both the specialist to maintain the ESE program paperwork and provide direct services. Since the first year we will have a smaller enrollment, they will also oversee the gifted EP students. By our second year we project having at least 2 fulltime ESE teachers and 1 full time Gifted teacher. In our third year we expect to have 2 ESE teachers and 1 gifted teacher.

The teachers will meet all requirements for certification for their areas of instruction as per the FLDOE. At least one of the teachers will have prior experience in providing services to students with disabilities. The specialist will be responsible for the maintenance of IEP and 504 plans, including monitoring implementation with classroom teachers, scheduling, following all due process requirements as outlined in Section 504 of the Rehabilitation Act and IDEA. The ESE teachers will instruct students with disabilities according to the level of support and special services as specified in each student's IEP. All teachers will be licensed and certified according to the specialized services they are providing. The number of students enrolled in the ESE programs and the level of direct services as documented on their IEP will determine the number of teachers to be hired. NAL-003 will contract services for a speech-language pathologist, counseling, occupational and physical therapy services as needed based upon the students enrolled at the school. As with other personnel, the individuals hired to provide these services will meet all licensure and certification requirements for their field of service. In addition to the two ESE teachers, NAL-003 intends to provide a stipend for a gifted certified teacher to provide consultative services to students that qualify for Gifted services. Whenever possible, teachers of gifted students will also hold their Gifted Endorsement or be in the process of doing so. ESE and Gifted staffing needs will be evaluated annually as the program continues to grow in order to ensure services are provided and student needs are met.

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

NAL-003 seeks to develop the whole student which includes strong character traits and unique talents that may or may not include the students' ability to read, write, and use a calculator. Through our advanced studies in leadership NAL-003 will develop the skills and confidence necessary to excel in

life. This is one area where the effectiveness of NAL-002's ESE program can be evaluated. Additionally, NAL-003's effectiveness in serving special education students can be evaluated in its ability to demonstrate learning gains consistent with the annual goals specified in the child's IEP. Also, the Educational Services Provider ("ESP") contracted by the Board will provide a comprehensive annual compliance review of the school which can be considered as another measure of the school's effectiveness to serve the ESE population. Annual compliance reviews can also include proper record keeping of services provided and procedures followed.

NAL-003 will also strive to demonstrate an increase in student achievement as a subgroup similar to the method of obtaining AYP status. This requires the student achievement and growth of its subgroup be measured in Reading and Mathematics. This is just another means by which NAL-003 can be evaluated to ensure that we are effectively serving our students with disabilities.

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

NAL-003 will serve the needs of gifted students in accordance with State Board Rule 6A76.03019 and current District policies and procedures for Exceptional Student Education. NAL-003 will embrace the philosophy of Polk County Public Schools as it relates to Gifted Students by having a shared commitment to nurturing and educating gifted students by providing a climate where the talents and potential of gifted students are valued and fostered throughout the entire school day. The curriculum is significant, relevant, and rigorous. It is delivered by teachers who understand and value gifted students and have been specially trained to meet the learning needs of the gifted.

Identification: Gifted students will be identified for special instructional programs for the gifted if the student demonstrates the following:

- Need for a special program
- A majority of the characteristics of gifted students according with a Gifted Indicators Checklist
- Superior intellectual development measured by an intelligence quotient of two standard deviations or more above the mean on an individually administered standardized test of intelligence. In order to provide a comprehensive profile of the student's abilities and needs, screening activities may include nomination forms from teachers, school staff, students themselves, and parents.
- Providing critical information regarding the strengths of their child
- Expressing their concerns for enhancing the education of their child so that they receive a free appropriate public education
- Participating in discussions about the child's need for specially designed instruction

The Educational Plan for each student will be individualized, measurable, and observable. The plan will include a statement of the student's present levels of performance which may include, but is not limited to, the student's strengths and interests, the needs beyond the general curriculum, results of the student's performance on state and district assessments, and evaluation results. The plan will also include a statement of goals, including benchmarks or short-term objectives, along with a statement of how the student's progress toward the goals will be measured and reported to parents. Finally, parents will receive a statement of the projected date for the beginning of services, as well as the anticipated frequency, location, and duration of those services. The EP will be implemented immediately following parental consent and after the meeting. Then, the plan will be made accessible

to each of the student's teachers who are responsible for its execution. An EP will be in effect at the beginning of each school year for all gifted students for a duration of 3 years.

NAL-003 will offer a great level of flexibility and provide services to Gifted students through Consultation and direct. Since most Gifted students in high school are more focused on acceleration and participating in college level and AP classes, we intend to offer Gifted services to high school students through Consultation. Gifted students may also be placed in different curriculum levels for different subjects to support a specific need.

Section 7: English Language Learners

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

The mission of the English as a Second Language (ESL) program at NAL-003 is to successfully prepare and assimilate students whose first language is a language other than English so that they may develop into bilingual, bi-literate and multicultural citizens of their community.

Parents or guardians who register their child at NAL-003 must comply with Polk County requirements by completing the Home Language Survey, if they have not already done so at a previous Polk County public or charter school. The Home Language Survey (HLS) will provide the school with important information used to identify students who may be eligible for participation in the ESL program by documenting DEUSS (Date Entered US School) and by answering three questions:

1. Is a language other than English used at home?
2. Did the student have a first language other than English?
3. Does the student most frequently speak a language other than English?

Once a response of "Yes" is checked on any of the three questions on the HLS, the student must be assessed using the WIDA Screener Test which measures English language proficiency. Based on the results, students may be eligible for services through the ESL program and placement is based on the results of the aforementioned screener. ACCESS stands for Assessing Comprehension and Communication in English State-to-State for ELL. In the Spring, ELL students are evaluated using the ACCESS 2.0 and their ELL level is adjusted based on those results. Students will have access to the core curriculum as any non-ELL student. The support from the ESL program will include an ESOL Reading/Language Arts course(s), instructional strategies, and accommodations in assessments which will be monitored by the ELL committee, and instruction provided by a teacher eligible for certification or endorsement in ESL.

Communication with families is essential. Yet, communication with families of students in the ESL program is critical in order to communicate programmatic services, resources available, and progress towards meeting grade level standards, as well as progress towards English-language acquisition. All information will be available in English as well as in their home language. Meetings will be held with a bilingual teacher in order to facilitate communication and partnership. Parents will be encouraged to be active members in the ELL committee. The ELL committee will be composed of the principal or principal designee, ELL coordinator or teacher, general education teacher, the parents/guardians, and the student. An ELL plan will be updated annually to ensure it meets the student's needs and reflects their progress along with the continuum of services being provided. The LEP plan will identify the:

- Student demographic information
- ELL program model
- Current assessment data
- English language proficiency level
- Information on services
- Exit date or extension of services (if applicable) along with the corresponding assessment data
- Name, employee number, and signature of the ESL teacher and administrator

Notification of program participation will be provided to parents in their home language if the DEUSS date is more than 3 years old. Whenever a programmatic or level change occurs, parents will receive this information with the results of the WIDA ACCESS 2.0 assessment. Again, as part of our service to our anticipated population of non-English speaking/literate parents, NAL-003 will also communicate verbally with parents in their home language to ensure placement, services and progress is communicated. These documents, along with all other LEP plans, ELL committee meetings, and notifications will be signed by the ESL teacher and the administrator overseeing the ESL program and maintained in the ELL folder in compliance with Polk County Public School's expectations and procedures.

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

NAL-003 believes that the best model of services for English Language Learners is a mainstream model with direct instructional strategies and services provided both in and out of the classroom. This is aligned with the mission of Polk County as they strive to ensure that English language learners have access to academic content that is equal in scope, sequence, breadth, and depth to the curricular offerings available to all students. ELL students at NAL-003 will have access to the same core content courses and electives offered to non-ELL students. The instruction is supported using ESL instructional strategies not limited to targeted listening, speaking, reading, writing, use of audiovisual aids and resources as well as assessment accommodations. To ensure that ELL strategies are considered and used, teachers are provided with the ELL Strategies Checklist and the professional development and support to effectively use the checklist. In alignment with the checklist, lesson plan templates are provided to teachers with strategies and accommodations from the checklist imbedded in the lesson plan in the form of categorized drop-down lists **ATTACHMENT C**. Placement in courses, will be based on a student's abilities, readiness, preexisting content knowledge and academic performance in their native language, and not their ability to communicate and learn in English. Placement in the appropriate courses and/or advanced, remedial, or required interventions will be one of the many responsibilities of the ELL committee. Some students may have the ability to successfully take and complete advanced coursework with assistance from the ESL program and the instructional strategies and accommodations available to them. The same will apply to ELL students in need of academic remediation. Sometimes, ELL students have not received adequate or continuous instruction in their native language and thus have existing learning gaps or may not have the support at home to advance in their studies. In these cases, ELL students will have access to the same interventions, tutoring sessions, and remediation opportunities offered to English speaking students. The ESL Coordinator will have an integral role in monitoring the progress of ELL students and ensuring that all strategies and services are implemented with fidelity. The administrator or

coordinator overseeing the ESL program will track each student's progress monthly to ensure academic success as well as the successful acquisition of the English language. NAL-003 believes that the effective implementation and monitoring of the ELL students in the ESL program will allow us to successfully address the needs of the ELL students at grade level, above grade level and below grade-level.

In addition to the aforementioned, part of our ELL services will include parent information nights where parents will gain valuable information and obtain access to community resources available to ELL families. Our goal is to provide students and families with opportunities to explore cross-curricular areas which incorporate Science, Math, Art, Reading and Technology. We believe that learning opportunities such as these, offered to both students and families, during and after school hours, will positively influence their acquisition of the English language while sparking a love for learning in any field of study. At NAL-003, we believe that wonderful leaders will emerge from this community just by supporting them and their needs. Our efforts to develop the English language through relevant instruction and learning opportunities will benefit, not just in our ELL students, but their families and the local community. NAL-003 is honored to work collaboratively with the district as well as the large array of community partnerships that exist to help those who may be limited by language. Community partnerships and memberships such as the Family Literacy Project and the Migrant Education Program are just two organizations that we can partner with to provide collaborative educational opportunities for our ELL students and their families.

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

NAL-003 intends to work closely with the sponsor to ensure that the policies and procedures of the State of Florida and the district are followed. NAL-003 will adhere to all applicable provisions of Federal law relating to ELL students, including Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, as well as the Multicultural Education, Training, and Advocacy (META) Consent Decree which resulted from the League of United Latin American Citizens (LULAC) versus Florida State Board of Education in 1990. To reach this level of compliance, a systematic approach to supervising the ESL program must be developed and followed explicitly. The process will be broken into 3 parts: beginning of the year, monthly, and end of the year.

At the beginning of the year, all students at NAL-003 who are new to the school district and answered "yes" to any questions in the HLS must be tested using the WIDA Screener within the first 20 days of school. All students eligible for or are already placed in the ESL program must be placed in the appropriate courses, including their ESOL class. The LEP plans must be updated, printed, signed by appropriate personnel, and filed in LEP folders. ESL program participation letters must be sent home and a copy retained for the LEP folders. All LEP folders must be audited and updated. After the start of the year, monthly records must be used to monitor compliance in the ESL program. This is done by checking four areas:

1. Students with 3 or more years in the ESL program
2. ELL students requiring post program reviews for 2 years after exiting the program
3. Correction of any errors in the ELL reports available

4. Monitoring the academic progress of students in the ESL program and compliance with grading guidelines.

By closely monitoring these areas, LEP committee meetings can be held in order to ensure compliance and the extension of proper ESOL services if necessary. Finally, throughout the year and before the end of the year, LEP committee meetings must be held for possible retention, extension of services, or for students eligible to exit the ESL program.

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

If the ELL program is as anticipated, NAL-003 may have to have an administrator and an ELL Coordinator to be responsible for tracking the progress of the ESL students and effectively implement the programmatic ELL services and resources with fidelity as needed to fully implement the mission of our ESL program. This person will also assist in establishing community resources and business partnerships needed to fully implement the mission of our ESOL program both during and after school. Also, NAL-003 will hire teachers that hold current ESL certification or endorsement, or are eligible for such certification and/or endorsement. In accordance with Rule 6A-6.0904, FAC., a bilingual paraprofessional or teacher is required at schools having 15 or more ELLs who speak the same language. If enrollment numbers for ELL students are high for ELL levels 1-3, NAL-003 has budgeted for an additional ELL teacher to assist with providing services to students and assistance to teachers.

Section 8: School Culture and Discipline

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

Modeled after Stephen Covey's *The 7 Habits of Highly Effective People*, school culture and discipline will be developed with a focus on Habit #2; begin with the end in mind. Through our mission and vision, we have a clear picture of where we want to be. As stated in our mission, we will enable students to be independent learners and leaders by developing each child's intellectual curiosity and thirst for discovery while nurturing their minds to be well-rounded CEOs of their own learning.

Howard Gardner identifies the error in our educational system as being one "that still prepares students primarily for the world of the past, rather than the possible worlds of the future." In an effort to avoid making this error, NAL-003 has a set mission to prepare our students to be future leaders of their community. This will be achieved by enhancing our educational focus while growing students with high Emotional Quotients (EQ). As it relates to our school's mission and culture, EQ is merely a term that has been researched and used for decades to quantify the effects of emotional intelligence which is composed of personal and social competence. Daniel Goleman's research supports that EQ, versus IQ, is a far more accurate predictor of both academic and life success. Goleman's theory is that, at the highest level in leadership positions, emotional intelligence will account for an entirely greater advantage over IQ alone. It is through our culture and with *The Leader in Me* that we can develop emotional geniuses!

Incorporating strategies from *The Leader in Me* and the *7 Habits of Highly Effective Teen and People*, will allow NAL-003 to have a positive approach to discipline by first focusing on creating a culture of leadership for students and educators alike. The purpose of *The Leader in Me* and *The 7 Habits of Highly Effective People* is to develop a culture of leadership to enable students to excel as successful and responsible citizens and make them college and career ready.

There are two types of leadership. First, the leadership of self will require students to look inward first as they think and reflect on the correlation between actions and outcomes. Then, they can become leaders of others in their own unique way. Our focused leadership program is set up in the same manner where students start to apply the 7 Habits by reflecting on themselves as a leader, and then working on using their leadership skills to positively influence others around them. Understandably, some may worry that this additional focus to education will be perceived as being "another thing to do" yet we want this to be seen as "THE thing to do" because of its overall impact on education and the whole child. Sir Ken Robinson explained the importance of this philosophy in a quote that embodies what NAL-003 wants to accomplish with its students: *The fact is, that given the challenges we face, education doesn't need to be reformed – it needs to be transformed. The key to this transformation is not to standardize education, but to personalize it, to build achievement on discovering the individual talents of each child, to put students in an environment where they want to learn and where they can naturally discover their true passions.*

With this transformation, we must recognize that there are needs in education that stem beyond academics. Some of these needs are a result of challenges which, although they are not new to education, they contribute to the seismic pressure that is placed on educators to overcome these challenges that makes them so difficult. Academics, School Culture, and Life Skills are examples of

the impending challenges we expect to face and overcome proactively by means of our school culture at NAL-003.

1. Academic expectations have changed. Students are no longer expected to be vessels for facts that are to be memorized or regurgitated. Students must be able to apply their knowledge in authentic situations. As educators, we must develop stronger analytical and critical thinkers in order to help students creatively problem solve. This focus will transcend to academic achievement as well as social interactions.

2. School culture is something that must be proactively cultivated. Often taken for granted, school culture that is not proactively cultivated may create a culture that is counterproductive to the school's mission, thus creating additional challenges to overcome. By developing a school culture that is centered around leadership, we can resolve many issues and challenges that affect the learning environment while celebrating the greatness that lies in every child and every teacher.

3. Lessons in life skills are lessons that education has recently acquired. With technology monopolizing family time, there is a dire need to develop skills once thought to be primarily taught at home. Often referred to as work skills or college and career readiness skills, students need to understand how interacting with others has a strong correlation to their future success. These fine-tuned life skills will evolve into the advanced leadership skills we envision for our students.

When one stops and analyzes these three areas, you can see how they can have a direct and powerful impact on the school culture and education. By focusing on the 7 habits found in *The Leader in Me* and *The 7 Habits of Highly Effective People*, NAL-003 will concretely address these areas in a proactive manner using lessons easily incorporated across all disciplines.

7 HABITS

1. Be Proactive
2. Begin with the End in Mind
3. Put First Things First
4. Think Win-Win
5. Seek First to Understand, then to be Understood
6. Synergize
7. Sharpen the Saw

Through these 7 Habits, we can focus on the positive by identifying and amplifying strengths and virtues inherent in every person. By helping students and teachers find a niche where they can implement these traits to their fullest potential, we are nurturing their mind, body, heart, and spirit. This investment provides us with something we are all in desperate need of, hope. Hope that we find better ways of doing things. Hope that will allow our students and staff members to progress while shining some light on the darkness that lies in education caused by school tragedies as well as world events that shape the world around us. Our hope for a tomorrow that is filled with wonderful citizens that see the potential in all people. Imagine a world where children begin to look at life through the lenses of young adults who are proficient in applying the 7 Habits to their daily lives. How different would the world be? That thought alone generates hope! Goethe explains this best when he said that if you “*treat a man as he is and he will remain as he is. Treat a man as he has the potential to become and you make him better than he is.*”

Aside from the focus on implementing the 7 Habits, our students work on a 4-year culminating Senior project that integrates what they have learned with the leadership skills they have refined. In addition, we also will celebrate student and staff successes regularly through initiatives such as: Teacher of the Month, a Leaving a Legacy wall recognizing students who exhibit extraordinary leadership traits each month, quarterly honor roll recognitions, perfect attendance, staff members recognizing each other through “shout outs” at faculty meetings, frequent data chats celebrating progress and teamwork, etc.

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

- Explain the practices the school will use to promote discipline, including both penalties for infractions and incentives for positive behavior;
- List and define the offenses for which students must (non-discretionary) and may (discretionary) be suspended or recommended to the local school district for expulsion;
- Describe the roles of administrators, teachers, staff, and the governing board regarding the discipline policy;
- Provide an explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings;
- Describe procedures for due process when a student is suspended or recommended to the local school district for expulsion as a result of a violation, including a description of the appeals process that the school will employ for students facing recommended expulsion and a plan for providing services to students who are out of school for more than ten days; and
- Explain the process for informing students and parents about their rights and responsibilities under the code of conduct.

To fully develop our educational program and school culture, NAL-003 will follow the District Code of Student Conduct and the Board approved Code of Collegiality that will establish guidelines for model student behavior. The Code of Conduct and The Code of Collegiality will follow levels of infractions as leveled by the district. The intent is that the Code of Collegiality proactively sets guidelines and expectations, and the Code of Student Conduct will provide rules and policies along with consequences with an opportunity for reflection so that students may learn from their mistakes. Included in the Code of Collegiality is our expectation for students to stand TAAL - Think, Act, Accountability, and Learn. In alignment with the 7 Habits, expecting students to stand TAAL will require them to:

TAAL	WHAT DOES IT MEAN	7 HABITS
Think	Think before you act. The choices you make today may determine your tomorrow.	Be Proactive, Begin with the End in Mind, Put First Things First, Think Win-Win
Act	Take Action! Live passionately, not passively.	Begin with the End in Mind, Put First Things First, Think Win-Win, Seek First to Understand and Then Be Understood, Synergize, Sharpen the Saw
Accountable	You are responsible for your own	Begin with the End in Mind, Put First Things

	actions.	First, Think Win-Win, Seek First to Understand and Then Be Understood, Synergize, Sharpen the Saw
Learn	Every action we take is an opportunity to learn and grow. A mistake is only a mistake if you repeat them. Reflect on your actions and their outcomes.	All 7 Habits

Having expectations of students standing TAAL will begin with their Leadership Binder where students set goals, track their progress, and reflect on goals, progress, and actions. Conflict resolution will take an active approach to correlate an array of options with outcomes. While adhering to the sponsor’s Code of Student Conduct, students with continuous infractions will be required to complete an analysis of their choices and the different outcomes. The goal is to have students use accountable talk to change their perspective and improve their behavior. The Code of Collegiality is included with the charter application under **Attachment G**. The Code of Collegiality has been approved by the Governing Board.

Research conducted by Daniel Goleman and the Collaborative for Academics, Social, and Emotional Learning (CASEL) assembled an array of research showing the interactive nature of life skills, culture, and academics. These findings include:

- Efforts and interventions that make the school environment safer and more caring, increase the student’s attachment to the school, thus resulting in better attendance, better grades, better scores and standardized tests, and higher graduation rates.
- When students are more attached to the school and interact with prosocial teachers and peers, they are more likely to behave in prosocial ways and avoid engaging in high-risk behaviors.
- Making students active participants in their learning environment increases their intrinsic motivation to behave in prosocial ways and decreases deviant and defiant school behavior.
- In a supportive atmosphere, students feel more comfortable with their interactions with teachers and peers, thereby strengthening relationships and skills for conflict resolution.
- Social and emotional skills can significantly enhance learning when they are integrated into the different academic content areas through collaborative practices and positive discourse.

Discipline measures will be fair and consistent and will incorporate techniques that require students to have ownership of their behavior. Students will be encouraged to take responsibility for their actions so that they may learn from their mistakes. There will be a greater focus in rewarding the efforts of students, including positive reinforcement for students demonstrating exemplary behavior and conduct instead of negative behavior. As students experience behavioral or disciplinary issues, their attention will be drawn to these strategies by means of conferencing with teachers or administrators. Conflict resolution strategies will also be used to resolve conflicts between students and allow for effective conflict resolution strategies to be modeled as an expectation of behavior.

Classroom Consequences for Misbehavior

- 1st Consequence – Verbal Warning
- 2nd Consequence – Conference with student and reflection
- 3rd Consequence – Parent contacted
- 4th Consequence – Detention

5th Consequence - Referral to administration

Consequences for Referrals to Administration

1. Administrative detention
2. Conference with administrator, parent, student and teacher in order to develop an agreement of behavior and find out the “why” of the behavior
3. Saturday School (if available)
4. Removed from participating in extra-curricular or social events sponsored by the school
5. In School Suspension
6. Out of School Suspension

The Code of Student Conduct as well as the school’s Code of Collegiality apply to all students including students with disabilities under IDEA and 504. Yet, students with disabilities are afforded protections not available to students without disabilities. The protections for students with disabilities address disciplinary actions which may and may not be imposed, and other actions which may be required in addressing the needs of students with disabilities, relative to behavior and/or discipline. NAL-003 will ensure that the rights of students with disabilities are not violated by following Polk’s discipline policies in order to ensure that the behavior in question is not a manifestation of the student’s disability and provide them with a Free and Appropriate Public Education. If it is found that the student’s behavior is not a result of his disability and that the student’s rights are not being violated, then the same consequences that would be issued to a non-disabled student would apply in this case.

Suspension

The Director of Schools or other designated administrator may suspend a student for up to ten days based upon the severity and/or frequency of misconduct. Administrators will take all circumstances into account when making suspension decisions, such as prior disciplinary offenses, previous disciplinary strategies attempted, and the appropriateness of other strategies that may be attempted before suspension. Parents will be notified immediately of the offense and dates of the suspension. During a suspension, students will be permitted to complete missed work as long as it is submitted to the appropriate teachers within three days of returning to school. In-School Suspension is the first form of suspension considered unless the infraction is severe enough that it warrants an Out of School Suspension under the Code of Student Conduct. During In-School Suspension, students will undergo a multi-step process where they reflect on the violation, consequences, purpose of rules, appropriate behavior, and restitution. Restitution may be in the form of a letter, a conversation, or an action that rectifies the rule violated. Students will also be given the daily classwork so that they do not fall behind. If they have a question, they may ask the teacher during the teacher’s planning period. Out of School Suspensions are left as a last resort and will require students to complete the same multi-step process of an In-School Suspension, yet it is done at home and with parent participation. Students returning from Out of School Suspension must first debrief with an administrator, counselor, or principal designee before returning to class. This will help ensure that the student is ready and focused to return with a positive and proactive attitude.

Dismissal or Recommendation for Expulsion

NAL-003 will follow all district regulations regarding expulsion as indicated in the District Code of Student Conduct. Should the consideration of expulsion arise, the Director of Schools may request the school’s Education Service Provider (the “ESP”), to review the student’s file, conduct, and

previous administrative disciplinary actions and make a recommendation to the school's ESP that the student be recommended for expulsion. At that time, the school's ESP and the Director of Schools, will follow the District Change of Placement procedure when recommending an expulsion.

Zero-Tolerance for Aggression, Bullying, and Drugs

The use of aggression with the intent of huRtIng others emotionally, physically or verbally will not be tolerated. Thus, any kind of bullying including cyberbullying, falls within our Zero-Tolerance policy. Included in the zero-tolerance policy is gang affiliation or incidents involving drugs. Such behavior will be reported immediately to an administrator and will be investigated. Disciplinary action will be taken according to the seriousness of the incident and in accordance with the Code of Conduct. Students are expected to value each other and treat each other with respect. NAL-003will implement a comprehensive anti-bullying policy to ensure that bullying is proactively discouraged, immediately reported, effectively investigated and remediated.

Section 9: Supplemental Programming

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

In addition to all the initiatives mentioned throughout this application, NAL-003 intends to offer an array of after school activities and clubs including nationally recognized clubs. These activities and clubs enhance the educational program, culture, and overall experience of high school. A sports program including participation in select FHSAA sports also enhances the high school culture, experience, and academics as our students are expected to be scholar athletes. Teachers will be asked to sponsor a club. Certified coaches will be hired for the sports program. There will be a separate stipend for these activities and are not part of the teachers' contract. These clubs will be offered at least once a week for at least 30 minutes to 1 hour each time. Sports that will participate in FHSAA will practice 3 times a week. Certified coaches will be hired for FHSSA sports. Some examples may include but are not limited to:

Clubs: Chess, Environmental/Garden Club, Computer Coding, Robotics, Art, Band/Drumline/Choir, Drama, Civil Air Patrol, Speech & Debate, Journalism, Yearbook,
Sports: Basketball, Volleyball, Track and Field, Cross Country, Cheerleading/Dance, Golf, and Soccer
Nationally Recognized Clubs: National Honor Society, National Student Council, and Future Business Leaders of America, Science National Honor Society, Spanish National Honor Society, Quill and Scroll, Mu Alpha Theta, National Art Honor Society, Key Club, Rho Kappa National Social Studies Honor Society, National Technology Honor Society, National STEM Honor Society, National Business Honor Society.

Clubs or sports will have a nominal fee for supplies, and/or uniforms, and stipends. Clubs may also work with administration, PACC, and/or a booster club to set up a fundraiser to help purchase supplies. Other clubs may look for business partnerships and donations such as the garden club partnering with the local Home Depot for gardening supplies. Stipends will be paid to Coaches based on sport and level, i.e. JV or Varsity.

NAL-003 would like to have students that can serve as mentors to Elementary and Middle School students. This initiative would be aligned to our leadership focus. Students would have to apply to be a mentor. Mentorship opportunities will take place during the day when students use their elective class to help an elementary or middle school classroom and/or tutor struggling students. Some mentors may help after school in tutoring and/or mentoring a club or sport alongside the teacher/sponsor.

It is preferred that club and sport sponsors are part of our faculty and staff. Therefore, before hiring sponsors and mentors from outside of the school, faculty and staff will be given the opportunity to take on these extra-curricular activities and a comparable stipend will be provided. Most extra-curricular activities are funded through fundraising efforts, donations, and the support of our PACC and or Booster Club. Small fees will be charged to students to assist, for example, with the cost of uniforms.

II. ORGANIZATIONAL PLAN

Section 10: Governance

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

NAL-003 is a non-for-profit 501c3. As a non-profit Florida corporation, the Board is the legal entity that will operate the school as per the Articles of Incorporation and Bylaws. NAL-003 will have a completed DBA to operate under the same 501c3 of NAL-003. The Governing Board will have the responsibility for the activities and affairs of NAL-003, including management of the school and providing continuing oversight of school operations. All corporate powers and functions shall be exercised by the Governing Board. The Governing Board is committed to the mission of the school and is cognizant of its responsibility to effectively and properly manage public funds.

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

- **The articles of incorporation for the applicant organization (or copies of the filing form) – Attachment H**
- **501(c)(3) tax exempt status determination letter (or copy of the filing form) – Attachment I**
- **Governing board by-laws – Attachment J**
- **Governing board code of ethics and conflict of interest policy – Attachment K**

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

NAL-003's Governing Board is the ultimate policy-making body with the responsibility of operation and oversight of the school including but not limited to academic direction, curriculum, and budgetary functions. The school principal, hired by the Board, will be responsible for all aspects of school operations, subject to the supervision of the ESP. The Governing Board of NAL-003 has contracted with Compass Charter Schools, LLC, as its ESP to work with the school's administration (Director of Schools, principal, assistance, principal, dean, and/or lead teachers) to ensure compliance with the Sponsor and that the expectations of the Board regarding the scope of operating policies and procedures, budgetary functions, and any other facet as adopted and approved by the Governing Board. The faculty and staff of NAL-003 will report directly to the principal, who shall report to the Governing Board and the ESP. This is best depicted in **Attachment M**.

The ESP will ensure that the operations of the school (resources, courses, policies) are in accordance with the mission and vision of NAL-003 as adopted and approved by the Governing Board. The ESP will make all school-based decisions, establishing and implementing procedures for the day-to-day operations. The faculty and secretarial staff will be responsible for carrying out these procedures in their daily activities and interactions with students, parents, and the community. The ESP will work with the school faculty and staff to provide support in these areas to ensure that they are done with fidelity and in compliance with the Sponsor and the Board. The Board has all hiring and firing

responsibility for that position and the ESP's role is to evaluate and make recommendations regarding their performance.

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

NAL-003 will vote upon and post their meeting schedule for the opening school year, and annually thereafter, in accordance with chapter 119 of the Florida Statutes, relating to public records, and public meetings. The Board intends to meet at a minimum quarterly but understands that meetings may need to be more frequent as a start-up school. Meetings will be posted on the school's website, in the main office of the school, and in any other site required by the Sponsor. In accordance with 1002.33(7)(d)(2) F.S., the governing board will hold at least four public meetings per school year in the school district. The meetings will be noticed, open, and accessible to the public, and attendees will be provided an opportunity to receive information and provide input regarding the charter school's operations. Stakeholders will be given the option to attend the meetings virtually. All meetings of the Board and its committees are subject to the Sunshine Law under Chapter 286, Florida Statutes.

E. Describe the current and desired size and composition of the governing board. Identify key skills, areas of expertise, and constituencies that are or will be represented on the governing board.

The Board is currently composed of three members **Attachment L**. The Board intends to add at least 2 members for a total of 5 members. The composition of the Board will always have an odd number of members in order to facilitate votes and avoid ties.

Manuel Delgado, Board Chair

For the last 21 years, Manuel has worked as Vice President of Facilities Engineering for *Rooms To Go*. His responsibilities include managing and maintaining all facility assets, energy negotiations and energy programs, and OSHA management. He sits on the design review board for all large construction projects.

He holds master's degrees in urban & Regional Planning (University of Florida), Architecture (University of Wisconsin), and a bachelor's degree in Civil Engineering (University of Wisconsin).

Mr. Delgado also holds the rank of Commander (now retired) in the US Naval Civil Engineering Corps and on his most recent active-duty tours, he served in Iraq, as Deputy Chief of Operations for Civil-Military Operations, Multi-National Force Iraq. He held numerous commands throughout his naval service as Resident Officer in Charge of Construction, Staff Civil Engineer for numerous bases, and Officer in Charge of numerous detachment commands in the Naval Construction Force (Seabees).

Now near retirement, Manuel has held various positions in the local community as a Board of Trustee member for the Lakeland Volunteers in Medicine (LVIM), a Board member of Lakeland Economic Development Council (LEDC), a Board member for Junior Achievement Polk County and a member

for North Lakeland Elementary School Advisory Committee (SAC). Commander Delgado is a 26-year resident of Lakeland, Florida.

Jesse Price, Vice Chair

Jesse Price was born in Melbourne, Florida and joined the United States Marine Corps after graduating High School. While honorably servicing for twenty and a half years, he obtained an undergraduate degree in Human Development and a graduate degree in Human Behavior. He is a veteran of Desert Shield and Desert Storm. Upon retiring from active duty, he completed a Civil Service career providing active-duty Marines and their families with Mental Health services and support for over eighteen years, retiring as Director of the Substance Abuse Counseling Center aboard the Marine Corps Air Station Miramar (San Diego, CA). Mr. Price is an internationally certified Substance Abuse Counselor, Life Coach, and ordained Christian Minister. Mr. Price has a passion for helping families become whole and healthy spiritually, mentally, educationally, and socially.

Paul Bello, Secretary and Treasurer

Mr. Bello was born in Suffern, New York. He currently works at ADP as a VP of Mid Markets and consultant. He has been a part of the ADP team for 10 years helping businesses with Human Resources, employee development, technology enhancements, benefits and employee engagement.

Mr. Bello graduated with honors from the University of Tampa while playing golf on a 4-year scholarship. He has been coaching travel baseball for the last 6 years. He is a member of the American Heart Association and a part of a Goodwill chapter in Clearwater. Mr. Bello prides himself on helping young children's education and developing them into strong adults who help their communities.

F. Describe how board members have been and will be selected including term limits and selection of officers.

In accordance with Section 2.4 of our Comprehensive Policy Manual (“CPM”) and Article IV of our Bylaws, as Board vacancies arise or as the current terms of sitting Trustees expire, then the Board shall solicit applications from prospective Board members who satisfy the selection criteria set forth in Section 2.4.2 of the CPM and otherwise meet the criteria and qualifications set forth in the CPM and Bylaws. Upon review of all completed and signed applications satisfying such qualifications, those submissions will be submitted to the Board for nomination to fill such Board seats as may be up for election or vacant. Such applicants shall be deemed elected to the Board by a majority vote of the Board at any regular or special meetings where a quorum is present. Vacancies occurring during the term of an elected Trusteeship, however caused, shall be filled as soon as possible by election. A Trustee elected to fill a vacancy shall hold office for the remainder of the predecessor’s term. All Officers shall be elected by a vote of the Board.

NAL-003 shall include a Chair, Vice-Chair, Secretary, Treasurer, and such other officers as the Board shall deem necessary to elect. Any two (2) or more offices may be held by the same person. The failure to elect an officer shall not affect the existence of NAL-003.

The Chairman shall preside at all meetings of the Trustees and shall, by virtue of the office, be a member of all committees. The Chairman shall be nominated by the Trustees and be elected by the

Trustees through a majority vote of the members present at the meeting with an established quorum. With the advice and consent of the Board of Trustees, the Chairman shall formulate and implement matters of policy and perform such duties as may be assigned by the Board of Trustees.

The Vice-Chairman shall act in the place and stead of the Chairman in the event of the Chairman's absence, inability or refusal to act, and shall exercise and discharge other duties as may be required of him/her by the Board.

The Secretary, with the assistance of the ESP, shall keep or supervise the maintenance of all of the records of NAL-003, oversee the recording of all minutes for each meeting of NAL-003 and its committees and attest to the seal of NAL-003 where necessary or required. The Secretary, with the assistance of the ESP, will also keep a register of the names and addresses of each of the Trustees and perform other such duties as may be requested by the Board.

The Treasurer shall ensure that a true and accurate accounting of the financial transactions of NAL-003 is made and that such accounting is presented to and made available to the Board. The Treasurer shall perform other such duties as may be requested by the Board.

Other officers elected by the Board shall have such duties and responsibilities as set forth by the Board.

Board Members will work together to assign officer roles for the first year and will be ratified by a majority vote. If necessary, offices may be reassigned the following year by a majority vote, yet it is preferred for offices to be maintained by the same members to maintain continuity.

G. Explain how this structure and composition will ensure that the school will be an academic, operational, and financial success.

All powers of NAL-003 shall be exercised by and under the authority of the Board. The property, business, and affairs of NAL-003 shall be managed under the Board's direction. No individual Board member may take any action except under the approval through an affirmative vote of a majority of the Board of which is present at the meeting where a quorum is established.

Duties of the Board of Trustees include the following listed responsibilities to ensure academic, operational, and financial success:

- Establish and approve all policies which implement the objectives for NAL-003.
- Submission of an annual report to the Department of State
- Elect the Officers of NAL-003 as provided by these bylaws,
- Approve the selection of a certified public accountant to perform an independent annual audit of the funds of NAL-003.
- Ensure that NAL-003 carries out the fiduciary responsibility of a not-for-profit tax-exempt recipient of funds in order to accomplish the objectives of NAL-003 provided in these bylaws.
- Enter into agreements and contracts with individuals, groups of individuals, corporations, or governments for any lawful purpose
- To hire, supervise and direct an individual who will be responsible for the day-to-day operations of the school

- To annually review and/or adopt and maintain an operating budget and thereafter exercise continuing oversight over school operations
- To uphold and enforce all laws related to charter school operations
- To ensure adequate funding for the operation of the school

In order to maintain a budget and financial records that ensure financial viability, the following provisions have been set in place:

1. The Board may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of NAL-003, and such authority may be general or confined to specific instances.
2. No loans shall be contracted on behalf of NAL-003 and no evidence of indebtedness shall be issued in its name unless authorized by a resolution of the Board, which authority may be general or confined to specific instances.
3. All checks, drafts or other orders for the payment of money, notes or other evidence of indebtedness shall be issued in the name of NAL-003 which shall be signed by such officer or officers, agent or agents of NAL-003 and in such a manner as shall from time to time be determined by resolution of the Board.
4. All funds of NAL-003 not otherwise employed shall be deposited from time to time to the credit of NAL-003 in such banks, trust companies or other depositories as the Board may select.
5. The fiscal year of NAL-003 shall begin on July 1 and end on June 30.
6. NAL-003 shall provide an annual financial report and program cost report information in the state-required formats for inclusion in District reporting in compliance with Florida Charter School Law.
7. The accounts of NAL-003 shall be audited at the close of each fiscal year by an independent auditor, who is a Certified Public Accountant and who has expertise in accounting of tax-exempt organizations. Audits shall be done in compliance with Florida Charter School Law and all applicable state and federal laws controlling non-profit tax-exempt corporations and thereafter submitted to the Board for its review and approval.

H. Complete the table below (add lines as necessary) and for each individual identified here provide 1) a completed and signed Board Member Information Sheet (template provided), and 2) resume

See **Attachment L** for all required Board Documents

Name	Current or Prospective Governing Board Member?	Role on Board (e.g. Member, President, etc.)	Submission Requirements
Manuel Delgado	Current	Board Chair	<input checked="" type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Resume
Jesse Price	Current	Board Vice Chair	<input checked="" type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Resume
Paul Bello	Current	Board Treasurer and Secretary	<input checked="" type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Resume

I. Describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development to increase the capacity of the board.

Board member recruitment will take place with input and nominations from Board Members to ensure

that all vacancies are filled with those who will commit to continuing the mission of the school. The members of the Governing Board have been trained in the areas of Non-Profit Board Governance, Florida's Open Government Requirements, the Florida Sunshine Law, and the Florida Public Records Law. Any additional Board Members will have to complete this training within 30 days of being voted onto the Board. This training is provided by Kathleen W. Schoenberg. Further, as presented in the Applicant's Bylaws, The Applicant shall develop an orientation and training program for new Board members and an annual continuing education program for existing members of the Board.

J. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest.

The Board of NAL-003 will uphold the highest of ethical standards. Officers will not receive any reimbursement for services rendered as officers of NAL-003. However, nothing herein contained shall be construed to preclude any Trustee from receiving compensation from NAL-003 for expenses incurred for serving NAL-003 as a Trustee or in any other capacity. Prior to voting, all Board Members must complete a comprehensive Conflict of Interest questionnaire that screens prospective Board Members to avoid conflicts of interest and ensure that all prospective Board Members uphold the highest ethical standards. This questionnaire includes:

- Ethical and Legal Questions
- Criminal Background Check with Disclosure Verification
- Conflict of Interest Disclosure that is completed by the first Board Meeting of each year

Board Members will also undergo a background clearance conducted by the school district(s) of which the Board serves.

K. Describe, if applicable, any school advisory bodies or councils that are in place or will be formed, including the roles and duties of each and the reporting structure of such entity relative to the school's governing board and leadership.

Currently, there are no committees in existence. If the Board identifies a need to create a committee with a specific purpose, the committee will be created by means of a majority vote of the Board which will include the specific duties and responsibilities of said committee. The committee will only remain an entity until its specific task or purpose has been accomplished. All meetings of the Board of Trustees and its committees are subject to the Sunshine Law under Chapter 286, Florida Statutes.

L. Briefly explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school. This includes the process for developing procedures for complaint resolution of parental concerns involving student welfare, including the student welfare provisions described in section 1001.42(8)(c)1.-6., F.S. The entire process or policy does not have to be developed; however, applicants should be able to articulate the primary steps.

The Governing Board of NAL-003 will appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. The representative may be a Board member, charter school employee, or an individual contracted to represent the Governing Board. The representative's contact information will be

provided annually and in writing to the District in accordance with F.S. §1002.33 (20) (c), transportation. Contact information for the representative will be available to parents via the website and posted prominently in the main office of the school. The appointed representative and charter school principal or director, or his/her equivalent, will be physically present at board meetings in accordance with 1002.33 (7)(d)(1) and 1002.33(7)(d)(2), Florida Statutes. A positive relationship between NAL-003 and its parents, families, and community are a primary concern. For that reason, every effort will be made to handle disputes in the most positive way possible. The following steps have been outlined to facilitate resolution of such issues:

- Step 1: Make an appointment to clarify issue with your student's teacher (if applicable)
- Step 2: Make appointment to clarify issue with the school's Relationship Manager
- Step 3: Make appointment to clarify issue with a school administrator
- Step 4: Make appointment to clarify issue with the school's ESP Vice President of Operations
- Step 5: Make appointment to clarify issue with the school's ESP Managing Principal
- Step 6: Communicate concerns at a scheduled Governing Board meeting or to Governing Board member.

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

- M. Name of the partner organization.** N/A
- N. Name of the contact person at the partner organization and that person's full contact information.** N/A
- O. A description of the nature and purpose of the school's partnership with the organization.** N/A
- P. An explanation of how the partner organization will be involved in the governance of the school.** N/A

Section 11: Management and Staffing

A. Submit as Attachment M organization charts that show the school governance, management, and staffing structure in

- **The preoperational year;**
- **The first year of school operations;**
- **At the end of the charter term; and**
- **When the school reaches full capacity, if in a year beyond the first charter term.**

Each organization chart should clearly delineate the roles and responsibilities of and lines of authority and reporting among the governing board, staff, and any related bodies (such as advisory bodies or parent or teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also specifically document lines of authority and reporting within the school.

The first page of **Attachment M** delineates the organizational relationship that exists between the Sponsor, the Governing Board, the ESP, the principal, and employees of the ESP and the school. The Board reports directly to the Sponsor. The ESP and the principal may, with approval of the Board, report directly with the Sponsor when appropriate. The school principal reports directly to the Board and to the ESP only in areas of support and oversight that are tasked to the ESP on behalf of the Board. This organizational chart with reporting directives documents reporting responsibilities as well as collaborative communication between the ESP and the school. The chart denotes reporting and collaboration within the ESP as an organization.

The intention of these charts is to reflect a collaborative structure. This is paramount since the Board is ultimately responsible for the operations, policies, procedures, and fiscal responsibilities of the school (not-for-profit). The chart also intends to reflect the collaboration that will exist between the Board, the school, and the ESP in order to be compliant with State and Local laws as well as the expectations of the Sponsor as communicated in the charter contract.

Attachment M reflects all years under the charter contract and will be revisited annually if growth of the organization requires a revision to reporting responsibilities.

Please see Attachment M for specific charts regarding staff structures for the term of the charter contract.

B. Identify the principal or head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Discuss the evidence of the leader's ability

to effectively serve the anticipated population. Also provide, as Attachment N, the proposed job description and resume for this individual.

--OR--

If no candidate has been identified, discuss the process and timeline for recruiting, selecting, and hiring the school leader. Describe the criteria to be used in selecting this leader and provide as Attachment O the position's qualification requirements. What are the key skills and competencies for the school leader? What qualities must the school leader have for this school to be successful?

The Director of Schools will be hired by NAL-003 and will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. The Board intends to recruit talented individuals who have knowledge of and experience with instructional, educational, and school-site matters. In addition, NAL-003 will recruit and consider candidates that believe in and embrace the school's mission, vision, and philosophy of education. NAL-003 will also adhere to the anti-discrimination provisions of s. 1000.05, Florida Statutes.

At minimum, the Governing Board will seek and consider individuals who have:

- Florida certification as either School Principal or Educational Leadership required.
- Minimum of a master's degree in educational leadership is required.
- A minimum of five (5) years of teaching experience required.
- Experience in School Leadership is preferred.
- Strong leadership and managerial capabilities.
- Knowledge of the needs of the student population.
- Positive evaluations and recommendations from previous administrative position(s).
- Excellent communication skills.
- Demonstrated capacity to meet and or exceed the Florida Principal Leadership Standards.
- Well-rounded in curriculum and instruction.
- Knowledge of STEM education is preferred.
- Knowledge or intention of implementing *The Leader in Me* and *7 Habits of Highly Effective People* with fidelity.
- Experience with High School.

In compliance with s. 1012.34, F.S., the administrator's evaluation must, at minimum, be based on the following components:

1. Performance of students – One-third of a performance evaluation will be based upon data and indicators of student performance. This portion of the evaluation will include growth and achievement data of the students attending the school over the course of at least 3 years. If less than 3 years of data are available, the years for which data are available will be used.

*Student learning growth will be assessed annually and measured by statewide assessments using performance standards adopted into State Board Rule for courses beginning in 2015-2016.

For courses/subjects not measured by statewide assessments, and courses with statewide assessments without a state-adopted growth model, the school will abide by the district's adoption of either all, some or none of the results of statewide assessments in the component for performance of students (s. 1012.34, F.S.).

2. Instructional Leadership – One-third of the performance evaluation must be based on instructional leadership. Evaluation criteria for instructional leadership must include indicators based upon each of the leadership standards adopted by the State Board of Education under s. 1012.986, including: performance measures related to effectiveness of classroom teachers, recruitment and

retention of effective & highly effective teachers, improvement in the percentage of instructional personnel rated as highly effective & effective, appropriate use of evaluation criteria and other practices that result in student learning growth.

3. Professional & Job Responsibilities - The remainder of the performance evaluation may include, but is not limited to, professional and job responsibilities as adopted by State Board of Education and/or the Governing Board of the school and may also include a mechanism to give parents and teachers an opportunity to provide input into the administrator's performance assessment, when appropriate.

Accordingly, the FCPCS School-Based Administrator Evaluation System meets the above statutory requirements and is aligned to the Florida Principal Leadership Standards, approved by the Florida Department of Education. The Board reserves the right to develop an evaluation tool that meets the statutory requirements listed above and is approved by the Sponsor, should it feel that the FCPCS evaluation tool does not meet the needs in evaluating teachers and/or instructional leaders as it relates to the unique educational program at NAL-003. The evaluation systems for the administrator must:

- Be designed to support effective instruction and student learning growth, and performance evaluation results must be used when developing district and school level improvement plans.
- Provide appropriate instruments, procedures, timely feedback, and criteria for continuous quality improvement of the professional skills of instructional personnel and school administrators, and performance evaluation results must be used when identifying professional development.
- Include a mechanism to examine performance data from multiple sources, including opportunities for parents to provide input into employee performance evaluations when appropriate.
- Identify those teaching fields for which special evaluation procedures and criteria are necessary.
- Differentiate among four levels of performance as follows:
 1. Highly effective
 2. Effective
 3. Needs improvement or, for instructional personnel in the first 3 years of employment who need improvement, developing.
 4. Unsatisfactory
- Provide for training and monitoring programs based upon guidelines provided by the department to ensure that all individuals with evaluation responsibilities understand the proper use of the evaluation criteria and procedures. The governing board will conduct formal administrator evaluations annually in accordance with s.1012.34, F.S.

C. Describe the management structure of the school. As Attachment P provide job descriptions for each administrative or leadership position that identifies key roles, responsibilities, and accountability.

The management structure for the school's day-to-day operations will be as follows:

The Governing Board, with the assistance of the ESP, will hire and oversee the school principal. The principal, as the instructional leader, will be responsible for all aspects of day-to-day administration of the school within the scope of the Board's operating policy and in compliance with district, state, and federal guidelines for the school's operation. The ESP, in consultation with the principal, will hire, oversee, and evaluate faculty and staff. The ESP will make all school-based decisions, establishing and

implementing procedures for the day-to-day operations of the school including procedures for curriculum and instruction, classroom management, discipline, data analysis, testing, support services, parental communication, professional development, community outreach, oversight of facilities, etc. The policies developed by the ESP will not conflict with any Board adopted policies or procedures. The ESP will report to the Board on the school's operations and finances at minimum during every governing board meeting and will be expected to communicate with the Board as often as needed in order for the school's needs to be met. The ESP will delegate duties to administrative support staff to ensure that daily operations, resources, policies and procedures are being implemented in accordance with the school's mission and Board policy. Faculty and staff will be responsible for carrying out these procedures in their day-to-day duties and in their interactions with students, teachers, and parents of the school.

The duties and key roles for these key personnel are detailed in the job descriptions, **Attachment P**.

See Attachment P for administrative and leadership job descriptions.

As mentioned, the Board has contracted with the ESP, through a charter management agreement to provide support to the school. The services to be provided by the ESP, in addition to those mentioned above, include but are not limited to: assistance with facilities design and maintenance, staffing models and recommendations, human resource coordination, curriculum support, research and professional development, sponsor relations and reporting, marketing, general accounting services including bookkeeping, payables, inventory and asset management, budget preparation, risk management, cash flow analysis, grant management, and preparation of financial statements provided to the Governing Board for oversight and monthly approval.

The sample ESP agreement, in **Attachment EE**, includes all anticipated professional support services to be provided, but may be amended as needed.

The Governing Board has the ultimate responsibility of ensuring that the school's finances are managed properly. As per the duties described in *Section 21* of the application, oversight of all school-based finances is the ultimate responsibility of the Board. The Governing Board will ensure that the charter school has retained the services of a certified public accountant for the annual financial audit. The ESP, as contracted by the Board, will assist NAL-003 with the preparation and reporting of the school's finances.

The ESP will prepare the estimated budget using anticipated enrollment projections prior to the beginning of each fiscal year. Hiring and procurement decisions will be made at that time. Enrollment will be closely monitored to make sure that appropriate master schedules and hiring decisions remain within budgetary constraints. Budget reports will be prepared and presented to the Sponsor and the Board monthly for oversight. Budgets will be prepared and presented to the Board at all board meetings and more frequently if deemed necessary by the Board. The Board will have established financial policies and internal controls for the operational and internal school accounts.

See Attachment P for the job descriptions of each administrative or leadership position

D. Provide a staffing plan for each year of the charter term that includes all anticipated personnel and is aligned with the school’s projected enrollment and with all other sections of the application. Provide as Attachment Q the proposed job description and qualification requirements for the school’s teachers.

Five Year Staffing Projections					
	Year 1	Year 2	Year 3	Year 4	Year 5
Director of Schools	.5	.5	.5	.5	.5
Assistant Principal	.5	1	2	2	2
Dean	0	1	1	1	1
Full Time Teachers (w/ Benefits)	10	16	23	26	27
ESE Teacher(s)	.5	2	3	3	3
Gifted Teacher(s)	0	1	1	1	1
ESOL Teacher(s)	.5	1	1	1	1
Guidance Counselor(s)	1	1	2	2	2
Curriculum Specialist	0.5	1	1	1	1
IT Specialist	0.5	0.5	0.5	0.5	0.5
SRO	1	1	1	1	1
Food Service Manager	1	1	1	1	1
Food Service Director	0.5	0.5	0.5	0.5	0.5
JV Coaches	1	1	1	1	1
Varsity Coaches	0	0	1	1	1
Athletic Director	0	0	0	1	1
Business Manager	1	1	1	1	1
Secretary	1	1	1	1	1
Data Prep Clerk	1	1	1	1	1
Maintenance 1	1	1	1	1	1
Lunch Staff	1	2	2	2	2
Nurse	.5	.5	.5	1	1
Total Employees					

The above table shows the anticipated necessary staffing to ensure that the school will have enough personnel to provide a high-quality education in a safe learning environment. The staffing plan was designed to be able to provide the needed services to all students.

See Attachment Q for Proposed Job Description

E. Explain the school’s plan for recruitment, selection, and development of a highly qualified and appropriately certified instructional staff that is aligned with applicable federal laws and state requirements as well as the school’s design.

NAL-003 will ensure that faculty members are certified, highly qualified professional personnel. In accordance with the above-mentioned expectations of hiring certified and highly qualified staff, NAL-003 will:

- Recruit teachers through the State-sponsored, *Department of Education, Teach in Florida* website and *Teachers-Teachers*
- Coordinate efforts to partner with universities to serve as host school for interns
- Advertise openings through acceptable professional social-media
- Recommendation from employees
- Organize other efforts to attract in-field experts to serve as teachers in the various disciplines that require higher levels of academic content delivery.
- Job Fairs hosted at the charter school, Universities, or at local community events.
- Recruit from neighboring counties.
- Participate in local community events in order to demonstrate participation and partnership with the community as well as for recruitment.

Recruitment efforts will also include advertisements in local newspapers and on the school's website, presentations and fliers throughout the school's community, job fairs, etc. Considerable efforts will be taken during the interview process to hire the most qualified candidates that embrace the mission and philosophy of the school while also representing the diverse racial/ethnic background of the local community.

NAL-003 will look for candidates who demonstrate the following qualifications:

Administration

- administrative and teaching experience;
- State of Florida Educational Leadership Certification;
- strong leadership and managerial capabilities;
- knowledge of the needs of student population;
- positive evaluations and recommendations from previous administrative position(s);
- excellent communication skills;
- demonstrated capacity to meet and or exceed the Florida Principal Leadership Standards;
- educational background: Master's Degree or higher
- well-rounded in curriculum and instruction
- knowledge of STEM education
- Knowledge or intention of implementing *Leader in Me* and *7 Habits of Highly Effective People* with fidelity
- Experience with High School

Faculty/Staff

- educational background: Bachelor's Degree or higher in field
- state certification for the required position (or status of eligibility in field)
- excellent presentation and interpersonal skills
- satisfactory recommendation and/or evaluations from previous employer
- personal characteristics, knowledge, and belief in the school's mission
- demonstrate a passion for and the ability and motivation to work as part of a team
- letters of reference and recommendations
- Experience and/or knowledge in STEM
- knowledge or intention of implementing *Leader in Me* with fidelity

NAL-003 will not employ an individual if the individual's certificate as an educator is suspended or revoked by Florida or any other state. The Board agrees to fingerprint all employees as required by Section 1012.32, F.S., all employees agree to background checks, and drug-screening. NAL-003 will adhere to the antidiscrimination provisions of s. 1000.05, Florida Statutes. Furthermore, the school will not discriminate based on actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation in the hiring of its employees.

Employee Evaluations - In compliance with s. 1012.34, F.S., instructional personnel evaluations must, at minimum, be based on the following components:

- Performance of students* – in accordance with s. 1012.34, F.S., one-third of a performance evaluation will be based upon data and indicators of student performance. This will include growth or achievement data of the teacher's students.

*Student learning growth will be assessed annually and measured by statewide assessments using performance standards adopted into State Board Rule for courses beginning in 2015-2016.

For courses/subjects not measured by statewide assessments, and courses with statewide assessments without a state-adopted growth model, the school will abide by the district's adoption of either all, some or none of the results of statewide assessments in the performance of students' components. (s. 1012.34, F.S.)

- Instructional practice – One-third of the performance evaluation will be based upon instructional practice. Evaluation criteria used when annually observing classroom teachers, as defined in s. 1012.01(2)(a), excluding substitute teachers, will include indicators based upon each of the Florida Educator Accomplished Practices (FEAPs) adopted by the State Board of Education. For instructional personnel who are not classroom teachers, evaluation criteria will be based upon indicators of the Florida Educator Accomplished Practices (FEAPs) and may include specific job expectations related to student support.

- Other indicators – The remainder of a performance evaluation may include, but is not limited to, professional and job responsibilities as those recommended by the State Board of Education and/or identified by the approved plan, peer reviews, objectively reliable survey information from students and parents based on teaching practices that are consistently associated with higher student achievement, and other valid and reliable measures of instructional practice.

Accordingly, NAL-003 will implement the FCPCS Charter School Evaluation System for Classroom Teachers and Other Instructional Personnel in alignment with the Florida Educator Accomplished Practices (FEAPs) and in compliance with s.1012.34, F.S. The Board reserves the right to develop an evaluation tool that meets the statutory requirements listed above and is approved by the Sponsor, should it feel that the FCPCS evaluation tool does not meet the needs in evaluating teachers and/or instructional leaders as it relates to the unique educational program at NAL-003.

All teachers will be formally evaluated on an annual basis. Newly hired teachers (new to the school or new to the profession) will be formally evaluated at least twice in the first year of teaching and will be under a probationary contract. All personnel must be fully informed of the criteria and procedures associated with the evaluation process before the evaluation takes place. Instructional personnel and administrative personnel who have been evaluated as less than effective must participate in professional development programs as part of the improvement prescription (s. 1012.98, F.S.) Classroom Walk-Throughs will be used frequently to provide feedback and professional growth to the identified instructional strategies and best practices current in education. This includes but is not

limited to instructional strategies, classroom management skills, and engagement of learners in the classroom. Non-instructional staff, such as clerical staff will also be evaluated and receive feedback on their performance via in-house evaluation tools aligned to the job description provided.

The evaluation systems for school instructional personnel must:

- Be designed to support effective instruction and student learning growth, and performance evaluation results must be used when developing district and school improvement plans.
- Provide appropriate instruments, procedures, timely feedback, and criteria for continuous quality improvement of the professional skills of instructional personnel and school administrators, and performance evaluation results must be used when identifying professional development.
- Include a mechanism to examine performance data from multiple sources, including opportunities for parents to provide input into employee performance evaluations when appropriate.
- Identify those teaching fields for which special evaluation procedures and criteria are necessary.
- Differentiate among four levels of performance as follows:
 1. Highly effective.
 2. Effective.
 3. Needs improvement or, for instructional personnel in the first 3 years of employment who need improvement, developing.
 4. Unsatisfactory.
- Provide for training and monitoring programs based upon guidelines provided by the department to ensure that all individuals with evaluation responsibilities understand the proper use of the evaluation criteria and procedures.

Professional Development Plans: To set high expectations for both students and teachers, NAL-003 will maintain a level of highly qualified instructors by implementing a comprehensive professional development plan. The school will support the development of all professional needs of staff by facilitating the attainment of continuing education credits and offering trainings. Teacher training will be offered throughout the school year in a variety of forms. Select teachers will attend local, state, and national conferences and serve as a trainer to the remainder of the staff upon return. Appropriate and relevant school-wide training will occur on teacher planning days as well as on early release days. In-house workshops and meetings will be held frequently by administrators and may occur as often as biweekly through team leaders, in order to facilitate support, encourage communication, allow for team planning, and troubleshoot concerns and needs.

Retention of Staff: NAL-003 wishes to provide the best benefits and employee services possible. Our experience has shown that when employees deal openly and directly with supervisors, the work environment can be excellent, communications can be clear, and attitudes can be positive. NAL-003 will demonstrate their commitment to employees by responding effectively to employee concerns and investing in their professional growth. Annual “Stay-Interviews” will be conducted with the faculty and staff and “Exit Interviews” will be conducted with all staff voluntarily leaving the school. These best practices also assist in establishing a culture in the school that assists in retaining the best team.

A number of programs (Social Security, workers' compensation, and unemployment insurance) cover all employees in the manner prescribed by law. Additionally, the school will provide a wide

range of benefits such as Flexible Benefits Plan; Direct Deposit; Retirement/401(k) Savings Plan; Bereavement Leave; Dental Insurance; Family Medical Leave; Financial Counseling; Health Insurance; Holidays; Life Insurance; Long-Term Disability; Sick Leave; Vision Care Insurance to ensure the retaining of qualified and capable staff. These fringe benefits are reflected in the budget.

Section 12: Human Resources and Employment

A. Explain the relationship that will exist between the school and its employees, including whether the employees will be at-will. Discuss the school’s tentative plan regarding use of employment contracts. If the school will use contracts, explain the nature and purpose of the contracts. Use and nature of employment contracts may be finalized after application approval.

In order to stay competitive and recruit the best teachers to come to work at NAL-003, all employees will be public employees with yearly contracts. NAL-003 will use Polk County’s Employee Handbook and Benefits Information as a reference. NAL-003 will also have high expectations regarding professional and ethical behavior:

- Employees are expected to observe high standards of job performance and professional conduct.
- When performance or conduct does not meet standards, the employee will be provided with a reasonable opportunity to correct the problem and support for professional growth and development.
- If a corrective opportunity is given and the school determines that the employee has failed to make the appropriate corrections, he or she will be subject to further discipline, possibly including termination.
- All instructional and non-instructional personnel who are hired to fill positions (including members of the Governing Board) at NAL-003 must undergo background screening as required by Section 1012.32, F.S.
- NAL-003 will be a safe, Drug-Free and Tobacco-Free Environment. All employees will be required to undergo background checks and drug screenings.
- Additionally, school employees will be required to adhere to The Code of Ethics of the Education Professional in Florida as defined in FAC Rule 6A – 10.080
- Under the No Child Left Behind Act (NCLB) of 2001, all teachers must be “highly qualified” to teach in NAL-003. The definition of a highly qualified teacher includes meeting the following three criteria:
 1. Have at least a Bachelor’s degree
 2. Having state credentials or certificate (or eligibility from the state for certification)
 3. Demonstrate core academic subject matter competence

B. Provide the performance evaluation or a general outline of the performance evaluation plan, consistent with the substantive requirements included in s. 1012.34, F.S. the Student Success Act), for administrators and instructional personnel including who will conduct the evaluations, what instrument will be used, and how the results will be used to guide performance and professional development. A final, detailed outline will be required after application approval.

The Board will adopt the Florida Consortium of Public Charter School’s evaluation procedures and tools for instructional personnel, instructional coaches, and administrators. All school staff will be evaluated annually by the principal or principal designee using the evaluation tools from the Florida Consortium of Public Schools while considering each person’s job duties and Professional Development Plan (if applicable). The principal will be evaluated annually by the Governing Board. The Governing Board may ask for input from the Educational Service Provider and any other means of data collection as specified in the Consortium’s plan. The board reserves the right to change the evaluation tool later using either existing and approved evaluation tools, or an evaluation tool that is

vetted and approved by the Sponsor.

The Director of NAL-003 will be hired by the board and will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. The Board intends to recruit talented individuals who have knowledge of and experience with instructional, educational, and school-site matters. NAL-003 will adhere to the anti-discrimination provisions of s. 1000.05, Florida Statutes.

Administrator Evaluations - In compliance with s. 1012.34, F.S., the administrator's evaluation must, at minimum, be based on the following components:

- *Performance of students* - At least one-third of a performance evaluation will be based upon data and indicators of student performance. This portion of the evaluation will include growth or achievement data of the students attending the school over the course of at least 3 years. If less than 3 years of data are available, the years for which data are available will be used. Student learning growth will be assessed annually and measured by statewide assessments using performance standards adopted into State Board Rule for courses beginning in 2015-16. For courses/subjects not measured by statewide assessments, and courses with statewide assessments without a state-adopted growth model, the school will abide by the district's adoption of either all, some or none of the results of statewide assessments in the component of students' performance. (s.1012.34, F.S.)

- *Instructional Leadership* - At least one-third of the performance evaluation must be based on instructional leadership. Evaluation criteria for instructional leadership must include indicators based upon each of the leadership standards adopted by the State Board of Education under s. 1012.986, including: performance measures related to effectiveness of classroom teachers, recruitment and retention of effective & highly effective teachers, improvement in the percentage of instructional personnel rated as highly effective & effective, appropriate use of evaluation criteria and other practices that result in student learning growth.

- *Professional & Job Responsibilities* - the remainder of the performance evaluation may include, but is not limited to, professional and job responsibilities as adopted by State Board of Education and/or the Governing Board of the school and may also include a survey to give parents and teachers an opportunity to provide input into the administrator's performance assessment, when appropriate. The evaluation systems for school administrators will differentiate among four levels of performance as follows:

1. Highly effective;
2. Effective;
3. Needs improvement or, for instructional personnel in the first 3 years of employment who need improvement, developing; or
4. Unsatisfactory.

Employee Evaluations - In compliance with s. 1012.34, F.S., instructional personnel evaluations must, at minimum, be based on the following components:

- *Performance of Students* – in accordance with s. 1012.34, F.S., at least one-third of a performance evaluation will be based upon data and indicators of student performance. This will include growth or achievement data of the teacher's students. Student learning growth will be assessed annually and measured by statewide assessments using performance standards adopted into State Board Rule for courses beginning in 2015-16. For courses/subjects not measured by statewide assessments, and courses with statewide assessments without a state-adopted growth model, the school will abide by

the district's adoption of either all, some or none of the results of statewide assessments in the component of students' performance. (s.1012.34, F.S.)

- *Instructional Practice* - At least one-third of the performance evaluation will be based upon instructional practice. Evaluation criteria used when annually observing classroom teachers, as defined in s. 1012.01(2)(a), excluding substitute teachers, will include indicators based upon each of the Florida Educator Accomplished Practices (FEAPs) adopted by the State Board of Education. For instructional personnel who are not classroom teachers, evaluation criteria will be based upon indicators of the Florida Educator Accomplished Practices (FEAPs) and may include specific job expectations related to student support.

- *Other Indicators* – The remainder of a performance evaluation may include, but is not limited to, professional and job responsibilities as those recommended by the State Board of Education and/or identified by the approved plan, peer reviews, objectively reliable survey information from students and parents based on teaching practices that are consistently associated with higher student achievement, and other valid and reliable measures of instructional practice.

The evaluation systems for employees will differentiate among four levels of performance as follows:

1. Highly effective;
2. Effective;
3. Needs improvement or, for instructional personnel in the first 3 years of employment who need improvement, developing; or
4. Unsatisfactory.

Newly hired teachers (new to the district and/or new to the profession) will be formally evaluated at least twice in the first year of teaching. Instructional personnel and administrative personnel who have been evaluated as less than *effective* must participate in professional development programs as part of the improvement prescription (s.1012.98, F.S.) All new teachers in the BEST team will be paired with a mentor. Professional development and in-service opportunities are also provided for all new teachers and any teacher demonstrating deficiencies or not meeting expectations.

NAL-003 sets very high standards and expectations for the performance of the faculty. Faculty and staff are evaluated on a regular basis through-out the school year and all new educators are evaluated within the first forty-five days using the Formal Professional Evaluation Form. Teachers are provided with a variety of tools to ensure success in the classroom which include, but are not limited to:

- Professional Develop Plans and employee self-evaluation and reflection tools
- Classroom Management skills and techniques to reduce misbehavior in the classroom
- Strategies for working with ESE and ELL students with allowable accommodations
- Effective lesson planning
- Effective instructional strategies including differentiation of instruction, interventions, and RtI
- BEST Team– Beginning Educator Support and Training
- Variety of informal evaluation tools (walkthroughs, lesson plan reviews, the coaching cycle, etc.)
- Formal evaluation tools
- Standardized Professional Practices for Teachers including rubrics for evaluations

Evaluations, staff surveys, and student performance data will be analyzed for trends and used to develop a needs assessment for the purpose of professional development planning.

Non-instructional staff, such as clerical staff will also be evaluated and receive feedback on their performance via in-house assessment tools and individual conferences with the principal or a designee assigned by the principal.

C. Provide the compensation structure or a general outline of the compensation structure for all employees, including salary ranges and employment benefits as well as any incentives or reward structures, if applicable. How will compensation and other components factor into the staff retention plan?

NAL-003 will provide competitive salaries that are comparable to the district and a retirement plan to attract and retain loyal, competent, and committed employees. Navigator Academy of Leadership, Inc. is a not-for-profit, public employer. Full time, salaried employees will be entitled to Health Insurance, 401k, and other benefits.

NAL-003 will use its Governing Board's adopted salary schedule for instructional personnel and school administrators, in accordance with s. 1012.22(1)(c) relating to *Compensation and Salary Schedules*. The Board's plan includes a base salary schedule for classroom teachers, other instructional personnel, and school administrators in which annual adjustments are based on performance as follows:

- An employee who is "highly effective," as determined by his or her evaluation, would receive a salary increase that must be greater than the highest annual salary adjustment available to that individual through any other salary schedule adopted by the board.
- An employee who is in "need of improvement (or developing)" or is "unsatisfactory," as determined by his or her evaluation would not be eligible for a salary increase.

Such adjustments will be in addition to the base salary schedule that is not a bonus and becomes part of the employee's permanent base salary and shall be considered compensation under s.121.021(22).

Advanced Degrees will not be used for base salary calculations but may be used for supplements. Supplements will be annual additions to the base pay but will not be part of the continuing base salary.

At this time, the Board is researching and considering retention compensation options for employees which may include, but are not limited to:

- Resigning Bonuses
- Referral Bonuses (recommending a person for employment who is hired and retained beyond probationary period)

The board also believes that by fostering a positive school culture and continued investment in the professional growth of our teachers and staff will reduce turnover and provide a healthy, productive, and enjoyable work environment that will retain the best employees.

Below is a summary of the salary schedule that NAL-003 is currently intending to use in budget plans

and job offers **Attachment R**. NAL-003 believes that, in order to recruit the best, you must be able to attract and retain the best teachers. By closely following the Polk salary schedule, we can stay competitive with recruitment and retention, as noted in the comprehensive policy manual.

	Bachelor's Degree	Advanced Degree
Beginning Teacher Salary Range	\$47,500 – \$50,000+	Tentative \$2,000-\$3,000 Stipend
Annual Increase for Educators		
Annual Increase	Based on Salary schedule and Steps May be more pending Board approval based on budget.	
Highly Effective: 2.5%	Effective: 2%	

D. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

All candidates for hire at NAL-003 will be required to fill out an application which includes a Growth Mindset questionnaire. NAL-003 will not discriminate based on actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation in the hiring of its employees. All faculty and staff members employed will possess the personal characteristics, knowledge base of and belief in the educational and curriculum design as described in this proposal, as well as an ability and motivation to work as part of a team along with parents and the community. NAL-003 will look for personnel who have a shared vision with the school as well as the enthusiasm and commitment required.

As previously stated, employees are expected to observe high standards of job performance and professional conduct. When performance or conduct does not meet standards, NAL-003 may terminate employment, or it may decide to provide the employee a reasonable opportunity to correct the problem. However, if a corrective opportunity is given and the principal determines that the employee has failed to make expected corrections, he or she may be subject to further discipline, including termination.

All instructional and non-instructional personnel who are hired or contracted to fill positions (including Board Members) must undergo background screening as required by Section 1012.32, F.S. NAL-003 will be a safe, Drug-Free and Tobacco-Free school. All employees will be required to undergo background checks and drug-screenings. Additionally, employees will be required to adhere to The Code of Ethics of the Education Professional in Florida as defined in FAC Rule 6A – 10.080. Employees will be made aware that conduct not specifically listed below, but which adversely affects or is otherwise detrimental to the interests of the school, to students, or to other employees, may also result in disciplinary action.

NAL-003 assures that terminated employees will receive all earned pay during the next regular pay period. An employee may be terminated involuntarily for any reason not prohibited by law, including a leave of absence more than 180 days, incompetency, misconduct, insubordination, or other violations of the school's rules of conduct for employees as approved by the Board's comprehensive policy manual.

Employees may be disciplined for poor job performance, including but not limited to the following:

- Below-average work quality or quantity;
- Poor attitude (for example, rudeness or lack of cooperation);
- Excessive absenteeism, tardiness, or abuse of break and lunch privileges;

- Failure to follow instructions or School procedures; or
- Failure to follow established safety regulations.

Employees may be disciplined for misconduct, including but not limited to the following:

- Insubordination;
- Dishonesty;
- Theft;
- Discourtesy;
- Misusing or destroying NAL-003's property or the property of another on Navigator Academy of Leadership's premises;
- Violating conflict of interest rules;
- Disclosing or using confidential or proprietary information without authorization;
- Falsifying or altering NAL-003's records, including the application for employment;
- Interfering with the work performance of others;
- Altercations;
- Harassing, including sexually harassing, employees, students or parents;
- Being under the influence of, manufacturing, dispensing, distributing, using, or possessing alcohol or illegal or controlled substances on the school's property or while conducting School business;
- Gambling on school premises or while conducting business for NAL-003;
- Sleeping on the job or leaving the job without authorization;
- Possessing a firearm or other dangerous weapon on the school's property or while conducting business for NAL-003; [or]
- Being convicted of a crime that indicates unfitness for the job or raises a threat to the safety or well-being of NAL-003, its employees, students, parents or property; or Refusing to submit to testing for drugs and/or alcohol.

NAL-003 will consider an employee to have voluntarily terminated or abandoned his or her employment if:

- Elects to resign from the school.
- Fails to return from an approved leave of absence on the date specified
- Fails to return to work without notice to the school for three (2) consecutive days

NAL-003 may proceed directly to a written reprimand or to termination for misconduct or performance deficiency, without resort to prior disciplinary steps, when the Director of Schools deems such action is appropriate. If an employee is recommended for dismissal by the Director of Schools, a proposal of such dismissal will be given to the ESP should the Governing Board choose to have the ESP review all terminations on behalf of the Board. Employees shall have the right to contest the dismissal at the next Board meeting and present testimony or evidence in connection with the dismissal action thus providing them with due process.

E. If personnel policies have been developed, include as Attachment R. If personnel policies and procedures have not been developed provide a clear plan, including timeline, for the development and approval by governing board.

The Board of NAL-003 believes that developing personnel policies and procedures clearly

communicates guidelines for a variety of personnel related issues including issues concerning employment, evaluation, discipline, dismissal, benefits, and code of conduct, etc. The policies will clearly set forth and communicate the principles of fairness and due process that will be followed and are aligned with all applicable laws and regulations. The Governing Board for NAL-003 has approved the Comprehensive Policy Manual after extensive review by the Board through a majority vote. See **Attachment R**

F. Explain how the governing board and school leadership would handle unsatisfactory leadership, teacher, or staff performance, as well as leadership or teacher turnover.

The Governing Board believes that, by clearly communicating expectations and providing ongoing professional growth and feedback, all employees can be successful at NAL-003. Once an unsatisfactory performance is made evident, a Professional Intervention Plan (PIP) will be developed by the principal or principal designee. The PIP will include:

- A review of job duties and expectations
- Specific and detailed identification of unsatisfactory performance or behavior
- Examples to replace areas of unsatisfactory performance or behavior
- Identify the support to be provided
- Identify how improvement of performance or behavior will be evaluated
- Identify a reasonable timeframe for the PIP to be implemented and completed

Should an administrator demonstrate deficiencies, the Governing Board will work with the administrator to develop a PIP. The Board may elect to work with the Educational Service Provider to develop a PIP with the administrator to ensure that adequate feedback, support, and professional development opportunities are provided so that administrators at NAL-003 are successful. When performance or conduct does not meet standards, and after a corrective opportunity is given and it is determined that the employee or administrator has failed to make expected corrections, they may be subject to further discipline or termination.

Teacher and staff turnover is costly for any organization, especially when dealing with the education of children. Thus, the proactive strategies and support, along with the Professional Intervention Plans for employees not meeting expectations, should assist in curtailing unnecessary turnover. Employees who voluntarily leave the school will participate in an Exit Interview. Annual Stay Interviews will be conducted annually, and a Board approved faculty and staff survey will be conducted at least once a year. The feedback from these interviews and surveys will assist school leaders and the Board to identify any areas such as professional support, work environment, or benefits that retain the best teachers and avoid unwanted turnover.

Section 13: Professional Development

A. Describe the school's professional development expectations and opportunities for administrators and instructional personnel, including the following:

1. Identify the person or position responsible for overseeing professional development activities.

Frequent and ongoing professional development is a proactive approach to education. Education is constantly evolving based on the latest research, data, and the needs of students and teachers. It is because of these frequent developments in educational research and the need for effective instructional strategies that professional development must be ongoing.

At NAL-003, the administration will work collaboratively with the Instructional Leadership Team (ILT) to decide the professional development needs of instructional personnel. The ILT consists of the instructional coaches, lead teachers, department heads, and any other person selected by the administration who can provide the input necessary to make decisions on professional development. In order to select the appropriate professional development workshops, information will be collected using staff surveys, informal walkthroughs, formal evaluations, instructional coaches, and results from student assessments. Using the information gathered, the administration will work with instructional coaches (or any other member from the ILT) to plan and host Professional Learning Communities (PLC) throughout the school year. PLC and PD workshops may be conducted by someone at the school or by someone outside of the school with the ability to train teachers and staff on required topics. The goal of PLCs and PDs is to increase the repertoire of instructional staff with the goal of increasing student achievement.

The Educational Service Provider will continuously work with the administration and the ILT to ensure that the administrative team and the ILT has the means to participate in the best PD opportunities that will have the greatest impact in learning and student achievement. Professional development opportunities are one of the greatest investments that can be made at the school level. The principal as well as other instructional leaders will attend national and state conferences. The ESP will facilitate the participation in such conferences, especially the Florida Charter School Conference.

2. Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform. Describe how the effectiveness of professional development will be evaluated.

Professional development is crucial in any occupation and nowhere more than in the field of education. Many times, professional development is looked upon as a training that takes up time with minimal influence and little to no follow up. In 2015, Forbes magazine published an article by Nick Morrison who identified 8 components of great professional development:

1. Duration – ongoing professional development that lasts at least 2 semesters and has a rhythm of follow-up
2. Target – relevant to the needs of the teacher and day-to-day experiences
3. Aligned – not one single activity, but a combination of activities that work and reinforce the outcome of the training
4. Content – considers the needs of subject knowledge as well as the subject-specific instructional strategies
5. Activities – varying forms of providing information such as discussion, experimentation, analysis and reflection
6. External Input – provides new perspective and challenges conventions of education

7. Collaboration – peer support provides a valuable opportunity to have Participants work together and refine the new approaches learned
8. Leadership – effective leaders get involved in development, define opportunities, and provide the support needed to initiate the change

Keeping these 8 components in mind and, in alignment with the Florida Educator Accomplished Practices (FEAPs) and teacher’s Individual Professional Development Plans (IPDP), professional developments will be carefully selected and reinforced, mainly through ongoing PLCs. The Director of Schools will work with the administration to ensure these PLCs are taking place and that new strategies learned are implemented and refined. The ESP will work with the Acting Director to ensure this is done with focus and fidelity. In addition to the aforementioned PLCs, instructional rounds will be available to teachers in order to share best practices while showcasing exemplary teachers and classroom settings. It is the philosophy of the Board that teachers can benefit from observing exemplary peer educators.

As a new charter school, most PD activities will be uniform. NAL-003 will support educators in any specific needs they may have that require a more individualized training approach. Professional development opportunities will be evaluated based on the extent to which it is effectively implemented with a positive effect on increasing student achievement as evidenced by walkthroughs, observations, lesson plans, and survey results. Teachers, instructional coaches, and administrative team members will be encouraged to participate in any district sponsored professional development opportunities that align to our curriculum that will meet the needs of our students in order to increase student achievement. In addition to instructional rounds, educational leaders and Board members have already visited schools with similar programs, demographics, and implementing the Leader in Me. This will be an ongoing practice even after opening NAL-003. The Board of NAL-003 will annually review and decide to opt into the professional development offered by Polk County or to cash out the funds and provide our own professional development for our teachers.

PLC and PD workshops may be conducted by someone at the school or by someone outside of the school with the ability to train teachers and staff on required topics. Some examples of professional development opportunities that NAL-003 intends to bring to the school include, but are not limited to:

1. PCG -Public Consulting Group of Florida
2. Project Wet
3. Project Wild
4. C-Palms
5. Clinical Educator Training
6. Teach Like a Champion 2.0
7. PLTW – Project Lead the Way
8. 7 Habits of Highly Effective Teens and 7 Habits of Highly Effective People
9. Get Better Faster

3. Describe any professional development that will take place prior to school opening. What will be covered during this induction period? How will instructional personnel be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods?

As a new charter school, teachers will report to the school two weeks prior to the start of the school

year to attend required professional development workshops and to properly prepare for the school year. Some of the professional development sessions that will take place include but are not limited to:

- Leader in Me/7 Habits of Highly Effective People – These series of PDs are part of a process that will take several years to complete and will begin with a book study. This will allow the teachers to begin understanding and implementing The Leader in Me.
- Rigorous Classroom Instruction through Strategic Inquiry
- Effective Lesson Planning – Participants will be introduced to the lesson plan templates and essential components like the learner outcomes and their alignment with the BEST Standards, NGSSS, and learning targets in order to ensure both rigor and differentiated instruction. Unwrapping the standards and learning targets will be the focus of the first year’s PLC and will last throughout the first school year.
- Curriculum and Textbook PDs – Conducted by publisher during textbook adoption years and with follow-up training as needed.
 - Reading and ELA Textbook
 - Math Textbook Series
 - Science, Engineering and Aerospace resources, standards, and expectations
 - Social Studies Curriculum especially US History
 - Instruction in AP Courses
- Classroom Management and Discipline Plan
- School Policies and Procedures

4. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school’s calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.

Especially during the first year, there is a great need for professional development opportunities. Some are essential for curriculum focus, and others will be ongoing. NAL-003 will diligently work to ensure that PD time is effective to maximize time and results. The first two weeks prior to the start of the school year will require approximately 50 hours of professional development. There are approximately 8 teacher planning days throughout the school year, and it is estimated that at least 6 of those will be dedicated to full-day professional developments (approximately 40 hours of PD). In addition to that, early release days will be dedicated to PLC opportunities that can also be counted towards professional development. Also, time will be dedicated during early release days and teacher planning periods (teachers will have common planning daily) to reinforce, follow-up, and collaborate on PD topics to reinforce PD outcomes.

Section 14: Student Recruitment and Enrollment

A. Describe the plan for recruiting students that will result in the school meeting its projected enrollment. Include strategies for reaching the school’s targeted populations and those that might otherwise not have easy access to information on available educational options including, but not limited to, families in poverty; academically low-achieving students; students with disabilities; and English Language Learners.

NAL-003 will make every effort to reach families reflective of the demographics of the county and the surrounding areas of the school. A comprehensive advertising and promotional plan will include the use of print and online media and will be inclusive of minority and community newspapers in order to disseminate information about our school’s educational program and open enrollment process. Efforts to begin disseminating this information will begin in August of 2023 by meeting with prospective community and business partners. The logo, color schemes, and mascot are in the final stages of development to facilitate branding and marketing. All marketing will include information in multiple languages. Other recruiting initiatives will include:

- A school website will be completed in August 2023 to start informing the community and prospective families of the mission and vision of the school as well as the unique educational plan offered at NAL-003. The webpage will allow parents to stay abreast of all new information regarding the school.
- Social media will also be used to share the school’s web page information through the use of *Facebook* and *Instagram*.
- Continued meetings with prospective business and community partners in order to publicize the school’s educational focus and further disseminate information to the community.
- Attend meetings of local civic groups (Kiwanis, Rotary, Chamber of Commerce) to help disseminate information about the school.

As soon as the application is approved by the Sponsor, NAL-003 will begin taking applications. At that time, we will increase our marketing efforts to aggressively begin obtaining applications so that, once the charter contract with the Sponsor is signed, we can begin enrolling students. Some increased marketing efforts planned include:

- Ongoing parent information meetings located within the community of the school (and within the school if possible) and in multiple languages
- Attend weekend community events to talk to prospective families and handout promotional flyers and brochures
- Adds in the local community newspaper, “penny-saver” publications as well as Spanish newspapers
- Mail outs using the US Postal service for promotional postcards in multiple languages
- Signage outside of the school property
- Work with community partnerships, local businesses, and public facilities to help advertise the school by posting flyers and supplying brochures
- Work with local agencies that provide services to families in the community in order to inform families of the opportunity to apply to NAL-003.

B. Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other local public schools in accordance with section 1002.33 7) a)8., F.S.

Students will be considered for admission without any regard to ethnicity, national origin, gender, or

achievement level. NAL-003 expects to achieve diversity reflective of the community. Our marketing plan aims to reach a broad audience and will be inclusive of all racial/ethnic groups within it. By disseminating information in multiple languages to various media outlets including minority and community papers, mailers delivered directly to residential addresses in surrounding communities, the racial/ethnic balance of the school should be equivalent to that of public schools within the area.

Informational meetings will be held in a variety of venues throughout the community to ensure that diverse groups and families are reached and thus, given the opportunity to learn about the educational opportunities offered at NAL-003. The Governing Board works with diverse groups within the community to obtain help in disseminating information. This information will be presented in English and Spanish and may be translated to other languages should the need arise.

C. Describe the school's proposed enrollment policies and procedures, including an explanation of the enrollment timeline, any preferences for enrollment and lottery process. Provide proposed enrollment application as Attachment S.

In accordance with federal and state anti-discrimination laws and in accordance with the Florida Educational Equity Act, Section 1000.05(2)(a), the admissions policy of NAL-003 will not discriminate on the basis of race, ethnicity, national origin, gender, or disability against a student in its school admission process. An open admissions policy will be implemented wherein the charter school will accept applications from students residing within the County. Any eligible student, as described in F.S. §1002.33(10), who submits an application (prior to the posted deadline) shall be considered, unless the number of applications exceeds the capacity of the program, class, grade level, or building. In such a case, all applicants shall have an equal chance of being admitted through a random lottery process. If the number of applications falls short of the established capacity, supplemental registration periods and subsequent lotteries may be held for the purpose of reaching student capacity. **Attachment S** is a sample student application.

In accordance with 1002.33(10)(d), F.S. NAL-003 may give enrollment preference to the following student populations:

1. Students who are siblings of a student enrolled in the charter school.
 2. Students who are the children of a member of the governing board of the charter school.
 3. Students who are the children of an employee of the charter school.
 4. Students who are the children of:
 - An employee of the business partner of a charter school-in-the-workplace established under paragraph (15)(b) or a resident of the municipality in which such charter school is located; or
 - A resident or employee of a municipality that operates a charter school-in-a-municipality pursuant to paragraph (15)(c) or allows a charter school to use a school facility or portion of land provided by the municipality for the operation of the charter school.
 - Students who have successfully completed a voluntary prekindergarten education program under ss. 1002.51-1002.79 provided by the charter school or the charter school's governing board during the previous year.
 - Students who are the children of an active-duty member of any branch of the United States Armed Forces.
 - Students who attended or are assigned to failing schools pursuant to s. 1002.38(2)
- A tentative timeline has been developed to facilitate enrollment and meet our projected

enrollment numbers:

Prior to October 2023	Begin accepting applications
April 2024	Lottery and student registrations as needed to reach capacity
May 2024	Students selected in the lottery will attend Registration events
May - August 2024	Continue accepting applications, registering and enrolling students following the aforementioned policies and procedures until enrollment capacity is met.

Section 15: Parent and Community Involvement

A. **Briefly explain the general plan to engage parents in the life of the school (in addition to any proposed governance roles described in previous sections of this application, if applicable) as well as plans for regular communication with parents about school matters. This *could* include building family-school partnerships to strengthen support for learning, volunteer opportunities, or activities the school will seek from, or offer to parents. This *must* include the governing board's appointment of a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes, s. 1002.33(7)(d)1., F.S.**

Parental and community involvement at NAL-003 is a fundamental and required part of the philosophy of the school. Parents are encouraged to fulfill their contractual obligation by volunteering at the school and completing their volunteer hours. Our goal is to have parents be active participants in their child's education and give the community ownership of a high-quality educational program. Aligning with our mission, NAL-003 plans to work with the community in order to teach children to be civic-minded and socially responsible leaders. Parents and community members will have extensive opportunities for involvement in aspects of school activities. Parent/Teacher groups, Educational Excellence Advisory Council (EESAC), and other such committees will enable parent and community representation to share their input on the educational processes whenever possible. Similarly, the administration will also require the faculty and staff of NAL-003 to uphold a strong belief in and understanding of the school's philosophy. Through the inclusion of parents in the educational process we achieve open lines of communication. Faculty and staff will encourage parental involvement through activities such as:

- Educational Excellence School Advisory Council (EESAC) - This group will consist of school personnel, parents, students, local business, and community members. Members will be able to address and vote on pertinent school matters on a regular basis.
- Student Led Parent/Teacher Conferences as established within The Leader In Me curriculum will be held either virtually or in person.
- Parent/Teacher Conferences – These are hosted either virtually or at our sister school where parents can discuss topics that affect their children's educational progress.
- Open houses, Career Fairs, Family Day – The purpose of these events is to recruit new students, maintain communication and involvement between the school and the surrounding community while providing fun family and community-oriented events during and after school hours.
- Frequent communication with family and the community will be facilitated through updated information on the school website, monthly e-newsletters, event calendars, social media posts, etc.
- Community Service Projects – Activities that provide opportunities to raise civic-minded students. With the support of faculty and parents, students can participate in activities to help, give back to, and connect with their community.
- PACC – Parent Association for Community and Culture coordinates extra-curricular events and fundraiser activities often involving the community.
- Phone apps like Remind101 and Class Dojo may also be used by the classroom teacher and the school to communicate with parents using cell phones quickly and efficiently or other hand-held devices.
- Parents may chaperone field trips and other educational excursions on an as-needed basis.

Parent Workshops on education-related topics, such as decision-making regarding school performance and student assessment needs will be offered. Parent/Teacher Conferences and the electronic grade book will also encourage parents to be fully informed of the school's activities and will promote parental partnerships in the educational process. Volunteer opportunities to complete parent volunteer hours (communicated through newsletters, the school website, email and calls home) will be plentiful and yearlong. Some of these will include activities such as chaperoning field trips, assisting with class and community service projects, participating in Career Week and Family Day, and many more.

Everyone knows that it takes a village to raise a child and NAL-003 believes that parents and the school can work together as a community to model responsible behavior and citizenship. As noted through the parent contract, parents and students agree, as members of the school's family, to abide by all the school rules and regulations. By completing their required volunteer hours, parents are investing in the child's education. NAL-003 will provide ample opportunities for families to complete such volunteer obligations, in accordance with State law.

B. Discuss any established community resources that will be available to students and parents, if applicable. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning.

NAL-003 intends to work with local civic agencies, businesses, and community partners to support the school in a variety of ways. Some examples of ways that NAL-003 intends to elicit and involve the community at the school through guest speakers, volunteers, field trips, educational excursions, in-kind donations, mentoring Seniors, or any other means by which the community can enhance the educational experience for the students at NAL-003. NAL-002 has established partners with the following businesses and organizations and will develop these partnerships for NAL-003.

- Ruiz Xtreme Construction
- Dewkat Printing
- Ovations Bar and Grill
- Zuccaro Realty Group
- Central Fencing
- Davenport Baptist Church
- Beef O Brady's in Davenport
- Manny's Chophouse in Haines City

C. Provide, as Attachment T, any existing evidence of demand for the school or support from intended community partners, if available (e.g. letters of intent/commitment, memoranda of understanding, or contracts).

Polk County has benefited from a surge of families relocating to Polk County which has been experiencing growth and development faster than resources and infrastructures can be built. Student population is growing at more than 1 percent per year. Nearby Ridge Community High School reported having over 3,000 students in the 2019-2020 school year. Even with a new Davenport High School being built in the city, it still will not be enough to meet the demands of the growing population. NAL-003 believes in a smaller, more personal high school experience. Therefore, although we will help alleviate crowded high schools, our enrollment will help but not negatively impact enrollment at

neighboring high schools.

In the Four Corners/Davenport areas, the population is growing faster than schools can be built. Families in Polk County, especially the newer established areas, deserve the same access to good schools near the community in which they reside. NAL-003 looks to provide a unique school with a quality education in an area that is overcrowded. In addition, NAL-003 will provide a continued educational program for students in our K-8 and will offer this unique high school experience to students that may not have been able to attend our K-8 sister school because of our high demand and waitlist. **Attachment T** provides evidence of the demand for great schools and the support for a school like NAL-003.

D. Describe the process of appointing a representative to facilitate parental involvement, provide parents access to information, and resolve parental disputes. Include a description of how the dispute resolution procedures are designed to resolve and protect the rights of parents as enumerated in ss. 1001.42(8)(c)1.-6., 1002.20 and 1014.04, F.S.

The Governing Board of NAL-003 will appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. The representative may be a Board member, charter school employee, or an individual contracted to represent the Governing Board. The representative's contact information will be provided annually and in writing to the district in accordance with F.S. §1002.33 (20) (c), transportation. Contact information for the representative will be available to parents via the website and posted prominently in the main office of the school. The appointed representative and charter school principal or director, or his/her equivalent, will be physically present at board meetings in accordance with 1002.33 (7)(d)(1) and 1002.33(7)(d)(2), Florida Statutes. A positive relationship between NAL-003 and its parents, families, and community are a primary concern. For that reason, every effort will be made to handle disputes in the most positive way possible. The following steps have been outlined to facilitate resolution of such issues:

- Step 1: Make an appointment to clarify issue with your student's teacher (if applicable)
- Step 2: Make appointment to clarify issue with the school's Relationship Manager
- Step 3: Make appointment to clarify issue with a school administrator
- Step 4: Make appointment to clarify issue with the school's ESP Vice President of Operations
- Step 5: Make appointment to clarify issue with the school's ESP Managing Principal
- Step 6: Communicate concerns at a scheduled Governing Board meeting or to Governing Board member.

III. BUSINESS PLAN

Section 16: Facilities

If the site is acquired:

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

The Board will engage the same facilities developer that constructed NAL-002 in order to design, plan, and construct facilities for lease, which are appropriate to the needs of NAL-003. NAL-003 will build a multi-story structure that meets all required codes and life-safety regulations set forth by the applicable governing agency.

NAL-003 will be located on the same campus as NAL-002 at 495 Holly Hill Road in Davenport, FL. The property is approximately 14.5 acres and will house both school buildings. NAL-003 anticipates having 35 classrooms, 2 Science Labs, a computer lab, Music lab, and an Art lab designed to meet or exceed all pertinent classroom design standards set forth by the governing agency. The proposed facility will include program elements such as a cafeteria/multi-purpose room, food prep areas, and indoor and outdoor activity spaces. There will be ample parking to allow for maximum enrollment and convenient access to the building. The building will be approximately 54,000 square feet.

The ground floor will consist of 17 classrooms, main office area, multi-purpose room, cafeteria with food prep and storage area, weight room, Art lab, and Music lab. The second floor will house 18 classrooms, 2 Science labs, a Media center, and a computer lab. There will also be additional administrative offices on the second floor.

There will be an outdoor sports field that will allow for baseball and soccer. Staff and student parking will be available at the front of the school.

In accordance with 1002.33(18)(a)(b) F.S., the school facility will comply with the Florida Building Code pursuant to chapter 553, with the exception of State Requirements for Educational Facilities, the exception of SREF. The school's facility will comply with the Florida Fire Prevention Code, pursuant to s. 633.208.

Construction for the new building will begin November 2023. The Nal-003 building will be ready for occupancy June of 2024, in time for the 2024-25 school year.

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

Mr. Jeremy Calkins specializes in charter school development and has successfully overseen the construction of NAL-002, Navigator Academy of Leadership Valrico (NAL-001), a K-8 charter school; as well as charter school development projects with a previous education service provider where he opened 9 schools in 4 years. Both the Board and the ESP are knowledgeable of the local municipality's zoning procedures for charter schools. The Governing Board understands that after receiving approval from the municipality, the site will be subject to Federal/State/Municipal laws/rules regarding safety-to-life, fire, ADA, accessibility, parking, outdoor sports field, and other requirements before the opening of school.

The proposed educational facilities will comply with the Florida Building Code pursuant to chapter 553 and the Florida Fire Prevention Code, pursuant to s. 633.025 as adopted by the authority in whose jurisdiction the facility is located. <https://www.flsenate.gov/Laws/Statutes/2012/0633.025>

Estimated Facility Timeline: Please see Attachment FF

C. Describe how the facility aligns with the proposed educational program and other requirements such as mandated class sizes.

The building will accommodate up to 800 students. Classrooms are designed to hold an average of 25 students. Classrooms and labs will be equipped with enough power, lighting, and internet access to provide a rich learning environment in alignment with the school's Mission and Vision. Additionally, the Science labs will have sinks, an eye cleaning station, and extractors for the safety and well-being of the students. The facility will meet all requirements for educational facilities in accordance with 1002.33(18)(a)(b) and the Florida Building Code pursuant to chapter 553, with the exception of SREF and state minimum fire protection codes pursuant to Section 633.028, F.S., as adopted by the County. The facility will meet all such requirements for education facilities, including but not limited to, restrooms, fire safety, campus security, air quality control, weatherproofing, etc.

The classrooms are designed so that students can collaborate and use technology in an appropriate way to facilitate and enhance the learning process. The Science labs will be equipped to help students explore the world of science safely. The computer lab and media center will have technology that will provide students opportunities to delve into the many avenues of STEM and research. These classrooms, along with the curriculum, will allow students to explore a diverse array of possibilities for their future. There will be ample space and enough classrooms to provide the educational options for students to explore many areas of study in preparation for post high school life.

D. Document the anticipated costs for the facility, including renovation, rent, utilities, and maintenance. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs and include evidence of such (e.g. letter, MOU) as Attachment U. If renting an existing facility, provide a draft lease agreement as Attachment V.

All development expenses including, but not limited to; legal, engineering, permitting, interior renovation construction, site plan related expenses, and playground development are expenses agreed to by the facility's developer/owner in exchange for a lease with the school tenant in the amounts described in the attached financial plan. Once the building is completed, rent will be at a flat rate of: Year 1 - \$270,533; Year 2 - \$531,410; Year 3 - \$678,275; Year 4 - \$793,730; Year 5 - \$879,250. Rent rates beyond year 5 will be calculated on base rent and an accelerator clause using CPI or a minimum 2% to 3% annual increase. These calculations are based on comparable expenses from working with and researching other charter schools in Florida. NAL-003 is working with DA Davidson, as well as Radius Development Group, LLC, a charter school development company. The lease agreement has not been finalized, but it is expected that the lease will be similar to the current lease for the NAL-002 campus since it is being funded by the same group that owns the property.

E. Describe the back-up facilities plan. What is the alternate plan for facilities if the proposed facility is not available or is determined to be inappropriate for the school's opening?

The following is our alternate plan: NAL-003 would lease 9 available classrooms from NAL-002 to house our incoming 9th graders, which would include our current 8th graders at NAL-002 and any other middle school 8th graders who have applied to NAL-0003 and were selected through our lottery system. However, the applicant may request a one-year deferral of the school's opening subject to the Sponsor's approval should the applicant be unable to provide the Sponsor with all required facility documents prior to the scheduled opening of school.

Section 17: Transportation Service

Describe the school's plan for transportation to ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the school, s. 1002.33(20)(c) F.S.

NAL-002 has been in operation since 2019 and has continually researched and contacted transportation companies in an effort to be able to provide bus transportation to its students. To date, there have not been any companies that operate in the area that can provide this service. All students that attend NAL-002 either walk to school, ride their bikes, use a private bus, or arrive and leave school via parent pickup. This in conjunction with a driver shortage in the district. Accordingly, NAL-003 will not be providing bus transportation to its students.

In the event that NAL-003 could find a private bus vendor, in accordance with F.S. §1002.33 (20) (c), transportation will not be a barrier to equal access for all students within a reasonable distance of the school. NAL-003 will provide free school bus transportation by contracting out the service to a vendor. Should a vendor be contracted, transportation will be provided for students who live beyond 2 miles and up to 4 miles from the school or whose walking path to the school presents safety concerns. NAL-003 acknowledges the requirements of §1006.23 with regards to hazardous walking conditions. The statute indicates that the charter school and the district, along with other government entities, should work cooperatively to identify areas that would be considered hazardous walking conditions. If any of the students enrolled at NAL-003 reside within such an area, they will be offered transportation at no cost. In an effort to reach enrollment goals and to provide a balanced racial/ethnic population, NAL-003 may extend transportation services beyond the two to four-mile radius should the budget facilitate the cost of this service which would not be reimbursed by the FLDOE through student bus ridership.

Any bus used to transport students shall meet the requirements of FAC 6A--3.003. Federal Motor Vehicle Safety Standards, National Standards for School Buses, and the Florida School Bus Specifications. In addition, the transportation provider will ensure that all buses undergo the required maintenance inspections and upkeep as required by FAC 6A--3.0171. Specifically, the bus shall be inspected in accordance with the procedures and items listed in the State of Florida School Bus Safety Inspection Manual by a technician certified as a school bus inspector in accordance with the same manual. This inspection must occur at a maximum interval of thirty (30) school days, and any deficiencies discovered during the safety inspection must be rectified and documented prior to the bus being returned to service. The charter school will work with the sponsor to ensure that there is a procedure in place so that appropriate personnel conduct inspections. The costs for these inspections and repairs will be included in the overall contract between the school and the transportation provider.

Any contract with a transportation provider will also spell out the division of responsibilities between the school and the transportation company with regards to required transportation tasks, such as FEFP reporting and required audit trails for students who ride the bus. NAL-003 acknowledges that the school's administrator will be responsible for sending out annual notices to parents regarding the safe transportation of their child. Specifically, annual notices to parents shall include notice that the parent is responsible for planning safe travel to and from bus stop, ensuring that the student only rides in the assigned bus, that the student is still responsible for abiding by the code of student conduct, and that if the student requires any special assistance getting onto or off the bus, that the parent is responsible unless another document (such as an IEP) specifically identifies another individual as being responsible for this task. This will be included in the Parent/Student Contract provided to

families enrolled in the school. The school administrators shall be responsible for dealing with any behavioral infractions that occur by students while on the bus and working with the bus driver to ensure a safe bus environment. The Director of Schools shall also be responsible for ensuring that a safe area exists on the property for loading and unloading of students as well as conducting emergency evacuation drills twice per year, or as required by the sponsor. The school administrators shall also ensure that students are provided with any necessary instruction during the first six weeks of each semester regarding safe practices while on a school bus.

Any contract between NAL-003 and the selected transportation provider will spell out the requirements for the bus drivers to meet all statutory requirements. Specifically, §1012.45 will be followed which requires “Each school bus driver must be of good moral character, of good vision and hearing, able-bodied, free from communicable disease, mentally alert, and sufficiently strong physically to handle the bus with ease, and he or she must possess other qualifications prescribed by the Commissioner of Education...” Consistent with FAC 6A--3.0141, prior to transporting students the transportation provider must provide evidence that the driver has a valid commercial driver license with both passenger and school bus endorsements. In addition, the driver must have a valid certificate indicating the completion of the 40-hour pre-service requirements consisting of at least 20--classroom hours and 8--behind the wheel hours in accordance with any State and/or District standards. Finally, the bus service provider shall also be required to produce a copy of the Commercial Driver Fitness Determination examination to prove the driver is physically capable of working as a bus driver. The provider must also deem the driver capable of completing all necessary written reports and that he or she is physically and mentally capable of carrying out all assigned responsibilities. The charter school will also work with the sponsor to ensure that the driver’s history record is obtained from the Department of Highway Safety and Motor Vehicles by the first day of each fall semester and that no indications of issues arise on the weekly updates provided by the Department. At least once per year, the driver shall be required to complete an eight (8) hour in-service training, pass a dexterity test and provide updated medical examiner certificates. And finally, the driver shall also be subject to federal requirements of 49 C.F.R., Parts 382 and 391 related to the substance abuse testing and alcohol detection program. NAL-003 would work closely with the selected transportation provider to ensure that routes are created with a maximum regard for safety and adequate protection of the health and well-being of students. The routes will be developed to ensure safe locations for student drop-off and pick-up, and to ensure that the capacity of the bus and safe transport of students is adhered to.

Section 18: Food Service

Describe the school's plan for food services, including any plans for contracting services or plans to participate in the National School Lunch Program. Explain how the school's food service plan will ensure healthy, well-rounded meals for students.

The plan for food service at NAL-003 is in accordance with its belief that each child is a unique individual who needs a secure, nurturing and stimulating atmosphere in which to grow and mature emotionally, intellectually, physically, and socially. This includes providing a seamless nutritional plan for students, including unique services that account for special diets and needs.

NAL-003 will contract with an independent provider to prepare and serve meals. NAL-003 will solicit bids from approved private vendors who will prepare, deliver, and serve food to the students in accordance with the standards established by the Florida Division of Food, Nutrition and Wellness. NAL-003 will follow the Polk County School Board Policy number 8510 – Wellness (Attachment 8510 Wellness) to ensure that the needs of the students are being met.

Vendors will be selected by an open, competitive bid process as prescribed by the U.S. Department of Agriculture. A Request for Proposal (RFP) announcement will be advertised prior to the distribution of bid specifications. Interested vendors will be invited to request a bid specification packet. Vendors will be required to submit evidence of Florida Department of Agriculture approval as a food service vendor for the National School Lunch Program. The vendor will provide nutritional information for all meals and these meals will be compliant with the NSLP guidelines. The vendor will provide monthly menus and must have the ability to modify the menus as needed. The vendor must also have the ability to provide students with a modified menu should there be a need. The evidence must include documentation that the vendor has not experienced any serious health violations resulting from Health Department Inspections for the six months prior to submitting a bid.

NAL-003 will review the final bids using the DOA's bidding procedures. Vendors will be ranked according to experience, price, etc. The winning bidder will be notified and asked to execute a Food Service Agreement with the ESP. If that vendor refrains from continuing the process, then the ESP will move to the next bidder per the ranking established by the Committee. After an agreement has been executed between the ESP and the food service vendor, all remaining vendors will be informed of the Committee's decision.

The facility will include a cafeteria that meets state nutritional and sanitation standards. Further, the School will adhere to dietary guidelines under the National School Lunch Program and the National School Breakfast Program. The private vendor will adhere to dietary guidelines under the National School Lunch and Breakfast Programs. The private vendor will be required to supply the school with breakfast and lunch records of all meals delivered and insurance certificates. The Food Service Director will be required to maintain the daily breakfast and lunch records of all meals served and current copies of inspections. NAL-003 agrees to have two annual inspections required to maintain the Food Sanitation Certificate from the Florida Department of Health. The charter school will adhere to all the reporting requirements and document the necessary paperwork to meet the specifications of the annual sanitation certification.

An organized area for meal services (i.e., cafeteria) that meets health regulations will be designated at the school site. The selected vendor will provide basic equipment for serving meals and foods

will be maintained at the proper temperatures through the acquisition and use of necessary equipment (such as refrigerators and food warming equipment). Foods will be maintained at the proper temperatures using the proper equipment.

Free and Reduced Meals

NAL-003 will participate in the National School Lunch and School Breakfast Programs and will provide free and reduced-priced meals to all eligible children. Under the National School Lunch Program guideline, NAL-003 will offer free or reduced breakfast and lunch to qualifying students and those students who wish to purchase lunch or breakfast. Breakfast will not be provided to all students for free. NAL-003 will provide applications to parents on the first day of school. The applications will be available throughout the school year for families whose income status changes or any new families enrolling at the school. NAL-003 will adhere to the following procedures when distributing and processing Free and Reduced Meal Applications.

Procedures:

1. NAL-003 will distribute a Free and Reduced Meal Application (NAL-003 will use NSLP prototype) to all of its students within the first five days of the opening of school. Applications will be available in multiple languages.
2. Returned applications will be evaluated by appropriate school personnel using the current table for income and number of persons in the household to determine free or reduced-price status.
3. A response will be sent to the student's parent/guardian. In accordance with the National School Lunch Act (42 U.S.C. 1751(b) (2) (c), a confidential list will then be compiled and forwarded to the food service manager.
4. Meal benefits will begin on the day the application is approved at the school site and continue through the school year in which the application is approved and for the first thirty days of the next school year.
5. Applications will be retained for five years beyond the current eligibility year.
6. Applications will be kept confidential per USDA requirements.
7. NAL-003 will process as many students as possible via a Direct Certification Method utilizing data provided by the Department of Agriculture.
8. Records will be kept regarding how applications were selected for verification, and how each application was verified; the date notices were sent; notes on contacts made; the results or the reasons for any changes in eligibility; and the signature of the official.
9. Students approved by direct certification will not be required to have an application on file. Application forms will be sent to all homes with a letter to parents and guardians.
10. At the Point of Sale, students who have eaten breakfast or lunch will be marked to keep track of who has received their breakfast or lunch.
11. Edit checks will be conducted to compare the number of free and reduced meals claimed to the number of approved active applications.

Section 19: School Safety and Security

Outline the plan for school safety and security for students, staff, the facility, and property, especially as it relates to the applicable provisions in the Marjory Stoneman Douglas High School Public Safety Act.

Specifically:

- A. Describe what steps the school would take to assure there is a safe-school officer present while school is in session, pursuant to section 1006.12, F.S.**

NAL-003 will work diligently to provide all students and staff with a safe learning environment. In adherence to the Marjory Stoneman Douglas High School Public Safety Act (MSDSA), NAL-003 will employ one full time security officer (or school resource officer) trained in crisis intervention. This staff member will also be designated as the school safety specialist for the school.

- B. Explain how the school will adopt an active assailant response plan and provide annual training on the plan, as required by section 1006.07(6), F.S.**

NAL-003 will adopt Polk County's Public School Critical Incident Response Plan. Teachers will receive training during Preplanning and refresher training throughout the school year.

- C. Explain how the school will establish a threat assessment team as required by section 1006.07(7), F.S.**

As mentioned earlier, NALHS will have an SRO on campus during school hours. This is in accordance with SB 7026 (MSDSA). Additionally, NALHS will contract with a Mental Health Counselor and will opt-in to the District's Mental Health Plan as we have with NAL Davenport K-8. Under this law, NALHS will have a Threat Assessment Team that will include, at minimum, the Director of Schools, the administration, the SRO, the Mental Health Counselor, and the ESP should the need arise. They will be responsible for "establishing a process focusing on behaviors that pose a threat to school safety while serving as a preventative measure to identify needs and provide support to students." Part of these policies are the District's Mental Health Plan and the schools Emergency Management Plan (Attachment DD). The team will use the "Comprehensive School Threat Assessment Guidelines (CSTAG) model to assess the behavior of persons who may pose a threat to school staff or students and to coordinate intervention and services for such persons." The team will also be responsible for conducting, observing, reviewing, and updating any of the policies and drills at the school to ensure the safety of the school.

- D. Explain how the school will accurately and timely report incidents related to school safety and discipline as required by section 1006.07(9), F.S.**

NAL-002 uses Raptor as its sign in platform, and NAL-003 shall use the same platform. Raptor was selected in accordance with the strong recommendation of Director Wiggins and Captain Seymour who stated, "it would be beneficial for all Polk Schools to utilize the same vendor." Raptor has a drill manager included in their alert package which will allow everyone to transition from ERIP and give NAL-003 one vendor for the panic button, drill management, and visitor management. Using

Raptor not only provides a layer of security for the school, as it runs IDs through the system's database for any persons that would not be allowed on campus, but it is also an approved vendor under Alyssa's Law and is compliant to all the Law's requirements.

In addition to the above-mentioned security measures, additional measures are in place to add an additional layer of security:

- All classroom doors will remain locked at all times
- Students will only be allowed outside of their classroom with an official pass or agenda
- Security cameras are strategically placed throughout the building to monitor the hallways
- Frequent security sweeps are scheduled multiple times throughout the day to ensure that there is no breach of safety
- All students and staff are trained to "say something if they see something." Even if there is a slight concern, it is best to err on the side of caution. Sometimes, seeing something suspicious is the first evidence of a possible problem that can be averted with notice to the proper school authority. This can be done anonymously using the Fortify FL application or web page or to administration. Students are encouraged to notify their teacher, or the SRO and they will notify administration.
- Routine safety drills will be in place to ensure that, in the event of a real emergency, all students and staff know what to do and how to react in a calm and effective manner.
- Emergency Management Plan (EMP) will be in place. Part of the plan is the identification of the Threat Assessment Team, their assigned roles, and posts during a variety of emergency scenarios, including rare emergency incidents. Some examples include, but are not limited to:
 - Media on the property
 - Chemical Spill
 - Bomb Threats
 - Active Shooter
 - Concealed Weapon on Campus

All faculty and staff will be trained on the specific and detailed procedures in place for a variety of emergency situations. To ensure that there is no breach of security, all faculty and staff will be informed that these procedures will not be shared with parents or the public. Emergency phone contact information will be predominantly posted in the main office and by the front door. A school-wide speaker system will be used for communication with classrooms when it is safe to do so. Emails and text messages will be used when it is not safe to use the school's speaker system. Walkie-talkies and cellphones are used for communication with the Threat Assessment Team during emergency situations. The district's communication system, as well as an automatic call-out system, will be used for mass communication with the district, parents and staff. Raptor will also be used to notify authorities of any emergencies on campus ensuring a timely and effective response.

Safety Drills – Detailed instructions for safety drills will be provided to all teachers and staff using color-coded cards for easy reference. Again, for security purposes, these procedures will not be available to the public. Some of the drills that will be routinely practiced include, but are not limited to:

- Fire Drills – An alarm that communicates the need to evacuate the building when smoke or fire is suspected.
- Heightened Security – A "Heightened Security" announcement is made on the school-wide speaker system any time the building must be secured. This takes place when there is a suspicion of an intruder, active shooter, or during an emergency in the areas surrounding the school.

- Lockdown – An alarm that is sounded after a Lockdown is in place. This trains all staff and students that, during a lockdown, you do not evacuate the building.
- Run, Hide, Fight – Like a Lockdown, but it elicits additional safety measures for teachers and students to take cover and remain out of sight.
- Medical – A medical emergency called into the main office or through security personnel that triggers a team to act in order to effectively handle a possible medical emergency that may require 911 to be called.
- Weather – An announcement for severe weather requiring personnel to take certain precautions to ensure everyone’s safety during inclement weather. This may include a tornado drill, tropical storm-like weather, hail, severe thunderstorms, etc. A code Yellow is usually followed with quick and specific precautions that must be followed.

NAL-003 will report to the State System immediately after a Risk Assessment is conducted and deemed as Transient or a Threat as well as obtain feedback from emergency personnel or trained security teams to ensure that there are no “holes” or lapses in security, especially in any of our emergency plans. NAL-003 will work closely with the Davenport Police Department, Fire Department, and the city to ensure the school is safe and protected.

Section 20: Budget

A. Provide as Attachment X, an operating budget covering each year of the requested charter term that contains revenue projections (using the Florida charter school revenue estimate worksheet as Attachment W for at least the first year of operation), expenses, and anticipated fund balances. The budget should be based on the projected student enrollment indicated in Section 2 of the application. A template for the operating budget may be available from the sponsor upon request.

A five-year operating budget with projected revenue, expenses and anticipated fund balances is included in the attachments. Historical data in conjunction with enrollment projections and recommendations from the Charter Support Unit were used to create this budget. All decisions were made as conservative as possible while ensuring NAL-003 has all the resources available to open the school. Although the budget is conservative, there are areas that can be reduced, in many cases significantly, in the event of shortage in funding or enrollment.

NAL-003 will apply for the Charter School Program (CSP) planning, program design and implementation grants. The budget includes financial information for the school’s instructional personnel, administration, instructional support and facilities. The ESP Finance Team will strive to maintain a positive fund balance for each year of its existence. The Five-Year Budget and Cash Flow financials show the Surplus and Cumulative Surplus for the school.

Attachment X demonstrate the complete operating budget for 5 years and includes the planning year as well as details on staff allocations and the available cash flow. **Attachment W** has 5 years of Revenue Estimation Worksheets using the most recent Florida Department of Education’s template.

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

Start-up Budget

	May	June	Total
REVENUE			
Function 3770 Project Advance from Development	\$75,000		\$75,000
EXPENSES			
Function 7300 School Administration	\$17,390	\$17,390	\$34,780
Balance			\$40,220

NAL-003 will apply for a \$25,000 planning and design grant, as provided by the Charter School Implementation Grant Program. If awarded, the grant will assist the school with the start-up costs which will be incurred prior to the period when the school will begin to receive operational funding from the sponsor. This is **NOT** included in the budget.

Start-Up Budget Revenue: In addition to the CSP grant monies, many services incurred during the planning period will be provided by the Educational Service Provider as part of the contracted services. In the event that the start-up grant is not awarded, NAL-003 has identified a lender that will

provide a line of credit to support the opening expenditures.

Startup Budget Expenses: The expenses for the startup budget listed above use the Redbook's Functions codes. Details for these expenditures are also evidenced in **Attachment Y**.

C. If the budget is contingent upon sources of funding beyond those typically provided by local, state, and federal governments (such as funding from foundations, donors, grants), provide evidence of such funding (e.g. MOU, letters) as Attachment Z.

NAL-003 has secured a MOU with DA Davidson for any needed financing if cash flow is short. These funds are in the amount of \$350,000 and will be divided between the pre-opening and first 2 years of the school. Additionally, the ESP fees are variable and can be adjusted to provide for a healthy operating budget.

See Attachment Z for Evidence of External Funding

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

NAL-003 understands the enormous responsibility in managing public funding. With this in mind, the budget was carefully developed to ensure sound and responsible fiscal decisions. The budget was also developed using historical data and comparable budgets from existing charter schools as well as recommendations from the Charter Support Unit. This data included specific costs and items that have allowed us to make a sustainable budget.

Revenue: NAL-003's budget was created using Historical Data and the most recent FEFP revenue estimator provided on the FLDOE Charter School website. Three members of the ESP attended the state and district provided/required training for new charter schools in order to facilitate the preparation of the budget. All Budget sheets are included in **Attachment-X** and the Revenue Estimated Worksheets for 5 years can be found in **Attachment W**.

FTE was calculated using the most recent revenue estimator based on the projected student enrollment numbers provided in Section 2 of the application.

The school's budget is based on 100% of the projected student enrollment. In the event that thresholds in enrollment are not met to the 100% capacity, the expenses can be adjusted accordingly based on the number of actual students. This allows our budget to be flexible and give the Board the ability to make any adjustments necessary to ensure a balanced budget. Additionally, the ESP fees are variable and can be adjusted to provide for a healthy operating budget.

Expenses: The majority of our budgeted expenses is for salaries, benefits, and expenses related to our staff. With the intent of hiring the highest-qualified staff possible, the school has planned for an average full-time teacher salary of \$48,500 with an additional \$2,850.00 per employee for insurance benefits.

Year 1

The following is a list of major line items, over \$5000, incurred in the first year and a description of how these amounts were calculated. Historical data in conjunction with enrollment projections and recommendations from the Charter Support Unit were used as a basis to make these calculations.

- **Rentals – 5100-360-** Subscriptions for educational software. ie. iReady, iStation, etc.
- **Insurance and Bond Premiums - 5100-320 and 7900-320** – Insurance costs were estimated based on Historical data.
- **Textbooks - 5100-520** – Class sets of textbooks will be purchased along with any consumables needed. We have set aside enough each year in the budget to purchase new books for new students and replacements, if needed.
- **Supplies - 5100-510** - We have anticipated approximately \$36.48 per student in school supplies for the first year.
- **Classroom Furniture - 5100-641** – We will purchase furniture considering the specific needs of students and staff while staying within the parameters of our budget. An estimated \$10,000 will be spent per classroom for furniture.
- **District Administrative Fees - 7200-730** – The school acknowledges that it is responsible for a 5% administrative fee on 250 students enrolled at the school. We anticipate that the district will likely withhold these funds from our monthly FEFP disbursements.
- **Management and Professional Services Fees - 7200-310 & 7500-310** – We anticipate that our cost for the management contract for the first year of operation will be a percentage of the revenue for turn-key management and support services for the first year and increased to no less than 8% and will not exceed 11%.
- **Auditing & Accounting Services - 7100-310** – We have set aside \$8,000 per year (with a 2% annual increase) for the independent annual audit to be completed. We have also set aside additional funds for Accounting and Legal.
- **School Lunch Program - 7600** – We anticipate that the school lunch program will, with the exception of the additional staffing needed, be a break-even point in our budget.
- **Deb Service - 9200** – The school will be paying \$225,000 (projected) in rent the first year and will increase according to student growth as will be outlined in Lease Agreement (once available). The budget does allocate for a larger Lease Agreement after year 4 to account for escalation and principal.
- **Communications - 7900-370** – Communication costs for operating the facility were estimated based on Historical Data with a 2.5% annual increase.
- **Public Utilities - 7900-380-** Public utilities costs for operating the facility were estimated based on Historical Data with a 2.5% annual increase.
- **Electricity - 7900-430** – The Electricity costs for operating the facility were estimated based on Historical Data with a 2.5% annual increase.
- **Facilities and Maintenance - 7900 & 8100** – We have anticipated approximately \$69.20 per student in building supplies for cleaning and maintenance purposes for the first year. We have also set aside enough each year for janitorial services.
- **Computers - 8200-641** – We will purchase computers for one computer lab, smartboards, and computers for each classroom during the first year of operation. Each student will have one-to-one access to technology.

E. Discuss the school’s contingency approach and plan to meet financial needs if anticipated revenues are not received or are lower than estimated. This may include budgets for 75% and 50% of revenue projections or a budget for whatever percentage the applicant

considers the minimum percentage at which they could operate the educational plan presented.

In the unlikely event that enrollment numbers, and thus budgeted revenues, are not as expected, the ESP will adjust revenues and expenditures accordingly in order to responsibly operate a school that will provide for student and teacher needs. The landlord understands that the lease agreement may be modified during the first two years to compensate for unexpected lower revenues.

A budget with a minimum of 75% of revenue projections was run. Using the new projected revenue, it was determined that with proper and appropriate adjustments and expenditures, the school would be able to sustain itself and still provide the expected educational results. Staff, classroom furniture and computers, textbooks, management, and professional fees would include some of the expenditures that will undergo adjustments for the school to operate at a positive fund balance.

F. Explain in detail the year one cash flow contingency plan, in the event that revenue projections are not met (or not met on time).

The school has secured a loan in order to help with cash flow due to unexpectedly lower than projected enrollment. These loans will be used to make up the difference needed (if any) based on the contingency plan, to ensure that the school operates at maximum efficiency providing for the optimum educational environment to achieve the school's educational goals keeping in mind the mission and vision of the school.

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

See Attachment X and Y for Cash-Flow Projections which were included in the evidence for the proposed operating budget.

Section 21: Financial Management and Oversight

A. Describe who will manage the school's finances and how the school will ensure strong internal controls over financial management and compliance with all financial reporting requirements.

NAL-003 Governing Board has the ultimate responsibility to ensure that the finances are managed properly. The ESP will assist the Board with the preparation and reporting of the finances.

The Board will review and approve a preliminary annual budget prepared by the ESP Finance Team prior to the beginning of the fiscal year. The ESP Finance Team, will prepare a school-site budget, which will include anticipated revenues and expenditures based on student enrollment. The Board will review the budget and make revisions, if necessary.

The school-based business manager, with assistance of the ESP will manage the day-to-day operations and site-based finances, including expenditures and receivables. The Board has adopted a policy whereby the business manager will need to seek prior approval from the ESP for expenditures over a pre-approved amount. The ESP will work to ensure that these policies established by the Board are followed by the business manager. The ESP will report quarterly to the Governing Board on the progress of the site-based budget and make recommendations and seek approval for large expenses. The Governing Board will receive monthly financial statements from the ESP.

B. Explain the mechanisms the governing board will use to monitor the school's financial health and compliance.

The Governing Board of NAL-003 has adopted a financial responsibilities handbook that was created to further safeguard its finances. The Governing Board shall annually review and adopt an operating budget; retain the services of a certified public accountant or auditor for the annual independent financial audit and review, and will approve the audit report, including audit findings and recommendations. In the event a financial recovery plan is necessary, the Board will monitor it and ensure such plan is appropriately maintained. The Governing Board of the School will also review and monitor the financial statements of the charter school during regularly scheduled Board Meetings.

The ESP is responsible for establishing a system of internal controls in order to provide reasonable assurance that the school's assets are safeguarded against loss from unauthorized use or disposition, and that transactions are executed in accordance with the school's authorization and recorded properly in the financial records. Specifically, the ESP has clearly established controls in accordance with all applicable Federal, State, and local laws and in line with accepted industry standards and best practices regarding:

- Revenues, accounts receivable, and cash receipts
- Expenditures, accounts payable, and cash disbursements
- Budgeting and financial reporting
- Risk management
- School inventory & capital assets
- Student records
- Employment records

Some of the standard procedures that will be in place in order to ensure sound internal accounting

and a system of checks and balances include:

- General accounting through the use of accepted state codification (Redbook) of accounts. Internal accounting procedures for the charter school, pertaining to accounts receivables and payables will include:
 - Receivables - all cash payments will be logged, coded by source and deposited in a timely manner. Deposits are reconciled to cash receipt logs.
 - Payables – Payment will be made only to approved vendors and must be appropriately authorized and submitted to the ESP with appropriate supporting documents. For internal accounts, all payments will require two signatures. For operating accounts, payments require two signatures for any check in the amount of \$5,000 or more. Authorized signatures on checks are limited to the Chair of the Governing Board, the director of schools or director of school's designee, 2 representatives of the ESP, and any others as approved by the Board.
- Bank statements will be reconciled on a monthly basis.
- NAL-003 will provide regular (monthly) financial statements to the Sponsor including a statement of revenues and expenditures and changes in fund balances, prepared in accordance with generally accepted accounting principles.
- Copies of all wire transfers (e.g., FTE funds, grants, charter school capital outlay) into the school's banking account(s) along with supporting documentation are maintained and recorded in the general ledger by journal entry.
- Funds collected at the school (i.e., lunch monies, fundraisers, field trips) will be initially collected by designated school staff. These funds along with supporting documents are submitted to the business manager whose responsibility is to record and prepare the deposit. A copy of all deposits and a copy of the financial institution validated receipt along with supporting documentation will be maintained.
- Purchase orders are required for all capital expenditures and are pre-approved by the ESP. Limits are set by the Board. These purchase orders are prepared in triplicate with one going to the vendor, one going to the ESP, and the other remaining on file at the school. Any purchase order totaling more than the limit as set by the Board will require Board action.
- All expenses related to the operations of the school are paid from the operating account. All operating expenditures are subject to the same approval processes as indicated for capital expenditures. All accounts are reconciled on a monthly basis and presented to the Board for review.
- The Director of Schools, or designee, will be responsible for all aspects of school operations within the scope of operating policy by the Governing Board. The school's on-site administration/faculty and staff will report directly to the principal, who then reports to the ESP. The ESP, contracted by the Board, will provide bookkeeping, and financial forecasting services to the Governing Board for its oversight and approval. The ESP will provide any support needed by the school to ensure these policies are followed.

The Board, at minimum, will be responsible for:

- reviewing and approving a preliminary annual budget prior to the beginning of the fiscal year;
- reviewing monthly financial statements, which include a balance sheet and statement of revenue, expenditures, and changes in fund balance, at each public board meeting. These reviews will be conducted on a monthly basis during, at minimum, the first year of operation.
- annually adopting and maintaining an operating budget for the school

- retaining the services of a certified public accountant/auditor to conduct the annual independent financial audit;
- reviewing and approving the audit report, including audit findings and recommendations
- reporting to all applicable legal agencies including the charter school's sponsor
- overseeing all financial matters delegated to the ESP

C. Describe the school's plans and procedures for conducting an annual audit of the financial operations of the school.

Florida statutory requirements for charter schools require the collection of bids using an RFP (Request for Proposals) process in order to select an auditor. Some of the steps include:

1. Publicly announce a request for proposals. Include information on how interested firms can apply for consideration.
2. Provide a request for proposal to interested firms with information on how the proposal will be evaluated.
3. Evaluate proposals using the established factors.
4. Rank and recommend at least three proposals deemed to be the most highly qualified in order of preference.

The FLDOE provides a technical assistance paper that will be used to ensure the procedures for conducting an annual audit.

To manage an annual audit, the ESP and NAL-003 will:

1. Maintain a good system of internal controls which includes but is not limited to:
 - a. Ensure that there is a clear segregation of duties
 - b. Develop a system of checks and balances
 - c. Follow proper recording of revenues and expenditures
2. Keep account analysis
3. Prepare and close Financial Reports
4. Maintain Fixed Asset Schedules
5. Ensure early preparation of the Management's Discussion and Analysis (MD&A)
6. Maintain all contracts in easily accessible manner

To properly prepare for the annual audit, the school and the ESP will work together to follow the approved Board policies which will include:

- Internal Controls
- Policies and Procedures
- Financial Statement Review
- Contracts
- Human Resource Management
- Payroll administration
- Fixed Assets
- Accruals

NAL-003 will also use resources from the Charter Support Unit, a not-for-profit agency dedicated to the success of Florida's charter schools and contact them should there be a need for advice or guidance during this process.

D. Describe the method by which accounting records will be maintained.

NAL-003 will utilize the standard state codification of accounts as contained in the Financial and Program Cost Accounting and Reporting for Florida Schools (Redbook), as a means of codifying all transactions pertaining to its operations for both internal and external reporting. Financial reporting

will be subject to any directives issued by the State of Florida and Sponsor. Additionally, these policies which are specified in the approved Board's manual of policies and procedures will ensure effective internal controls over revenues, expenses and fixed assets and are evaluated monthly to ensure compliance with all statutory and regulatory authorities. Among others, these procedures require the school to:

- Utilize the standard state codification of accounts (Redbook) as a means of codifying all transactions pertaining to its operations for both internal and external reporting; the Board reserves the right to use GAAP in accordance with the Florida Statute.
- NAL-003 will open an operating bank account and a school fundraising account with an FDIC insured institution.
- All transactions will be managed by these accounts in a QuickBooks or similar program.
- Reconcile all monthly reports and bank statements and retain a copy in the monthly filing system at the school.
- Record and log all cash and checks received and deposited. All cash collections will be at a minimum and only when needed.
- NAL-003 will require dual signatures for all checks over \$5,000.00, as established by the Board.
- All bills to be paid at the school-site must be submitted to ESP with appropriate supporting documentation of services rendered, or materials received.
- All payments will be made to authorized/approved vendors only. This is to be approved by the ESP to ensure that there are no violations to the Sponsor's vendor policies nor that of the Board.
- With assistance from the ESP, NAL-003 will conduct physical property inventories at the beginning and end of every school year to safeguard fixed assets and ensure grant compliance (if applicable). In addition to that, the school will categorize, label, and record all fixed assets in an Inventory Log which is updated throughout the school year as items are purchased and disposed of and under the supervision of the Project Manager and following Board approved policies.

E. Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and financial report.

The Board will ensure financial transparency with the Sponsor and the public by ensuring that Florida statutes are followed as well as the reporting expectations of the Sponsor. These best practices will help ensure financial transparency that should exist in a charter school as well as a 501C3 non-profit entity.

Monthly financial statements will be provided to the Sponsor and made accessible to the public via the school's website. The annual budget will also be available in the same manner as the financial statements. Board meeting minutes discussing the budget and the financial status of the school will also be available to the public. In addition, the NAL-003 will comply with all records requests under Florida's Public Records Laws.

F. Describe any key back-office services to be outsourced via contract, such as business services, payroll, and auditing services. Include the anticipated costs of such services and criteria for selecting such services.

Most, if not all back-office services, will be provided by the ESP. The Board has finalized the Comprehensive Policies Manual (the "CPM") and will reconsider what is best for the school and, if it

will be more beneficial to outsource to a third-party any services. For example, payroll services will be outsourced to ADP.

G. Describe how the school will store financial records.

NAL-003 will maintain both student and financial records in accordance with Chapter 119 of Florida Statutes. Retention schedules established by the records and information management program of the Division of Library and Information Services of the Department of State will also be followed.

NAL-003 will maintain both active and archival records for current and former students in accordance with Federal, State, local laws and with the regulations prescribed by the Florida Department of Education and the Sponsor. The school ensures that all student records are kept confidential as required by applicable law and FERPA. All permanent records of students leaving the school, whether by graduation or transfer to another sponsoring district school are transferred to the sponsoring district school in which the student is enrolled. All students leaving the school to attend an out of county school or a private educational institution shall have a copy of their permanent record forwarded to the school in which the student is enrolled. To ensure that there is no violation of FERPA, or any other law violated regarding student privacy, NAL-003 will first confirm the registration of the transferred student prior to sending the records to the new school.

All student and financial records are kept in locked, fireproof cabinets or in a locked fireproofed records storage unit. Only certain school personnel will have access to student records, and computerized student records are backed up regularly and stored in a secure area. Proper record keeping will be maintained of any person who accesses the records of a student.

In order to guarantee financial data security, financial data will be maintained on secured system or network where only authorized personnel of the Board of Directors or the ESP have access to the data. Additionally, appropriate file backups and physical records will be always maintained in a secure environment.

H. Describe the insurance coverage the school will obtain, including applicable health, worker's compensation, general liability, property insurance, and directors' and officers' liability coverage.

NAL-003 will maintain insurance coverage limits that either meet or exceed the district minimum insurance limit requirements. The school's insurance shall cover the school (and its subcontractors, to the extent that it is not otherwise insured) for those sources of liability which would be covered by the latest edition of the standard Workers' Compensation Policy, as filed for use in Florida by the National Council on Compensation Insurance, without restrictive endorsements as stated in the Florida Workers' Compensation Act. There shall be no maximum limit on the amount of coverage for liability imposed by the Florida Workers' Compensation Act or any other coverage customarily insured under Part 1 of the standard Worker's Compensation Policy. The minimum amount of coverage for those customarily insured under Part 2 of the standard Worker's Compensation Policy shall be:

- EL Each Accident: \$500,000
- EL Each Disease-Policy Limit: \$500,000
- EL Disease-Each Employee: \$500,000

Limits and deductibles on Insurance are as follows:

- General Liability Limit - \$1,000,000/\$3,000,000 Deductible: \$0

- Auto or Hired Non-Owned Auto Liability Limit - \$1,000,000 Deductible: \$0
- Educators Legal Liability and Employment Practices - Limit: \$1,000,000 Deductible: \$2,500 Aggregate: \$2,000,000
- Umbrella/Excess Liability Limit: \$10,000,000 Deductible: \$10,000
- Crime Coverage – Limit: \$1,000,000 Deductible: \$25,000
- Comprehensive Property Coverage – Limit: 100% TIV Deductible: Named Windstorm 5% of TIV, \$5,000 All other Perils.

Section 22: Start-Up Plan

A. Present a projected timetable for the school’s start-up, including but not limited to the following key activities:

- i. Applying for and securing appropriate legal status (e.g. status as a state corporation, federal non-profit)
- ii. Identifying and securing facility
- iii. Recruiting and hiring staff (leaders, teachers, and other staff)
- iv. Staff training
- v. Finalizing curriculum and other instructional materials
- vi. Governing board training
- vii. Policy adoption by Board (if necessary)
- viii. Recruiting students
- ix. Enrollment lottery, if necessary
- x. Establishing financial procedures
- xi. Securing contracted services
- xii. Fundraising, if applicable
- xiii. Finalizing transportation and food service plans
- xiv. Procuring furniture, fixtures and equipment
- xv. Procuring instructional materials

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

July 2017	Applied for and secured appropriate non-profit status (501C3)
April 2018	Governing Board has been trained, fingerprinted, and cleared per Sponsor
February-April 2023	Application review by the Sponsor and the ARC team Secure the facility including a draft lease agreement
February 2023	Grant solicitation and preparation
March 2023	Recruitment of Director of Schools Request curriculum samples Begin marketing and student recruitment Begin hosting parent information nights
April 2023	Director of Schools selection and hiring by the Board Establish financial procedures Securing contracted services Fundraising (if applicable)
April-May 2023	Meet with the Sponsor team to discuss the application and recommendations to the School Board for approval or denial of charter application (as needed) Finalize Lottery (registration if no lottery is ready) Initial recruitment of faculty and staff
May 2023	Contract negotiations with the school district Finalize application for Lottery (registration if no lottery is ready)

	<p>Begin marketing and student recruitment</p> <p>Host parent information nights</p> <p>Finalize food service plans</p>
November 2022 – July 2023	<p>Begin construction of school</p>
January-June 2023	<p>Finalize business and community partnerships</p>
May-July 2023	<p>Finalize student registration for enrollment (continue process of lottery, registration and enrollment until enrollment numbers are met)</p> <p>Finalize curriculum planning and purchasing of instructional materials</p> <p>Purchase technology and school furniture</p> <p>Preparation of facilities</p> <p>Finalize faculty and staff recruitment and hiring</p> <p>Complete all policy adoption required by the Board and the Sponsor</p> <p>Finalize background checks and drug testing of all faculty and staff</p>
July 2023 – August 2023	<p>Conduct staff trainings</p> <p>Complete property and textbook inventory as materials arrive</p> <p>Complete set up of school facilities</p> <p>Conduct orientation meetings with new families</p> <p>Conduct final facilities and safety inspections</p> <p>Finalize master scheduling</p>

Chart of Attachments

Please tab or separate attachments as noted below

- A. Evidence of teacher and parental support for conversion, if applicable.
- B. Sample daily school schedule and annual school calendar
- C. Sample curriculum scope and sequence
- D. Reading curriculum
- E. Pupil Progression plan, if applicable
- F. Assessment Schedule
- G. Proposed discipline policy or student code of conduct, if applicable
- H. ARTicles of incorporation
- I. 501(c)(3) tax-exempt status determination letter (or copy of the filing form)
- J. Governing board by-laws
- K. Governing board code of ethics and conflict of interest policy
- L. For each board member, a Board Member Information Sheet, resume, and Statement of Assurances (templates provided)
- M. Organization charts that show the school governance, management, and staffing structure in
 - 1) the pre-operational year; 2) the first year of operation; 3) at the end of the charter term; and
 - 4) when the school reaches full capacity, if in a year beyond the first charter term
- N. Job description for the school leader and, if this person is already identified, his or her resume
- O. If the school leader is not yet identified, the qualifications the school will look for in a school leader
- P. Job description(s) and qualification requirements for each administrative or leadership position other than the school leader
- Q. Job description(s) and qualification requirements for the school's teachers
- R. Personnel policies, if developed
- S. Student enrollment application
- T. Evidence of demand for the school (e.g. petitions or intent to apply forms) or support from intended community partners (e.g. letters of intent/commitment, memoranda of understanding, or contracts), if applicable
- U. Evidence of facility funding sources, if applicable
- V. Draft rental agreement or lease for facility, if applicable
- W. Florida Charter School Revenue Estimating Worksheet
- X. Proposed Operating Budget
- Y. Proposed Startup Budget
- Z. Evidence of external funding (e.g. foundations, donors, grants), if applicable.

Addendum (as applicable)

- AA. Commissioner's letter(s) of verification of high-performing status
- BB. ESP's organization chart
- CC. ESP's organization chart after any anticipated growth
- DD. Applicant history worksheet (*Form IEPC-M1A*, found at:

<http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference>)

- EE. Draft contract between school and ESP
- FF. Applicant may attach up to an additional ten pages of supplemental materials

Addendum B: EDUCATION SERVICE PROVIDERS

An Education Service Provider (ESP) is an organization, either for-profit or nonprofit, that contracts with a charter school or a network of charter schools to provide comprehensive educational and business services. In addition to Addendum B, applicants must also complete Form IEPC-M1A if the governing board plans to contract with an ESP. The following section allows the applicant to demonstrate the ESP's track record of success and its ability to provide services for a new school(s).

ESP Selection

A. Explain why the applicant is seeking to contract with an ESP rather than operate the school s) directly.

NAL-003, Inc. a non-profit Florida corporation, is the legal entity that will operate the charter school as per the *Articles of Incorporation*, (Attachment H) and *Bylaws* (Attachment J). The Board is the ultimate policy-maker having the responsibility of the activities and affairs of the corporation, including the continued management and oversight of school operations. All corporate powers and functions shall be exercised by the Governing Board. NAL-003, Inc. is committed to the mission of the charter school and fully recognizes its responsibility to effectively and properly manage public funds.

NAL-003, Inc. is a Board composed of business professionals with a vision and commitment to the charter school and its unique educational program. Although Board members are unpaid fiduciaries who are committed to the mission of the charter school, it recognizes that members have limited time and experience in regards to successfully operating schools and charter school compliance. The Governing Board for Navigator Academy of Leadership is selecting to work with an Educational Service Provider (ESP) to oversee the day-to-day operations of the school while working collaboratively with the Board. The Board specifically wants an ESP that can provide the support and has experience in working with charter schools.

B. Explain how and why the ESP was selected. If this is the first time the applicant has contracted with this ESP, explain when and how the applicant learned of the ESP, what other ESPs were considered, and why the ESP was selected over other ESPs.

In 2016 the Founding Board members researched different educational service providers and charter management companies. The Governing Board contracted with consultants the principals for Compass Charter Schools, LLC, doing business as Compass Charter Schools, to assist the Board in writing an application for the charter school. In 2017 Navigator Academy of Leadership was approved to open a charter school. In 2019 Navigator Academy of Leadership opened two schools in two separate counties with Compass Charter Schools as the contracted Educational Service Provider (ESP). Dr. Diane LaFrance joined the team as Vice President of Academics and Operations in April 2022. A great relationship has existed between the Board, the school administrators, and the ESP. Therefore, the Board would like to all schools managed by Navigator Academy of Leadership to operate and be managed in the same manner; including NAL-003, Inc.

Dr. Diane LaFrance's 27 years of experience in the field of education will be an asset to the school. Mr. Calkins' experience with opening charter schools and managing budgets and financials will

continue to facilitate the support needed for the successful opening of future Navigator Academy of Leadership charter schools.

C. For applicants working with an ESP for the first time, provide summary information from reference checks conducted by the applicant regarding the ESP), identifying each reference.

Navigator Academy of Leadership has been working with Compass Charter Schools since 2016. Through the years, Compass Charter Schools has been able to expand its services to meet the needs of the charter schools.

Aside from the detailed reasons in section B (above), the Board obtained references and recommendations on both consultants, Jeremy Calkins and Dr. Diane LaFrance, and their capacity to open charter schools, while providing support, quality service, and educational leadership.

Since opening our Navigator Academy of Leadership schools in August 2019 the Board has been pleased with the support, management, oversight, compliance, and reporting provided by Compass Charter Schools. The ESP is committed to the mission and vision of Navigator Academy of Leadership and will continue to obtain feedback from the Board and the school leaders to ensure they are meeting the needs of the schools and the expectations of the Board.

D. Describe whether and how the school's board has assessed the capacity of the ESP to successfully carry out the functions necessary to operate a high-quality charter school.

Aside from the impressive and substantial reference checks, the Board felt comfortable to work with Compass Charter Schools as an ESP due to the following findings:

- Collaborative planning efforts between the Founding Board and consultants since 2016
- Positive working relationship between the ESP, Board and the charter school leaders since beginning to market, plan and enroll the schools beginning in October 2017
- Proven track records of the consultants to open and manage charter schools throughout the state of Florida
- A shared philosophy and vision
- The ability to work with an ESP that has already earned the trust of the Board and will assist the schools to be successful under the leadership and guidance of the school's administrative team under the direction of the Board.

Jeremy Calkins holds a Master's Degree in Construction Management from the College of Engineering at Drexel University and an undergrad degree from the University of South Florida with a concentration in Public Administration. Jeremy Calkins has over twenty years of experience in construction management with his company, Gladiator Contracting Services. Some of his prestigious clients include Walmart, Tampa Electric, The Pepsi Bottling Group, Rooms To Go, and Wendy's. Through a previous position with a CMO, Jeremy spearheaded land acquisition initiatives and was able to oversee every detail of the permitting, development and construction of nine start-up charter schools in four years totaling close to \$60 million dollars. His attention to details allowed for smooth openings where buildings were delivered with enough time to properly prepare for the

first day of school. In the event of delays beyond his control, Mr. Calkins was proactive in securing or planning for contingency plans. Mr. Calkins has experience with construction and development and has established relationships with permitting offices throughout the state of Florida. Mr. Calkins also has experience with traffic impact, analysis and mitigation. He is experienced with public relations and has the experience to also oversee continued facilities management once the charter school is built. He has developed charter schools all over Hillsborough County as well as Pinellas and Brevard counties, just to name a few.

Mr. Calkins was the Director of Facilities for Rooms to Go. This multi-billion-dollar company provided Jeremy with great experiences and knowledge that can be transferred into charter school development projects. Jeremy Calkins managed facilities upwards of 2,000,000 square feet. Jeremy also managed multi-million-dollar budgets for Rooms to Go facilities.

Dr. Diane LaFrance has a Doctoral Degree in Curriculum Studies, a Master's Degree in Reading Instruction and a Bachelor's Degree in Elementary Education. Dr. LaFrance was the administrator in charge of RTI/MTSS at Independence Academy and also worked with preservice teachers in their understanding of ESE and SPED compliance. Dr. LaFrance has worked in the field of education for over 27 years. She began as an elementary teacher, progressed to a reading coach, administrator, and also worked in higher education with preservice teachers. Dr. Diane LaFrance also has experience opening a K-6 public school with an enrollment of 1,500 students. .

Mr. Calkins, along with the team have worked collectively and efficiently as an ESP for Navigator Academy of Leadership since 2017.

ESP Background

A. Provide the mission of the ESP and an overview of the organization's strategic vision, including, if applicable, a five-year growth plan, and rationale for managing new schools.

The mission of Compass Charter Schools is to enhance our community by expanding quality educational institutions through a strategic approach to school development which begins with quality educational facilities, continues with school operations plus curriculum development, and produces well-rounded students that are happy, confident, and successful.

Compass Charter Schools provides a wide range of consulting support to public charter schools in the following areas:

- Empowering schools and their faculty and with research-based expertise
- Educational best practices and curricular programs designed to achieve
- Facilities support through collaboration with local municipalities and the charter school Sponsor
- Providing support to ensure success in an ever changing, highly competitive, increasingly global educational community

Some of the additional services provided by Compass Charter Schools LLC include, but are not limited to:

- Management
- Implementation
- Curriculum & Data
- Educational Professional Development

- Governance and Compliance
- Accreditation
- Accounting
- Support Human Resources

Compass Charter Schools believes that all students, when provided with quality instruction rich with best practices in an educational environment that provides the tools and resources needed to support their learning, will be highly successful. The goal of Compass Charter Schools is to facilitate schools in developing an educational program while providing the support, organizational management, and oversight necessary in establishing a conducive educational environment. It is our goal to exceed our clients' expectations from initial consultation and to treat each customer the way we expect to be treated while delivering superior quality through clear communication and tireless service. More information can be found on our website at www.compassesp.com.

Principals and administrators should be instructional leaders not constricted by paperwork or management requirements. Compass Charter Schools will assist the school leadership team by facilitating compliance and providing other management needs so that principals may be active and hands-on instructional leaders in their schools and within their communities. Compass Charter Schools believes in the true spirit of charter schools and governing boards. Thus, Compass Charter Schools is committed to working with the Board and its school leaders using an established system of checks and balances that ensure the school's success and viability while surpassing the Board's expectations through effective support services, oversight and management. Compass Charter Schools LLC will strive to provide turn-key support services that meet the needs of the school's leaders while meeting the expectations communicated by the Governing Board without micromanaging school leaders.

Since opening up Navigator Academy of Leadership in Polk and Hillsborough counties in August of 2019, we have doubled our staff. As we continue to add schools, we will continue to add staff to Compass Charter Schools. In 2019, Mrs. Anivette Vargas was hired to work with Compass Charter Schools to work with finance, budgets, and purchasing.

ESP Consultant	ESP 3 employees	ESP 4 Employees	ESP 5 Employees	ESP 6 Employees
*2016-2017	*2017-2018	*2019-2020	*2020-2021	*2022-2023
ESP planning	Apply for charter schools in Hillsborough & Polk Counties	Open both schools in Central Florida	2 Schools & write applications	2 Schools & write applications

B. Identify the ESP's leadership team and their specific roles and

responsibilities. Include as Attachment BB an organization chart for the ESP.

The leadership team at Compass Charter Schools is a team with individuals specialized in their respective areas. Jeremy Calkins is the Managing Principal of Compass Charter Schools. He oversees the budget and works closely with the rest of the Compass executive team and principals to make recommendations to the Board that Compass believes is in the best interest of NAL. Mr. Calkins also oversees all new systematic developments within the organization, including, but not limited to: organizational charts, swot analysis, short/long term goals, capital forecasting, strategic planning, advancing technology, and professional development.

Dr. Diane LaFrance is the Vice President of Academics and Operations. She is a goal-focused educator with over twenty seven years of experience as a teacher, reading coach, school administrator, school board member, and professor in public, private, and charter schools. She works closely with school administration and instructional coaches to ensure data driven instruction is taking place and works closely to ensure that the educational program is aligned with the vision and mission of Navigator Academy of Leadership as set forth by the Board. As listed above, Ms. Valeria Blandino has experience as an administrator of high performing charter schools and has been an amazing asset to Compass Charter Schools and Navigator Academy of Leadership.

Anivette Vargas is the Senior Director of Finance for Compass Charter Schools. Ms. Vargas has significant experience managing budgets, bookkeeping, accounts payable/receivable, purchasing, and audits for large multimillion-dollar companies. Mrs. Vargas also ensures that all procedures for recordkeeping are being followed so that there are no audit issues. She provides monthly financial reports to the Board and Districts.

Compass Charter Schools has been working with Hillsborough and Polk Counties and has established a great working relationship with both counties and their charter offices and is always looking to grow and improve in how it services and supports charter schools.

ESP Track Record

A. Provide evidence of organizational capacity to open and operate high-quality schools in Florida and, if applicable, elsewhere in accordance with the overall growth plan. Outline specific timelines for building or deploying organizational capacity to support the proposed school. If the ESP intends to build capacity and add positions during the term of this proposed charter school, include an organizational chart of the proposed growth within the ESP leadership structure as Attachment CC.

Jeremy Calkins assisted ESP's in opening more than a dozen charter schools in several counties within Florida. Mr. Calkins assisted in building Navigator Academy of Leadership Davenport in a record 7 months. Mr. Calkin's experience with Rooms to Go also demonstrates his capacity to build state of the art buildings, oversee facilities and manage multimillion dollar budgets.

Dr. LaFrance has assisted in opening both charter and public schools in two separate counties in Florida and has over five years of experience as a school site administrator.

Anivette Vargas has a degree in Finance from the University of South Florida and has more than 18 years of experience in the finance arena. As Sr. Director of Finance for Compass Charter Schools, she has demonstrated herself to be a critical team member that has helped maintained impeccable financial records which facilitated an audit with no findings for either of the schools in which she manages.

Having the resources and capability to hire experienced individuals is a demonstration of the ESPs organizational capacity to provide the staff and resources needed to ensure the best service for the schools, even while in the planning phase. Compass Charter Schools has demonstrated continuous growth as an ESP by bringing in new staff to the Compass team and that continues to be a focus as we grow. In the near future, Compass Charter Schools is looking to add in-house IT services to support the schools it manages and has already added an accountant to the Finance team, Ms. Jocabed Avila. The proposed growth of the ESP can be viewed in **Attachment CC** and is referenced in detail in the paragraphs above.

- B. Provide a comprehensive listing of ESP-operated charter schools current and past) by completing form IEPC-M1A, which can be found at <http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference> and attach as Attachment DD.**

Compass Charter Schools is an Educational Service Provider with over 3 years of experience. Although relatively new and currently small, the level of expertise offered by Jeremy Calkins and his team include over thirty years of combined experience with supporting and servicing charter schools throughout Florida. See **Attachment DD** details the collaborative experiences of Compass Charter Schools.

- C. Explain the ESP's success in serving student populations similar to the target population of the school. Describe the ESP's demonstrated academic track record provide specific academic results on all schools using Form IEPC-M1A, attached as Attachment DD).**

Jeremy Calkins has considerable experience in successfully opening high performing charter schools in Florida. Mr. Calkins also has extensive experience working with the local municipalities, permitting, traffic patterns, community needs, and managing budgets.

Dr. Diane LaFrance has a long track record of working with both high performing charter schools and underperforming schools in the State of Florida. Her experience with school operations at the administrative level, as well as her experience working with school curriculum to help increase student achievement makes her a valuable resource for Compass Charter Schools in its efforts to support Navigator Academy of Leadership.

D. List and explain any management contract terminations as well as any charter revocations, non-renewals, withdrawals or non-openings that the ESP has experienced in the past five (5) years.

The Educational Service Provider, Compass Charter Schools, is currently servicing two existing schools and has no history of contract terminations, charter revocations, non-renewals, or non-openings. Compass Charter Schools LLC prides itself in working collaboratively with the Sponsor and municipalities as well as the school leaders and Board members.

Legal Relationships

A. Describe how the school's governing board is independent from the ESP and self-governing, including evidence of arm's-length negotiating.

The Board selected Compass Charter Schools because of their combined experience and reputation, as well as their experience in working with them as consultants for the past several years. The Board and the ESP are two separate entities of which one, the board, contracts the other, the ESP. The Board periodically evaluates the ESP and provides its feedback in Governing Board meetings.

The Governing Board will ensure that an "arm's length" performance-based relationship exists between the governing board and the ESP as described in the questions above. The ESP is hired by the Board of Navigator Academy of Leadership, which is the non-profit organization that governs the charter school. The Board expects the ESP to perform specific duties in accordance with its contract. This will be accomplished through a team of individuals with experience in the areas of business, finance, facilities, compliance and quality assurance, strategic planning, and assistance with governmental compliance. The ESP charges a fee that is a percentage of the annual gross FEFP. The ESP was established as a for-profit entity, similar to most organizations or vendors that provide services to public school districts and other charter schools (i.e. law firms, accounting firms, software companies, speech therapy agencies, educational materials vendors, uniform companies, etc.).

The Board periodically evaluates the ESP, as described above, and determines continuation and renewal of services based on the ESP's performance. The ESP is hired by the Board to provide certain services, which support the operations of the school. The principal, as the leader, is the individual responsible for the day-to-day operations of the school. Ultimately, the Board makes all hiring and termination decisions. Although the ESP provides support and guidance to school principals, it does NOT hire those principals. The ESP makes recommendations regarding performance evaluations for principals and staff, but it is the responsibility of the Board to make all final decisions regarding outcomes.

The ESP also recommends and assists the Board and the school principal in decisions related to curriculum by providing them with resources and support in the planning, development, and strategic planning involved in curriculum and data plans, but it is the responsibility of the Board to make the final decision.

B. Explain whether the school has or will have any legal or contractual relationships with any subsidiaries or other entities or individuals that are affiliated with or owned in whole or in part by the ESP. If so, identify the nature of those entities' business

activities and describe how the governing board will ensure that any such relationships will not pose a conflict of interest or hinder the board's authority or ability to terminate the contract with the ESP.

The Board for Navigator Academy of Leadership has no current contracts with the ESP other than that of a Management Agreement as an Educational Service Provider. Moreover, the Board has no intention of entering into any other contractual agreement with the ESP for any other business other than that of an educational services provider. However, the Board does anticipate that it may contract directly with Radius Development Group and Gladiator Contracting Services, LLC, for construction and other services if and when the Board determines that it is the school's best interest to do so based on favorable pricing and prior experiences utilizing those companies at other Navigator campuses. Jeremy Calkins, the Managing Principal of Compass Charter Schools, is also a member of both Radius Development Group, LLC and Gladiator Contracting Services, LLC.

C. Explain the supervisory responsibilities of the ESP if any), including which school employees the ESP will supervise, how the ESP will supervise these employees, and how the school's governing board will oversee the ESP's supervisory responsibilities.

Compass Charter Schools will provide turn-key management and support services as the ESP as expected by the Governing Board. The ESP will provide general accounting support services including bookkeeping, purchasing support, payables, asset management, budget preparation, cash flow analysis, and preparation of interim financial statements and assistance with the work of the school's independent certified auditor. In order to do this, The Board expects that the Business Manager/Bookkeeper work directly with the ESP's Director of Finance to maintain the school financially sound. The school principal/administrator is responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. The Director of Finance of the ESP, contracted by the Board, will work with the Business Manager/Bookkeeper to provide financial forecasting services to the Governing Board for its oversight and approval. The Business Manager/Bookkeeper will work closely and collaboratively with the ESP to prepare a school-site budget, provide account management support, and monthly financial statements. Reports on the progress of the school-based budget will be provided to the Board on a quarterly basis, or more frequently if requested. This collaborative effort in developing a budget is essential in maximizing the educational resources for students, while maintaining fiscal soundness and accountability. Management maintains authority to make the hiring and spending decisions, which affect the budget. The ESP's role is to monitor the budget and advise the school and Board on how to remain fiscally sound.

The Director of Finance as well as the VP of Operations will work with the Director of Schools/principal and the school's business manager/bookkeeper to ensure grant compliance and policies are followed which includes property inventory, purchasing, recordkeeping, budgeting, and grant management. The Director of Operations will work with the school principal and facilities' managers to ensure that facilities are maintained and that there are procedures in place that provide a safe and nurturing educational environment inclusive of character development, routine safety drills, and inspections. The Director of Operations will also facilitate the management and oversight

required to ensure charter school compliance as expected by the Board and the Sponsor as well as support for the inventory of items purchased with grants and public funds.

Compass Charter School will provide support to the school for all their Human Resource needs. This is essential in order to ensure that there are no violations to Federal or local employment regulations. Back-office support will be provided to the school such as benefit and compensation packages, payroll, personnel files, and other guidance and support for Human Resources.

The team at Compass Charter School will work with the school-based administrative team as well as the school's instructional leaders to establish systems that follow the Florida Continuous Improvement Model (FCIM) in its review of data and the analysis of the educational program and the instruction provided. This includes assisting the leadership team with support for MTSS, RtI, professional development, staff evaluation, mentoring, coaching, and curriculum development. Like the FCIM, this level of support is continuous and essential to ensure academic achievement and the success of the school.

The ESP will provide the Board with a quarterly report for any of the supervisory responsibilities as determined by the Board. This will take place at least quarterly but may be requested by the Board at any time. The Director of Schools will communicate directly with the Board in regards to their needs and services provided to the school by the ESP and any additional needs. The Board will take an active responsibility to communicate with school-based leaders and establish a system of checks and balances to safeguard the role and responsibilities of the Board and further guarantee an arm's-length relationship with the ESP.

- D. If the school's governing board intends to enter into a financing agreement promissory notes, loans, leases, lease-purchase agreements, other negotiable instruments, or any other facility or financing relationships) with the ESP:**
- **Ensure that such agreements are or will be separately documented and not part of or incorporated in the school management contract and do not hinder the governing board's authority and practical ability to terminate the management agreement and continue operation of the school.**
 - **Provide evidence that the agreement was or will be reviewed by the governing board's independent legal counsel or attorney and subject to a fair market analysis.**
 - **Describe how such agreements will be repaid. Repayments should be reflected in the budget.**

At this time, the Board has no intention of entering into any promissory notes, loans or financial agreements with the ESP. All loans, leases and purchase agreements are with a third-party vendor obtained through the collaborative efforts between the ESP and the Board.

Organizational Structure

A. Provide a description of the roles and responsibilities of the ESP. This may include whether and how the specific roles and responsibilities set forth below may or may not be provided by the ESP, in order to summarize school- and ESP-level responsibilities. If some portions of a function are the responsibility of both the ESP and the governing board, please

explain. The description should align with the management agreement with the ESP and provide a clear picture of what the ESP is responsible for.

The ESP’s services include assistance with facilities, staffing and human resource coordination, curriculum development, research and data planning, sponsor relations and reporting, program marketing, payroll, bookkeeping, budgeting, and financial forecasting, provided to the Governing Board for its oversight and approval. Section C, under the segment entitled *Legal Relationship*, describes the functions of the ESP and the Board in regards to the services and support provided to the school. Additionally, **Attachment CC** provides a chart that reflects supervisory roles as expected by the Board. The table below identifies some functions and responsibilities as they apply to the ESP and the Board.

Functions	Board’s Responsibility	ESP’s Responsibility
Setting Performance Goals	Review recommendations made by the ESP in collaboration with the school in order to approve.	Work collaboratively with school-site leaders to make recommendations to the board for approval
Selecting Curriculum	Review recommendations made by the ESP in collaboration with the school in order to approve.	Work collaboratively with school-site leaders to make recommendations to the board for approval
Selection Professional Development programs	Review recommendations made by the ESP in collaboration with the school in order to approve.	Work collaboratively with school-site leaders to make recommendations to the board for approval
Data Management	Review recommendations made by the ESP in collaboration with the school in order to approve.	Work collaboratively with school-site leaders to make recommendations to the board for approval
Selecting Interim Assessments	Review recommendations made by the ESP in collaboration with the school in order to approve.	Work collaboratively with school-site leaders to make recommendations to the board for approval
Determining Promotion Criteria	Promotion of school personnel and school-based leaders is decided by the Board with recommendations from the ESP.	Promotion of students will be based on recommendation of the principal following the Sponsor’s SPP.
Setting a School Culture	Review recommendations made by the ESP in collaboration with the school in order to approve.	Work collaboratively with school-site leaders to make recommendations to the board for approval
Student Recruitment	Review recommendations made by the ESP in collaboration with the school in order to approve.	Work collaboratively with school-site leaders to make recommendations to the board for approval
School Staff Recruitment	Review recommendations made by the ESP in collaboration with the school in order to approve.	Work collaboratively with school-site leaders to make

		recommendations to the board for approval
Hiring	Review recommendations made by the ESP in collaboration with the school in order to approve.	Work collaboratively with school-site leaders to make recommendations to the board for approval
Fundraising	Review recommendations made by the ESP in collaboration with the school in order to approve.	Work collaboratively with school-site leaders to make recommendations to the board for approval
Managing Community Relationships	Shared responsibilities between the school and the Board.	Help facilitate community relationships for the Board and the school whenever possible.
Selecting and Providing Information Technology	Review recommendations made by the ESP in collaboration with the school in order to approve.	Work collaboratively with school-site leaders to make recommendations to the board for approval
Managing Facilities	Review recommendations made by the ESP in collaboration with the school in order to approve.	Work collaboratively with school-site leaders to make recommendations to the board for approval
Procuring Vendors	Review recommendations made by the ESP in collaboration with the school in order to approve.	Work collaboratively with school-site leaders to make recommendations to the board for approval
Other Operational and Administrative Services (not previously identified)	Review recommendations made by the ESP in collaboration with the school in order to approve.	Work collaboratively with school-site leaders to make recommendations to the board for approval

B. Describe the oversight and evaluation methods that the board will use to oversee the ESP. What are the school-wide and student achievement results that the ESP is responsible for achieving? How often, and in what ways, will the board review and evaluate the ESP's progress toward achieving agreed-upon goals e.g. external evaluator, surveys, or performance data analyses)? What are the conditions, standards, and procedures for board intervention, if the ESP's performance is deemed unsatisfactory?

The Board will conduct a performance evaluation of the ESP at the annual meeting in June to measure the service levels provided by the organization. The Board will gather information to be used for the purpose of conducting a review of the ESP. Some of the information gathered will come from sources such as:

- Surveys completed by school-based leadership teams
- Compliance results and ratings

- Feedback from the Sponsor
- Goals achieved
- Student performance data
- Visits to the school site

The information gathered will be organized into an evaluation system grouped by area or specialty of service provided by the ESP and using a rating scale ranging from 1 (unsatisfactory) to 5 (highly effective). The Boards reviews this evaluation as a means of determining service improvement, satisfaction with services and ESP contract renewal.

C. Describe the payment schedule, including all fees, bonuses, early termination penalties, and any other compensation to be paid to the ESP.

In Article V of the ESP contract the fees and payment schedule including fees is detailed as:

Except as specifically excluded by the terms of this Agreement, the term “Revenues” shall include all funds received by or on behalf of the charter school, including but not limited to:

1. Funding for public school students enrolled in the charter school.
2. Special Education funding provided by Federal, State, and Local Governments to the Charter School that is directly allocable to special education students in the charter school.
3. Gifted and Talented funding provided by Federal, State, and Local Governments that is directly allocable to Gifted and Talented students in the charter school.
4. At-Risk funding provided by Federal, State, and Local Governments to the charter school that is directly allocable to At-Risk students in the charter school.
5. Funding provided by Federal, State, and Local Governments to the charter school that is directly allocable to students in the charter school with limited English proficiency.
6. Federal, State, and Local grant sources, including Title I and charter school startup funds, which are directly allocable to the charter school.
7. Grants and denominations received by the charter school (except to the extent Compass Charter Schools is not required or involved in soliciting, administering, or managing such grants and/or donations).
8. Fees charged to students and others for extra services as and to the extent permitted by law (all of the above are hereinafter collectively referred to as the “Revenues”).

The Board may advance funds to Compass Charter Schools for fees or expenses associated with the charter school’s operation provided that the documentation for the fees and expenses are provided for Board ratification. The Revenues shall be expended by Compass Charter Schools in accordance with the approved Budget and as otherwise authorized by the Board. The expenditure of Revenues received from governmental entities shall be consistent with all applicable regulations and policies, and in the case of private donations, the directives of the donor where applicable. To the extent that there are not sufficient funds in the Operating Account to pay Operating Expenses, Compass Charter Schools may, in Compass Charter Schools’s discretion, deposit funds into the charter school Operating Accounting (“Operating Advances”). Operating Advances can only be made in accordance with the approved Annual Budget. The charter school shall reimburse all Operating Advances, together with interest thereon from the charter school’s Total Revenues as and when the funds become available.

Compass Charter Schools will prepare the application for the charter school and will be available for the Board's review prior to the submission date to the sponsor. As for compensation for its services, Compass Charter Schools shall be entitled to an amount not to exceed 11% of the revenues, which include: the Florida Educational Finance Program (FEFP) revenue, net of the Sponsor's administrative fee; charter school capital outlay revenue; and Charter School Program Grant funds (if any). Said amount shall be determined by the Governing Board and set forth within the Governing Board's approved Annual Budget. All other grants obtained by the charter school and managed by Compass Charter Schools, LLC shall be subject to a fee of 3% of total grant revenues. The management fee shall be billed monthly based on the Charter School's FEFP allocation and due on the first of each month.

In regards to terminations, Article VII discusses examples of "default" on either party that would result in a breach of the contract. Some examples identified in **Attachment EE** of the ESP contract includes, but are not limited to:

- Default of payment
- Financial emergency
- Fraudulent claims
- Failure to follow policies and procedures
- Insufficient progress made towards student achievement
- Violation of the health and safety of the students
- Suspension or termination of the charter contract with the Sponsor

Also, Article VII of the ESP contract in **Attachment EE** defines remedies as examples of corrective measures that can take place to avoid and/or correct default of contractual agreements by either party.

D. Describe the types of spending decisions the management organization can make without obtaining board approval? What reports must the ESP submit to the board on financial performance, and on what schedule? How will the school governing board provide financial oversight?

Part B of Article V specifies financial arrangements as they pertain to spending decisions. Compass Charter Schools will adhere to the policies developed by the Board in regards to purchases (still under the development of the Board), as well as the guideline communicated by the Sponsor.

Compass Charter Schools shall manage the budget, accounting, and financial reporting functions for the charter school in accordance with the Requests of the Sponsor, the provisions of the Charter Contract and the approved Annual Budget by the Board. Compass Charter Schools, LLC shall prepare and submit to the charter school for its approval for each Fiscal Year (July 1 – June 30), an Annual Budget for the charter school. Each Annual Budget shall state and estimate for the coming Fiscal Year for (i) Total Revenues; (ii) Operating Expenses; (iii) Audit Expenses; and (iv) Fund Balance.

Compass Charter Schools shall submit to the charter school for its review and approval a preliminary Annual Budget for each Fiscal Year for the charter school, on or before May 31st of the current Fiscal Year. It is the intent of this provision that Compass Charter Schools prepare and

submit to the charter school a balanced Annual Budget, which shall provide for full payment of the (i) Total Revenues; (ii) Operating Expenses; (iii) Audit Expenses; and (iv) Fund Balance with respect to the charter school. The charter school will approve the Annual Budget at the Annual Meeting held in June. If the charter school does not approve the Annual Budget, the charter school shall give specific reasons therefore and continue to deposit the balance of Total Revenues into the Charter School Operating Account pursuant to its obligations in Article V. If the charter school does not approve the Annual Budget within thirty days of submission by Compass Charter Schools, the charter school shall be deemed to approve the Annual Budget. Compass Charter Schools and the charter school acknowledge that a Final Budget shall be completed no later than June 30. Compass Charter Schools may amend the Annual Budget(s) no less frequently than semi-annually in order to reflect the results of the most recent student counts and may make such other modifications as it may from time to time find necessary. Any such amendment shall only be valid if approved by the express vote of the Board. Compass Charter Schools shall report any changes upon which the Annual Budget was based within fifteen days after Compass Charter Schools becomes aware of any such change. Compass Charter Schools shall operate and manage the charter school according to its Annual Budget. Compass Charter Schools, LLC shall use reasonable efforts to operate the Charter School within its Annual Budget.

E. What is the term (duration) of the management agreement? Explain the conditions and procedures including time frames, notice, and decision-making procedures) for renewal and termination of the contract? Describe the conditions that both the ESP and the school must satisfy for the management agreement to be renewed. On what grounds may the ESP or the governing board terminate the management agreement for cause? List any indemnification provisions in the event of default or breach by either party. If these provisions are addressed in the management agreement, the applicant may cite the specific sections.

Establishing a relationship between the Board and the ESP is beneficial to the school's operations. This relationship can provide the foundation essential for a positive partnership which supports and benefits the school. Establishing the relationship provides clear communication, support, and continuity for the school. **Attachment EE** delineates the duration of the management agreement and contract renewal as: effective as of the date on the contract and shall continue for an initial term of 6 years (transition phase and 5-year charter contract) or consistent with the term of the Charter Contract with the Sponsor, unless terminated or canceled earlier in accordance with the agreement between the ESP and the Board, or for good cause, as agreed by Compass Charter Schools and the Board. After the initial term, then the term of agreement shall be extended:

- to the extent Compass Charter Schools performs in accordance with the terms of this Agreement
- in the event that the Charter Contract is extended or replaced, or
- in the event that the Board approves the extension by express vote.

The initial or extension term of the agreement will be for a term of five years or correspond to the length of the Charter Contract, unless this agreement is otherwise terminated or canceled earlier in accordance with the agreement, or for good cause, as agreed by Compass Charter Schools and the Board. Nothing contained in the agreement will be construed to restrict or prevent the charter school

from entering into a management agreement with any other party for any other school other than the charter school that is the subject of the specific contract.

The agreement may be terminated with cause under the Article V of the contract identifying terms of default by either party, as well as the corrective measures that can be employed by either party.

Article VIII of the contract with the ESP includes the following indemnification clause:

Each party to this Agreement does hereby indemnify and hold harmless the other, and the Sponsor, and the respective boards of directors, partners, officers, employees, agents, representatives, and attorneys from and against any and all claims, actions, damages, expenses, losses, or awards which arise out of (i) its negligence, (ii) its action taken or not taken, or (iii) its noncompliance or breach of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement. As used in this subsection, “party” shall include the party’s trustees, directors, officers, employees, agents, representatives and attorneys. Such indemnification may be achieved by the joint purchase of general liability and property insurance policies, or by such other means as the parties may mutually agree.

F. Provide as Attachment EE, a draft of the proposed management agreement with the ESP.

The draft agreement between Navigator of Leadership and Compass Charter Schools is attached in **Attachment EE**. The Board understands that the ESP is a contracted service. The ESP does not supplant or replace the Board, its duties, or its responsibilities.



Algebra At-a-Glance 24-25

Average Correct	Standards	enVision Text	Lesson Resources	Recommended Days	Week
Algebra Readiness Test					
	MAFS.912.A-CED.1.1 MAFS.912.A-CED.1.3 MAFS.912.A-CED.1.4 MAFS.912.N-RN.2.3 MAFS.912.A-REI.1.1 MAFS.912.A-REI.2.3 MAFS.912.A-REI.2.3 MAFS.912.N-Q.1.1 MAFS.912.N-Q.1.2	Topic 1 Solving Equations and Inequalities	<ul style="list-style-type: none"> Gradual Release (CPA) Conceptual Understanding, Procedural Skill, Application ELL DI: Ongoing Intervention, Strategic Intervention, Intensive Intervention Math Center Games Math Practices and Problem Solving 	Intro and Baseline 10 Days (5 Block Days) Topic 1 Assessment	Week 1 Weeks 2&3
	MAFS.912.A-CED.1.3 MAFS.912.A-CED.1.4 MAFS.912.F-IF.3.7 MAFS.912.F-LE.1.2	Topic 2 Linear Equations	<ul style="list-style-type: none"> Gradual Release (CPA) Conceptual Understanding, Procedural Skill, Application ELL DI: Ongoing Intervention, Strategic Intervention, Intensive Intervention Math Center Games Math Practices and Problem Solving 	10 Days (5 Block Days)	Weeks 4&5
	MAFS.912.F-IF.1.1 MAFS.912.F-IF.1.2 MAFS.912.F-IF.1.3 MAFS.912.F-IF.2.5 MAFS.912.F-LE.1.2 MAFS.912.F-BF.1.1 MAFS.912.F-BF.1.2 MAFS.912.F-BF.2.3 MAFS.912.F-IF.3.7 MAFS.912.S-ID.2.6 MAFS.912.S-ID.3.7 MAFS.912.S-ID.3.8 MAFS.912.S-ID.3.9 MAFS.912.A-REI.4.10	Topic 3 Linear Functions	<ul style="list-style-type: none"> Gradual Release (CPA) Conceptual Understanding, Procedural Skill, Application ELL DI: Ongoing Intervention, Strategic Intervention, Intensive Intervention Math Center Games Math Practices and Problem Solving 	8 Days (4 Block Days)	Week 6
	MAFS.912.A-CED.1.2 MAFS.912.A-CED.1.3 MAFS.912.A-REI.3.5 MAFS.912.A-REI.3.6 MAFS.A-REI.4.12	Topic 4 Systems of Linear Equations and Inequalities	<ul style="list-style-type: none"> Gradual Release (CPA) Conceptual Understanding, Procedural Skill, Application ELL DI: Ongoing Intervention, Strategic Intervention, Intensive Intervention Math Center Games Math Practices and Problem Solving 	14 Days (7 Block Days)	Weeks 7&8
Cumulative Topic Assessment					



Algebra At-a-Glance 24-25

Topics 1-4 October 7					
	MAFS.912-F-IF.2.4 MAFS.912-F-IF.2.6 MAFS.91.F-IF.3.7 MAFS.91.F-IF.3.9 MAFS.912.F-BF.2.3	Topic 5 Piecewise Functions	<ul style="list-style-type: none"> Gradual Release (CPA) Conceptual Understanding, Procedural Skill, Application ELL DI: Ongoing Intervention, Strategic Intervention, Intensive Intervention Math Center Games Math Practices and Problem Solving 	10 Days (5 Block Days)	Weeks 9&10
	MAFS.912.N-RN.1.1 MAFS.912.N-RN.1.2 MAFS.91.F-IF.1.3 MAFS.912-F-IF.2.4 MAFS.912-F-IF.2.5 MAFS.91.F-IF.3.7 MAFS.91.F-IF.3.8 MAFS.91.F-IF.3.9 MAFS.912.F-BF.1.1 MAFS.912.F-BF.1.2 MAFS.912.F-BF.2.3 MAFS.912.F-LE.1.1 MAFS.912.F-LE.1.2 MAFS.912.F-LE.2.5 MAFS.912.A-SSE.2.3 MAFS.912.A-SSE.2.4 MAFS.912.N-Q.1.3	Topic 6 Exponents and Exponential Functions	<ul style="list-style-type: none"> Gradual Release (CPA) Conceptual Understanding, Procedural Skill, Application ELL DI: Ongoing Intervention, Strategic Intervention, Intensive Intervention Math Center Games Math Practices and Problem Solving 	14 Days (7 Block Days) Extra days	Weeks 11&12
	MAFS.912.A-APR.1.1 MAFS.912.A-SSE.1.1 MAFS.912.A-SSE.1.2	Topic 7 Polynomials and Factoring	<ul style="list-style-type: none"> Gradual Release (CPA) Conceptual Understanding, Procedural Skill, Application ELL DI: Ongoing Intervention, Strategic Intervention, Intensive Intervention Math Center Games Math Practices and Problem Solving 	16 Days (8 Block Days) Winter Break	Weeks 13&14
	MAFS.912.A-CED.1.2 MAFS.91.F-IF.1.2 MAFS.912-F-IF.2.4 MAFS.912-F-IF.2.6 MAFS.91.F-IF.3.7 MAFS.91.F-IF.3.8 MAFS.91.F-IF.3.9 MAFS.912.F-BF.1.1 MAFS.912.F-BF.2.3 MAFS.912.F-LE.1.3 MAFS.912.S-ID.2.6 MAFS.912.A-REI.4.10	Topic 8 Quadratic Equations	<ul style="list-style-type: none"> Gradual Release (CPA) Conceptual Understanding, Procedural Skill, Application ELL DI: Ongoing Intervention, Strategic Intervention, Intensive Intervention Math Center Games Math Practices and Problem Solving 	12 Days (6 Block Days)	Weeks 15&16
Cumulative Topic Assessment					



Algebra At-a-Glance 24-25

Topics 1-8 November 14					
	MAFS.912.A-CED.1.1 MAFS.912.A-CED.1.3 MAFS.91.F-IF.3.7 MAFS.91.F-IF.3.8 MAFS.912.A-REI.2.4 MAFS.912.A-REI.3.7 MAFS.912.A-REI.4.11 MAFS.912.N-RN.1.2 MAFS.912.A-SSE.1.2 MAFS.912.A-SSE.2.3 MAFS.912.N-Q.1.3	Topic 9 Solving Quadratics Equations	<ul style="list-style-type: none"> Gradual Release (CPA) Conceptual Understanding, Procedural Skill, Application ELL DI: Ongoing Intervention, Strategic Intervention, Intensive Intervention Math Center Games Math Practices and Problem Solving 	16 Days	Weeks 17, 18 &19
	MAFS.912.F-IF.2.3 MAFS.912.F-IF.2.4 MAFS.912.F-IF.2.5 MAFS.912.F-IF.2.6 MAFS.91.F-IF.3.7 MAFS.912.F-BF.1.1 MAFS.912.F-BF.2.4	Topic 10 Working with Functions	<ul style="list-style-type: none"> Gradual Release (CPA) Conceptual Understanding, Procedural Skill, Application ELL DI: Ongoing Intervention, Strategic Intervention, Intensive Intervention Math Center Games Math Practices and Problem Solving 	16 Days	Weeks 20, 21 &22
	MAFS.912.S-ID.1.1 MAFS.912.S-ID.1.2 MAFS.912.S-ID.1.3 MAFS.912.S-ID.1.4 MAFS.912.S-ID.2.5 MAFS.912.S-ID.2.6	Topic 11 Statistics	<ul style="list-style-type: none"> Gradual Release (CPA) Conceptual Understanding, Procedural Skill, Application ELL DI: Ongoing Intervention, Strategic Intervention, Intensive Intervention Math Center Games Math Practices and Problem Solving 	16 Days	Weeks 23,24 &25
EOC REVIEW					
EOC MAY 1-26, 2025 (Scheduled as late as possible)					
		Topic 12 Polynomial and Rational Expressions	<ul style="list-style-type: none"> Gradual Release (CPA) Conceptual Understanding, Procedural Skill, Application ELL DI: Ongoing Intervention, Strategic Intervention, Intensive Intervention Math Center Games Math Practices and Problem Solving 	18 Days?	TBA
Final Exam Cumulative EOY Assessment - May 28-29					



Geometry At-a-Glance

Standards	Topics	Envision Algebra 1	Algebra Nation	Recommended Days	Date Range
MAFS.912.G-CO.1.1 MAFS.912.G-CO.3.9 MAFS.912.G-CO.3.10 MAFS.912.G-CO.3.11 MAFS.912.G-CO.4.12 MAFS.912.G-GPE.2.6 MAFS.912.G-MG.1.3		Chapter 1 Foundations of Geometry	Section 1 Topics 1,2,3,4,5,6,10,11,12	19 Test	August
MAFS.912.G-CO.1.1 MAFS.912.G-CO.3.9 MAFS.912.G-CO.3.10 MAFS.912.G-GPE.2.5 MAFS.912.G-MG.1.1 MAFS.912.G-MG.1.3		Chapter 2 Parallel and Perpendicular Lines	Section 1 Topics 7,8	12 Test	September
MAFS.912.G-CO.1.2 MAFS.912.G-CO.1.3 MAFS.912.G-CO.1.4 MAFS.912.G-CO.1.5 MAFS.912.G-CO.2.6		Chapter 3 Transformations		16 Test	October
MAFS.912.G-CO.1.5 MAFS.912.G-CO.2.6 MAFS.912.G-CO.2.7 MAFS.912.G-CO.2.8 MAFS.912.G-CO.3.10 MAFS.912.G-CO.4.13 MAFS.912.G-SRT.2.5		Chapter 4 Triangles Congruence		16 Test	November
MAFS.912.G-CO.3.9 MAFS.912.G-CO.3.10 MAFS.912.G-C.1.3 MAFS.912.G-SRT.2.5		Chapter 5 Relationships in Triangles		14	December
MAFS.912.G-C.1.3 MAFS.912.G-SRT.2.5 MAFS.912.G-CO.3.11		Chapter 6 Quadrilaterals and Other Polygons		16 Test	January
MAFS.912.G-CO.1.2 MAFS.912.G-CO.1.5		Chapter 7 Similarity		12	



Geometry At-a-Glance

MAFS.912.G-CO.3.10 MAFS.912.G-SRT.1.1 MAFS.912.G-SRT.1.2 MAFS.912.G-SRT.1.3 MAFS.912.G-SRT.2.4 MAFS.912.G-SRT.2.5 MAFS.912.G-C.1.1					
MAFS.912.G-SRT.2.4 MAFS.912.G-SRT.3.6 MAFS.912.G-SRT.3.7 MAFS.912.G-SRT.3.8 MAFS.912.G-SRT.4.9 MAFS.912.G-SRT.4.10 MAFS.912.G-SRT.4.11		Chapter 8 Right Triangles and Trigonometry		14 Test	February
MAFS.912.G-CO.3.10 MAFS.912.G-GPE.1.1 MAFS.912.G-GPE.1.2 MAFS.912.G-GPE.1.3 MAFS.912.G-GPE.2.4 MAFS.912.G-GPE.2.6 MAFS.912.G-GPE.2.7		Chapter 9 Coordinate Geometry (sections 9.1-9.3 only)		16 Test	March
MAFS.912.G-CO.1.1 MAFS.912.G-C.1.2 MAFS.912.G-C.1.4 MAFS.912.G-C.2.5 MAFS.912.G-CO.4.13		Chapter 10 Circles		14 Test	
MAFS.912.G-GMD.1.1 MAFS.912.G-GMD.1.3 MAFS.912.G-GMD.2.4 MAFS.912.G-MG.1.1 MAFS.912.G-MG.1.2 MAFS.912.G-MG.1.3		Chapter 11 Two and Three Dimensional Models		12	April
MAFS.912.G-CO.3.10 MAFS.912.G-GPE.1.1 MAFS.912.G-GPE.1.2 MAFS.912.G-GPE.1.3 MAFS.912.G-GPE.2.4 MAFS.912.G-GPE.2.6 MAFS.912.G-GPE.2.7		Chapter 9 Coordinate Geometry (Sections 9.4-9.6)		POST EOC	May



Algebra 2 At-a-Glance 24-25

Standards	Topics	Envision Algebra 1	Math Nation	Recommended Days	Date Range
A-CED.1.1 A-CED.1.2 A-CED.1.3 A-REI.3.6 A-REI.4.11 F-IF.2.4 F-IF.2.5 F-IF.3.7b F-BF.1.1 F-BF.1.1a F-BF.1.2 F-BF.2.3	1-1 Key Features of functions (2) 1-2 Transformations of functions (2) 1-3 Piecewise and step functions (2) 1-4 Arithmetic sequences and series (1) 1-5 solving eq by graphing (2) 1-6 linear systems (2) 1-7 solving linear systems by matrices (2)	Chapter 1 Linear functions and Systems		17 Test	August
A-CED.1.2 A-APR.2.3 A-REI.3.6 A-REI.2.4a A-REI.4.11 A-REI.2.4b A-REI.3.7 A-REI.4.11 A-SSE.1.2 A-SSE.2.3a F-IF.1.4 F-BF.2.4 N-CN.1.1 N-CN.1.2 N-CN.3.7 G-GPE.1.2	2-1 Vertex form 2-2 Standard form 2-3 Factored form 2-4 complex conjugates and imaginary numbers 2-5 completing the square 2-6 discriminant and quadratic formula 2-7 linear-quadratic systems	Chapter 2 Quadratic Functions and equations		18 Test	September
A-APR.1.1 A-APR.2.2 A-APR.2.3 A-APR.4.6 A-SSE.1.2 A-SSE.2.3a F-IF.2.4 F-IF.2.6	3-1 graphing polynomial functions 3-2 operations with polynomials 3-3 binomial theorem, Pascal's triangle	Chapter 3 Polynomial Functions		18 Test	October



Algebra 2 At-a-Glance 24-25

F-IF.3.7c F-BF.1.1 F-BF.2.3 F-IF.3.7 F-IF.3.9 F.BF.1.1b F-BF.1.2 F-BF.2.3 N-CN.3.8 N-CN.3.9	3-4 Factor theorem, Remainder Theorem, synthetic division 3-5 Zeroes of polynomial functions 3-6 Theorems about roots of polynomial functions 3-7 Transformations of polynomial functions				
A-APR.4.6 A-APR.4.7 A-CED.1.1 A-CED.1.2 A-REI.1.1 A-REI.4.11 A-SSE.1.2 F-IF.3.7d F-BF.2.3	4-1 Inverse variation and reciprocal function 4-2 rational expression. rational function 4-3 simplified form of rational 4-4 adding and subtracting rationals 4-5 solving rational equations	Chapter 4 Rational Functions		14	
N-RN.1.1 N-RN.1.2 A-CED.1.1 A-CED.1.4 A-REI.1.1 A-SSE.1.1 A-SSE.1.2 F-BF.1.1b F-BF.1.1c F-BF.2.3 F-IF.2.4 F-IF.2.4a F-IF.2.4,b F-IF.2.4c F-IF.3.7b	5-1 n-th root, radicand and radicals 5-2 properties of exponents and radicals 5-3 graphing radical functions 5-4 solving radical equations 5-5 function operations 5-6 inverse function, inverse relation	Chapter 5 Rational Exponents and radical Functions		17 Test	November
A-CED.1.1 F-IF.2.4 F-IF.2.5 F-IF.3.7a F-IF.3.8b F-IF.3.9	6-1 key features of exponential functions 6-2 exponential models	Chapter 6 Exponential and Logarithmic Functions		18 Test	



Algebra 2 At-a-Glance 24-25

F-BF.1.1 F-BF.1.1a F-BF.1.2 F-BF2.a F-BF.2.3 F-BF2.4 F-BF.2.4a F-LE.1.4 S-ID2.6a A-REI.1.1 A-SSE.1.1b A-SSE.1.2 A-SSE.2.3 A-SSE.2.4	6-3 logarithms 6-4 logarithmic functions 6-5 properties of logs 6-6 exponential and log functions 6-7 geometric sequences and series				
F-IF2.4 F-IF2.5 F-IF2.6 F-IF3.7e F-IF3.9 F.BF2.3 F-TF.1.1 F-TF.1.2 F-TF.2.5 F-TF.3.8	7-1 Trig functions and acute angles 7-2 angles and the unit circle 7-3 trig functions and real numbers 7-4 graphing sine and cosine functions 7-5 graphing other trig functions 7-6 translating trig functions	Chapter 7 Trigonometric Functions		16	December
F.BF.B.4 F.TB.B.7 F.TF.A.3 F.TF.A.4 F.TF.B.6 F.TF.C.9 G.SRT.D.10 G.SRT.D.11 N.CN.A.3 N.CN.B.4 N.CN.B.5 N.CN.B.6	8-1 solving equations using inverse trig 8-2 Law of sines and cosines 8-3 Trig identities 8-4 The complex plane 8-5 Polar form of complex numbers	Chapter 8 Trigonometric Equations and Identities		14 Test	
A.REI.C.7 A.SSE.A.2 A.SSE.B.3 G.GPE.A.1 G.GPE.A.2 G.GPE.A.3	9-1 Parabolas 9-2 Standard form of a circle 9-3 Ellipses 9-4 Hyperbolas	Chapter 9 Conic Sections		12 Test	January

Pacing Guide - Journalism



Curriculum Resources:

- <https://www.americanpressinstitute.org/wp-content/uploads/2013/10/Introductory-News-Literacy-curriculum.pdf>
- <https://www.americanpressinstitute.org/wp-content/uploads/2013/09/highfiveunitA.pdf>
- <https://www.americanpressinstitute.org/wp-content/uploads/2013/09/highfiveunitB.pdf>
- <https://www.americanpressinstitute.org/wp-content/uploads/2013/09/highfiveunitC.pdf>

Unit A – Understanding Media Literacy				
Lesson	Topic	Page in Guide	Objectives	# of Days
1 Hi 5 Lessons 4 & 5	Five Media Principles	25-32	-Explain the 5 principles of media. -Identify an example of each principle. -Deconstruct print/electronic media messages based on the principles	2 Days
2 Hi 5 Lessons 8-11	Media’s Purposes	33-39	-Analyze media messages to determine their purposes-explicit and/or implicit. -Identify reasons behind media messages. -Evaluate benefits of specific media messages in their own lives.	5 Days
2 Hi 5 Lessons 12-13	Media’s Purposes (Civics Integration)		-Identify a political issue or political race. -Analyze coverage of the issue or race across various media.	2 Days
3	Newspaper Construction	40-46	-Identify essential elements of a newspaper front page. -Analyze essential elements of a newspaper page. -Analyze structure of the newspaper. -Evaluate importance of newspaper content as determined by section and page placement. -Evaluate effectiveness of newspaper page components.	4 Days
4 Hi 5 Lessons 22-23	Text Structures in the Newspaper	47-53	-Analyze reality as reflected in newspaper news stories and features. -Identify different types of writing in the newspaper. -Analyze text elements in different newspaper genres.	4 days
Unit B – Become a Journalist				
1 Hi 5 Lesson 4	News Jargon	69-73	-Analyze format and structure of newspaper to communicate media messages. -Recognize graphic and design cues used in the newspaper to help readers locate information. -Become familiar with proper names for graphics, design elements, and navigational devices used in newspapers.	2 Days

Pacing Guide - Journalism



Unit B – Become a Journalist (Continued)				
2 Hi 5 Lesson 6	First Amendment and School-Based Publications	76-88	<ul style="list-style-type: none"> -Review and discuss the First Amendment to the Constitution. -Generate reasons for protecting freedom of the press. -Understand the constitutional and historical significance of U.S. Supreme Court cases related to the First Amendment. -Analyze ways they can constitutionally express themselves in school. -Become knowledgeable about school policies on freedom of expression. 	4 Days
3 Hi 5 Lesson 10	Quotations and Interviewing	89-94	<ul style="list-style-type: none"> -Understand the difference between a direct and indirect quotation. -Understand skills and steps to develop questions for and conduct an interview. -Elicit information and direct quotations from the interviewee. 	3 Days
4 Hi 5 Lesson: 16/17 (Sports) 20/21 (Reviews) 22/23 (How-To Columns)	News Stories	96-109	<ul style="list-style-type: none"> -Identify structure of a news story. -Identify characteristics of good news writing. -Evaluate effectiveness of a news story by analyzing its structure and language. -Understand the difference between a story topic and story idea. -Write a news story using inverted pyramid style. Write an informative or attention-getting lead. 	5 Days
5	Feature Stories	110-123	<ul style="list-style-type: none"> -Understand the characteristics of feature writing. -Identify different types of feature stories. -Evaluate a feature story by analyzing its structure, language, and style. -Write a lead that captures the reader’s attention. -Write a feature story organized effectively. -Use descriptive words effectively. -Use quotations and sources to support the story. 	3 Days
6	Editorials	124-135	<ul style="list-style-type: none"> -Evaluate the effectiveness of an editorial. -Identify words used to persuade readers. -Evaluate supporting information used in editorials. -Identify a position on a current issue. -Research information related to that position. -Write an editorial promoting a specific point of view. 	3 Days
7 Hi 5 Lesson: 29 (Print v. Online) 26 (Print v. TV) 24/25 (Advertising)	News on the Internet	136-141	<ul style="list-style-type: none"> -Compare news content in their local newspaper and on a local newspaper’s website. -Identify stories to post on the internet when space is limited or if they work better there. 	5 Days

Pacing Guide - Journalism



Unit C – Go to Press				
1 Hi Five Lesson 8	The Right Stuff: Interest and Skills	146-154	-Identify the skills needed to publish a newspaper. -Identify personal skills and interests. -Identify newspaper jobs in which personal skills and interests apply. -Write a paragraph of application for a job on the class newspaper staff.	4 Days
2	Who Are the Readers?	155-160	-Identify the audience for the class or school newspaper. -Identify and explain why potential news and newspaper features meet needs and interests of their audience.	2 Days
3 Hi 5 Lesson 10	Planning the Newspaper	161-166	-Understand the Responsibilities of each job on the newspaper staff. -Understand importance of teamwork and meeting deadlines. -Be familiar with and have access to materials and tools necessary to complete assigned tasks.	2 Days
4 Hi 5 Lesson 20	On Assignment I: Working	167-193	-Complete the work plan. -Understand scope and work on assignments. -Understand the importance of meeting deadlines. -Complete assigned tasks in accordance with procedures and deadlines. -Seek help when necessary.	5 Days
5	On Assignment II: Working	194-198	-Complete assigned tasks in accordance with procedures and deadlines. -Seek help when necessary.	4 Days
6	Check it Over	199-206	-Identify changes and corrections to be made to content, page layout, and design using one or more media process skills. -Implement changes and corrections to page content, page layout, and design using one or more media process skills.	2 Days
7 Hi 5 Lesson: 26/27: Survey 28: First Amendment Application	Reflect on Publishing	208-212	-Evaluate organization of their newspaper. -Evaluate design of their newspaper. -Evaluate content of their newspaper. -Evaluate procedures and use of technology in their newspaper. -Evaluate strategies used to market and distribute their newspaper.	4 Days

Pacing Guide - Journalism



Unit C – Go to Press				
Hi 5 Lessons 23 / 24	Online Newspapers		<ul style="list-style-type: none"> -Identify why online newspapers are published. -Navigate an online newspaper. -Identify the variety of features of online newspapers. -Determine how students can take their class newspaper online. -Compare a print and online newspaper. -Evaluate the challenges and rewards of launching an online version of their newspaper. 	4 Days
	<i>Students can create a Google Site for the school newspaper. Identify a committee responsible for maintaining it.</i>			
Hi 5 Lesson 29	Get Ready		<ul style="list-style-type: none"> -Identify topics and issues to be included in the report or display. -Explain why topics or issues will be included in the report or display. -Create a well-organized and attractive report or display. 	4 Days
Hi 5 Lesson 30	Showtime		<ul style="list-style-type: none"> -Present their display or presentation. -Discuss feedback to display or presentation. 	2 Days
End of Year Pacing				
Newspaper Writing			Students continue writing articles for the school newspaper, maintaining an online Google Sites school newspaper.	
Guest Speakers			Guest speakers from various journalism career paths may be invited to speak in-person or virtually to students about careers in journalism.	

Unit / Focus	Vocabulary	Grammar	Culture
Crash Course	<ul style="list-style-type: none"> • Crash Course 1: Spanish spelling / Pronunciation (Page 2-3) • Crash Course 2: Greetings and Introductions (Page 4-5) • Crash Course 3: Goodbyes and Courtesy Expression (Page 6-7) • Crash Course 4: Classroom Vocabulary (Page 8-9) • Crash Course 5: Common Classroom Expressions (Page 10-11) • Crash Course 6: Asking Questions (Page 12-13) • Crash Course 7: Days and Dates (Page 14-15) • Crash Course 8: Time and School Subjects (Page 16-17) • Crash Course 9: Weather and Seasons (Page 18-19) 		
<p style="text-align: center;">1</p> <p>Centroamérica (pp. 28-79)</p>	<ul style="list-style-type: none"> • Personal and family relationships • Physical Characteristics and personality traits • Emotional states and feelings • Personal information 	<ul style="list-style-type: none"> • Possessives • Adjectives and nouns • Comparisons and superlatives • Interrogatives 	<ul style="list-style-type: none"> • Mapa Cultural: Centraoèrica • Mestizaje y cultura • Riqueza natural • Lectura: El blog de Ichxel
<p style="text-align: center;">2</p> <p>Las Antillas (pp. 80-131)</p>	<ul style="list-style-type: none"> • The house, household chores • Furniture and objects in a house • Electrical appliances • The neighborhood, places and services 	<ul style="list-style-type: none"> • The present progressive • Direct object pronouns • Indirect object pronouns • Demonstratives 	<ul style="list-style-type: none"> • Mapa Cultural: Las Antillas • Barrios colonials • Música caribeña • Lectura: Estilo de vida caribeño
<p style="text-align: center;">3</p> <p>Andes centrales (pp. 132-183)</p>	<ul style="list-style-type: none"> • Clothing and accessories • Describing clothes • Stores and establishments • Shopping 	<ul style="list-style-type: none"> • The preterite tense of regular <i>-ari verbs</i> • The preterite tense of regular <i>-er</i> and <i>-ir</i> verbs • The preterite tense of the verbs <i>ser, ir, decire, tener, estar, and hacer</i> 	<ul style="list-style-type: none"> • Mapa Cultural: Andes centrales • Quechuas y aymaras • Los equecos • Las islas Galápagos • Lectura: Textiles andinos bolivianos
<p style="text-align: center;">4</p> <p>Norteamérica (pp. 184-235)</p>	<ul style="list-style-type: none"> • Foods • Buying food • In the kitchen • In the restaurant 	<ul style="list-style-type: none"> • Expressing amount. Indefinites • Singular affirmative commands • Plural affirmative commands • Negative commands 	<ul style="list-style-type: none"> • Mapa Cultural: Norteamérica • El Camino Real de Tierra Adentro • Los chicanos • Lectura: La receta de guacamole

Unit / Focus	Vocabulary	Grammar	Culture
5 España (pp. 236-287)	<ul style="list-style-type: none"> Parts of the Body Personal Hygiene Health: Symptoms and illnesses Healthy habits 	<ul style="list-style-type: none"> The past participle Adverbs ending in <i>-mente</i> <i>Por</i> and <i>Para</i> Making recommendations 	<ul style="list-style-type: none"> Mapa Cultural: España y el Mediterráneo Paisaje mediterráneo La Noche de San Juan Las lenguas romances Lectura: Figura en una Ventana, de <i>Salvador Dalí</i>
6 Caribe Continental (pp. 288-339)	<ul style="list-style-type: none"> Trips and excursions On the train and on the plane The car The hotel. The bank 	<ul style="list-style-type: none"> The imperfect tense The preterite tense of verbs <i>dar, poder, poner, querer, saber, and venir</i> 	<ul style="list-style-type: none"> Mapa Cultural: Caribe Continental Símbolos nacionales El Mestizaje y los bailes Cocina del Caribe: color y sabor Lectura: El Dorado, ecos de una leyenda
7 Río de la Plata (pp. 340-391)	<ul style="list-style-type: none"> The school Professions Hobbies, free time activities, and entertainment Sports 	<ul style="list-style-type: none"> Expressing existence. Indefinites The present subjunctive of regular verbs The present subjunctive of stem-changing verbs The present subjunctive of irregular verbs 	<ul style="list-style-type: none"> Mapa cultural: El río de la Plata Influencia italiana Cultura rioplatense El chipá Lectura: Un cuento de Benedetti
8 La Panamericana (pp. 392-443)	<ul style="list-style-type: none"> Geography Countries The weather Nature and environment 	<ul style="list-style-type: none"> The relative superlative Expressing plans and intentions The future tense Hiding the agent. The pronoun <i>se</i> 	<ul style="list-style-type: none"> Mapa Cultural: La ruta Panamericana Verdad geográfica El mundo hispano: unidad y diversidad

Curriculum resources taken from: cteonline.org/outlines/z6vxhG/video-production-model#

Unit / Lesson	Objectives	Pacing
Orientation & Safety	<ul style="list-style-type: none"> -Understand class rules and policies. -Understand safety guidelines of equipment use. -Demonstrate understanding of class expectations. 	2 Days
Historical Foundations of Cinema and Television <i>In the absence of technology, students can utilize other methods to create and share their end products.</i>	<ul style="list-style-type: none"> -Learn and understand the history of the motion picture including, but not limited to, early mechanisms, pre-conditions of the motion picture, and the early studio system. -Learn and understand the process of researching and saving visual representations of key historical events and mechanisms. -Learn and understand tools within an editing software or slide presentation program to create a visual timeline of the history of motion picture. 	5 Days
Camera Shots and Angles	<ul style="list-style-type: none"> -See and understand basic camera shots and angles along with various common framing heights. -Identify and discuss what each basic camera shot looks like and when and why it would be used in film or video. 	1 Day
14 Shots	<ul style="list-style-type: none"> -Incorporate knowledge and theory to produce a short video focused on basic artistic composition rules and camera work. -Demonstrate a basic understanding of vocabulary associated with various camera shots and rules of composition. 	3 Days
Basics of Camera Movement and Perspectives	<ul style="list-style-type: none"> -Learn the terminology of various camera moves, framing heights, camera perspectives, and shot names. -Demonstrate the ability to produce videos using a combination of specific camera shots, perspectives, and movements, to tell a visual story. -Show mastery of the subject and allow the students to collaborate to produce the two videos assigned. 	4 Days
The Dolly and Track	<ul style="list-style-type: none"> -Understand the aesthetic value of adding specialized camera movements and perspectives. -Understand the proper way to set up a dolly and track system. 	1 Day

Unit / Lesson	Objectives	Pacing
White Balancing – What is it, and why is it important?	<ul style="list-style-type: none"> -Understand the visible light spectrum, wavelength, reflection, and the basics of light frequencies and color. -Understand the purpose for white balance adjustment on cameras. -Discuss the concepts of warm and cool colors, and how color can affect mood in art. 	3 Days
The 180 Degree Rule (Dialogue Technique)	<ul style="list-style-type: none"> -Discuss the importance of the 180 Degree Rule in video dialogue. -Demonstrate mastery of the 180 Degree Rule by producing a short dialogue video. 	3 Days
Elements of Story: Introduction to the Three Act Structure	<ul style="list-style-type: none"> -Learn and understand the vocabulary associated with the elements of a story. -Learn and understand the structure of the narrative three-act diagram and how it applies to television. -Learn and understand how to apply the elements of the story to the three-act diagram. 	2 Days
Narrative Script Formatting	<ul style="list-style-type: none"> -Identify the 5 main elements of a story. -Understand the three-act design of the traditional screenplay. -Understand the basics of plot and character development. -Understand the terminology, format, and basic elements of a narrative film script. -Apply knowledge to create a narrative story and properly format the story as a film script. 	4 Days
Copyright, Fair Use, and Digital Ethics	<ul style="list-style-type: none"> -Learn and understand how to adhere to copyright and intellectual property laws and regulations in the creation of original works. -Learn and understand the doctrine of ‘fair use’ in the selection of media assets for projects. -Discuss ethical issues in the development of digital media products. 	4 Days
<p>1)Storytelling – Ideas, Elements, & Structure</p> <p><i>Students will be working on a pre-production package for a film about a Habit.</i></p>	<ul style="list-style-type: none"> -Define the structure and identify major elements in a 3-Act Story -Develop a story concept to be used throughout the unit. -Develop a 1-scene treatment that effectively tells a story. 	3 Days

Unit / Lesson	Objectives	Pacing
2) Storyboarding	<ul style="list-style-type: none"> -Create a rough draft of a storyboard for a short film about 1 of the 8 Habits. -Convey storyboard ideas on paper. -Work together as a team. -Understand and apply key terms related to video production. 	4 Days
3) Script Writing – Formats, Elements, and Collaboration	<ul style="list-style-type: none"> -Identify and describe terminology related to script-writing. -Create a short film script about 1 of the 8 Habits. -Use Teams to collaborate with other students and share the scripts. 	3 Days
4) Pre-Production and Short Film Package – Sets, Storyboards, and a Script	<ul style="list-style-type: none"> -Create 1-2 set designs for use in a short film project. -Create 1-2 storyboards for use in a short film project. -Create a script for a short film project. 	3 Days
This Means This... This Means That – Part 1	<ul style="list-style-type: none"> -Identify the use of context in film. -Explain how context can change the meaning of words. -Brainstorm conceptually in a group. 	2 Days
The Door Scene	<ul style="list-style-type: none"> -Apply knowledge of TV production to follow the process of development, pre-production, production, and post-production in the creation of a short video. -Understand the full production process along with major roles in production such as director, cameraman, talent, and editor. 	5 Days
This Means That – Part 2	<ul style="list-style-type: none"> -Utilize pocket cameras by creating a video (in teams) of the edited version of the TMT –1 video. 	4 Days
Introduction to Sound for Film and Video	<ul style="list-style-type: none"> -Learn the basic categories of sound for film and video as well as the related terminology. -Utilize knowledge to be Foley Artists by creating a soundtrack for a silent clip provided by the teacher. 	4 Days

Unit / Lesson	Objectives	Pacing
Basic Lighting for Film & Video	<ul style="list-style-type: none"> -Learn the equipment, techniques, and terminology needed to utilize the three-point lighting systems used for video and film production. -Integrate knowledge learned and apply the use of this technique into future video projects/productions. 	3 Days
Writing Non-Fiction for Video: Lesson 1	<ul style="list-style-type: none"> -Identify and understand the parts of a non-fiction story. -Learn how to use the Idea Web as a template for story development. -Apply the concept “Understand, Care, Feel, Learn” to the story structure. -Complete a practice idea web for a hypothetical or made-up story. -Create a bulleted outline from the idea web. 	2 Days
Writing Non-Fiction for Video: Lesson 2	<ul style="list-style-type: none"> -Write a 2-column script for short format video. -Plan and conduct interviews for video. -Plan, shoot, and edit a short format non-fiction story for video. 	3 Days
Personal and Media Bias	<ul style="list-style-type: none"> -Understand and Identify how bias is part of many information processes. -Recognize one’s own biases. -Communicate in a way that delivers objective information. 	2 Days
Producing the PSA	<ul style="list-style-type: none"> -Understand the elements of a successful PSA. -Develop and create a PSA based on personal knowledge and research. -Examine how a medium affects the message. 	4 Days
The Trailer Park	<ul style="list-style-type: none"> -Identify why trailers are used today. -Explain how trailers are a form of persuasion. -Create a trailer for the Navigator News Show. 	10 Days

US History Sample Pacing Guide

First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
CAUSES, COURSE AND CONSEQUENCES OF THE CIVIL WAR (1861-1865) RECONSTRUCTION (1865-1877) MOTIVES FOR MOVING WEST FACTORS CONTRIBUTING TO SETTLEMENT CONFLICT WITH NATIVE AMERICANS CLOSING OF THE FRONTIER (1890) ECONOMIC CHALLENGES TO AMERICAN FARMERS FARMERS' RESPONSES ELECTION OF 1896: BRYAN VS. MCKINLEY FACTORS ENCOURAGING INDUSTRIAL GROWTH IN THE LATE NINETEENTH CENTURY DEVELOPMENTS OF MAJOR INDUSTRIES RISE OF BIG BUSINESS: CORPORATIONS	JUSTIFICATIONS FOR EXPANSION (IMPERIALISM) THE UNITED STATES EXPANDS BEYOND ITS BORDERS THE SPANISH-AMERICAN WAR (1898) <ul style="list-style-type: none"> • CAUSES • RESULTS • SIGNIFICANCE UNITED STATES' FOREIGN POLICY (1865-1917) UNITED STATES EXPANSION AND INTERVENTION IN THE CARIBBEAN AND LATIN AMERICA CAUSES OF THE WAR IN EUROPE AMERICAN NEUTRALITY REASONS FOR U.S. INVOLVEMENT IN WORLD WAR I US MOBILIZATION FOR WAR THE HOME FRONT EVENTS OF THE WAR WILSON'S IDEALISM RESULTS OF WORLD WAR I REASONS FOR UNITED STATES' SENATE REJECTION OF THE TREATY OF	DIPLOMACY OF THE 1930s CAUSES OF WORLD WAR II IMMEDIATE CAUSE OF THE WAR IN EUROPE REASONS FOR TENSIONS BETWEEN THE UNITED STATES AND JAPAN THE U.S. ENTERS THE WAR MOBILIZATION THE HOME FRONT EVENTS OF THE WAR (1941-1945) RESULTS & CONSEQUENCES OF WORLD WAR II TRUMAN & THE COLD WAR (1945-1953) EISENHOWER AND MODERN REPUBLICANISM (1953-1956) ELECTION OF 1960: KENNEDY VS. NIXON DOMESTIC POLICY: KENNEDY'S NEW FRONTIER (1961-1963) FOREIGN POLICY THE ASSASSINATION OF PRESIDENT	ISSUES FOR THE 21ST CENTURY END OF COURSE REVIEW (3 week review- for details see pacing guide) REPORTING CATEGORIES 1-4 SUGGESTED CULMINATING PROJECT- see detailed decade study project description on the pacing guide.

Embedded throughout the 11th grade U.S. History Pacing Guides are multiple History Labs. History Labs emphasize essential content while simultaneously reinforcing analytical skills needed to successfully interpret primary and secondary sources of information. By clicking on the History Lab icon below, you will be redirected to a page where History Labs can be found. The icon can be found in each nine week's pacing guide.



Attachment C – Curriculum Material & Sample Pacing Guides

HIGH SCHOOL	TEXTBOOK	GRADES	RB=RESEARCH BASED SA=STATE ADOPTED
English	MyPerspectives English I-IV Novel Studies: American & British Literature	9-12	RB, SA
Intensive Reading	Achieve 3000 REWARDS Wordly Wise	9-12 (levels 1-2) 9-12 Disfluent 9-12 (levels 1-2)	RB, SA RB, SA RB
AP English Language and Composition	To Be Determined upon approval of Syllabus by the College Board	10-12	RB, SA
AP English Literature and Composition	To Be Determined upon approval of Syllabus by the College Board	10-12	RB, SA
Algebra 1	enVision A/G/A – Algebra 1 Algebra Nation	9-12	RB, SA
Geometry	enVision A/G/A – Geometry	9-12	RB, SA
Algebra II	enVision A/G/A – Algebra 2	9-12	RB, SA
Pre-Calculus	PreCal by Savvas	10-12	RB, SA
Calculus	Applied Calculus for Business, Economics, and the Social and Life Sciences by Glencoe	10-12	RB, SA
AP Calculus AB/BC	To Be Determined upon approval of Syllabus by the College Board	12	RB, SA
Physical Science	Physical Science by Glencoe	9-12	RB, SA
Biology	Biology: Concepts and Connections Miller & Levine	9-10	RB, SA
AP Biology	To Be Determined upon approval of Syllabus by the College Board	9-10	RB, SA
Chemistry	Experience Chemistry Savvas	9-11	RB, SA
Anatomy and Physiology	Human Anatomy and Physiology 11th Edition by Elaine Marieb and Katja Hoehn	10-12	RB, SA
Physics	Experience Physics by Savvas	10-12	RB, SA
World History	projectImagine World History Savvas	9	SA
AP World History	To Be Determined upon approval of Syllabus by the College Board	9	RB, SA
Human Geography	The Cultural Landscape: An introduction to Human Geography	10 th	SA
US History	Gateway to U.S. History Jarrett and Yahng	11 th	SA
Government, Economics and Financial Literacy	Macgruder's American Government and Economics by Savvas	12 th	SA

Attachment C – Curriculum Material & Sample Pacing Guides

HIGH SCHOOL ELECTIVES	TEXTBOOK	GRADES	RB=RESEARCH BASED SA=STATE ADOPTED
Art	Art in Focus by Glencoe	9-12	SA
Music	Music	9-12	SA
PE & Health Science	Glencoe Health	9-12	SA
Spanish	Asi Se Dice! By McGraw Hill	9-12	SA
AP Spanish Language and Culture	To Be Determined upon approval of Syllabus by the College Board	10-12	RB, SA
Business & Computer Education	Microsoft Suite, Exploring Microsoft Office, Business Model Generation: A Handbook for visionaries and Game Changers	9-12	N/A

COMPUTER-BASED SUPPLEMENTAL CURRICULUM	SOFTWARE AND PURPOSE	GRADES	RB=RESEARCH BASED SA=STATE ADOPTED
Math	i-Ready: Diagnostic & OPM Mathletics: Fluency & OPM	9-12 9 th	N/A
Reading	i-Ready: Diagnostic & OPM	9-12	N/A
Computer Education	Microsoft Suite & Adobe	9-12	N/A

These are tentative and subject to change

**Electronic Articles of Incorporation
For**

N23000003582
FILED
March 24, 2023
Sec. Of State
tscott

NAL-003, INC.

The undersigned incorporator, for the purpose of forming a Florida not-for-profit corporation, hereby adopts the following Articles of Incorporation:

Article I

The name of the corporation is:

NAL-003, INC.

Article II

The principal place of business address:

495 HOLLY HILL RD.
DAVENPORT, FL. US 33837

The mailing address of the corporation is:

495 HOLLY HILL RD.
DAVENPORT, FL. US 33837

Article III

The specific purpose for which this corporation is organized is:

OPERATION OF CHARTER HIGH SCHOOL IN POLK COUNTY, FLORIDA

Article IV

The manner in which directors are elected or appointed is:

AS PROVIDED FOR IN THE BYLAWS.

Article V

The name and Florida street address of the registered agent is:

COMPASS CHARTER SCHOOLS, LLC
646 W SNOW AVE
SUITE #112
TAMPA, FL. 33606

I certify that I am familiar with and accept the responsibilities of registered agent.

Registered Agent Signature: JEREMIAH Q. CALKINS

N2300003582
FILED
March 24, 2023
Sec. Of State
tscott

Article VI

The name and address of the incorporator is:

ROBERT W. BIVINS
1060 BLOOMINGDALE AVE

VALRICO, FL 33596

Electronic Signature of Incorporator: ROBERT W BIVINS

I am the incorporator submitting these Articles of Incorporation and affirm that the facts stated herein are true. I am aware that false information submitted in a document to the Department of State constitutes a third degree felony as provided for in s.817.155, F.S. I understand the requirement to file an annual report between January 1st and May 1st in the calendar year following formation of this corporation and every year thereafter to maintain "active" status.

Article VII

The initial officer(s) and/or director(s) of the corporation is/are:

Title: C
MANUEL DELGADO
7127 HILEMAN DRIVE
LAKELAND, FL. 33810 US

Title: VC
JESSE PRICE
5342 SILVER SUN DRIVE
APOLLO BEACH, FL. 33572 US

Title: S,T
PAUL BELLO
11608 FRINGETREE COURT
RIVERVIEW, FL. 33579 US

Article VIII

The effective date for this corporation shall be:

03/19/2023

Attachment B - Sample Schedule

School Hours and Instructional Time

Grade Levels	School Hours	Minutes per Day	Minutes per Week
Grades 9-12	7:00am – 2:00pm	370 min	1850 min

Navigator Academy of Leadership High School will be in session for 7 hours on a typical school day. We anticipate having a 30-minute lunch breaks and approximately 20 minutes per day of passing time between classes. Therefore, we calculate that we should have approximately 1850 instructional minutes a week.

High School Block Schedule

Navigator Academy of Leadership High School will offer a 5x5 Block Schedule with A-Day having periods 1,2,3,4 and B-Day having periods 5,6,7,8. Below is a sample schedule.

A-Day (Periods: 1-4) B-Day (Periods: 5-8)	Time Blocks	Min.
HR	7:00am – 7:10am	10 min
Pass	7:10am – 7:15am	5 min
Block 1	7:15am – 8:45am	90 min
Pass	8:45am – 8:50am	5 min
Block 2	8:50am – 10:20am	90 min
Pass	10:20am – 10:25am	5 min
Block 3	10:25am – 12:25pm	90 min
Three 30-min Lunch	11:00am - 11:30am 11:34am - 12:04pm 12:10pm - 12:40pm	30 min
Pass	12:25pm – 12:30pm	5 min
Block 4	12:30pm – 2:00pm	90 min
Dismissal	2:00pm	

High School classes per grade level include

- 1 English Class
- 1 Science Class
- 1 Social Studies Class
- 1 Math Class
- 1 Leadership Class (Required Elective)
- 1 STEM Class (Required Elective)
- 2 Electives

April 19, 2023



To: Whom it May Concern

From: Eric Duran, Managing Director, Matt DeAngelis, Managing Director and Maggie Mirsky, Senior Vice President, D.A. Davidson & Co.

Re: Tax-exempt bond financing

We are writing to express our support of Navigator Academy of Leadership (NAL or the School). D.A. Davidson is the leading charter school bond underwriter in the United States according to the Local Initiative Support Corporation, having underwritten more charter school bond issuances than any other firm. D. A. Davidson has underwritten over 350 charter school bond financings totaling more than \$5.6 billion since 1998. We have financed charter schools ranging from start-ups to decades old schools and are keenly aware of a charter school's marketability in the bond market.

Based on the School's leadership, demand profile, and enrollment plan, we expect that we will be able to underwrite tax-exempt bonds allowing NAL to bond finance the (i) acquisition of the existing facility, (ii) construction costs of building the high school facility, (iii) and fund predevelopment/contingency/FF&E/etc. costs.

D.A. Davidson's efforts will be on a best efforts basis and our underwriting is contingent upon completing the necessary due diligence, obtaining the necessary legal opinions and completing our internal credit commitment process. Tax-exempt bonds are sold in the capital markets and financing terms and interest rates change constantly. There can be no guarantee that financing will be available to the School. Nonetheless, in the current market we believe financing terms acceptable to the charter school could be achieved.

Please note that this letter does not represent advice nor is it a recommendation to buy or sell securities by D.A. Davidson. This letter does not serve as a commitment to underwrite.

Please call or e-mail us if you have any questions.

Sincerely,

Eric Duran
Managing Director
D.A. Davidson & Co.

Matt DeAngelis
Managing Director
D.A. Davidson & Co.

Maggie Mirsky
Senior Vice President
D.A. Davidson & Co.

April 19, 2023



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Based on the School's leadership, demand profile, and enrollment plan, we expect that we will be able to underwrite tax-exempt bonds allowing NAL to bond finance the (i) acquisition of the existing facility, (ii) construction costs of building the high school facility, (iii) and fund predevelopment/contingency/FF&E/etc. costs.

D.A. Davidson's efforts will be on a best efforts basis and our underwriting is contingent upon completing the necessary due diligence, obtaining the necessary legal opinions and completing our internal credit commitment process. Tax-exempt bonds are sold in the capital markets and financing terms and interest rates change constantly. There can be no guarantee that financing will be available to the School. Nonetheless, in the current market we believe financing terms acceptable to the charter school could be achieved.

Please note that this letter does not represent advice nor is it a recommendation to buy or sell securities by D.A. Davidson. This letter does not serve as a commitment to underwrite.

Please call or e-mail us if you have any questions.

Sincerely,

Eric Duran
Managing Director
D.A. Davidson & Co.

Matt DeAngelis
Managing Director
D.A. Davidson & Co.

Maggie Mirsky
Senior Vice President
D.A. Davidson & Co.

April 19, 2023



To: Whom it May Concern

From: Eric Duran, Managing Director, Matt DeAngelis, Managing Director and Maggie Mirsky, Senior Vice President, D.A. Davidson & Co.

Re: Tax-exempt bond financing

We are writing to express our support of Navigator Academy of Leadership (NAL or the School). D.A. Davidson is the leading charter school bond underwriter in the United States according to the Local Initiative Support Corporation, having underwritten more charter school bond issuances than any other firm. D. A. Davidson has underwritten over 350 charter school bond financings totaling more than \$5.6 billion since 1998. We have financed charter schools ranging from start-ups to decades old schools and are keenly aware of a charter school's marketability in the bond market.

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Based on the School's leadership, demand profile, and enrollment plan, we expect that we will be able to underwrite tax-exempt bonds allowing NAL to bond finance the (i) acquisition of the existing facility, (ii) construction costs of building the high school facility, (iii) and fund predevelopment/contingency/FF&E/etc. costs.

D.A. Davidson's efforts will be on a best efforts basis and our underwriting is contingent upon completing the necessary due diligence, obtaining the necessary legal opinions and completing our internal credit commitment process. Tax-exempt bonds are sold in the capital markets and financing terms and interest rates change constantly. There can be no guarantee that financing will be available to the School. Nonetheless, in the current market we believe financing terms acceptable to the charter school could be achieved.

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Eric Duran
Managing Director
D.A. Davidson & Co.

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Senior Vice President
D.A. Davidson & Co.

1 South Allapaha Avenue
Davenport, FL 33837
Phone (863) 419-3300
Fax (863) 419-3302
www.mydavenport.org/



January 25, 2022

To Whom It May Concern,

On behalf of the City of Davenport, I am writing to express my support for the approval of the Navigator Academy of Leadership High School. I believe the addition of the Charter School has been a tremendous asset. The school has a great working relationship with both the city, families, as well as the local community. The new high school addition will also help fill a need in our community for education due to the recent fast paced growth our city is experiencing.

Navigator Academy of Leadership is to enable students to be independent learners and leaders by developing each child's intellectual curiosity and thirst for discovery through a cross-curricular integration of Science, Math, Art, Reading and Technology. By nurturing their minds to be SMART critical thinkers and problem solvers, their students will be well-rounded CEOs of their own learning. The Academy's SMART approach, coupled with a narrowed focus on advanced leadership skills, will allow students to acquire content knowledge as well as the necessary skills to ensure college and career readiness.

The City of Davenport will benefit from this unique approach to education serving a diverse student population reflective of our community. We look forward to seeing Navigator Academy flourish and see students achieve high academic standards.

Please accept this letter expressing my full support for the development of the high school as it would greatly help support the already overcrowded high schools in the surrounding area.

Sincerely,

A handwritten signature in blue ink, appearing to read "Kelly Callihan", with a long, sweeping flourish extending to the right.

Kelly Callihan
City Manager

Mission

To treat our customers with such professionalism and concern that we improve their perception of government.

If Navigator Academy opened a High School, I would continue my child's education there. Si Navigator Academy abriera una escuela superior, mis hijos continuarían su educación ahí.	Why would you support or recommend a High School for Navigator Academy of Leadership? Porque usted apoyara o recomendaría Navigator Academy of Leadership?
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	I love the education my child has received while at Navigator Academy of Leadership. He is excited and passionate about school. I intend to keep him there through 8th grade but would LOVE to have him continue through High School at Navigator Academy of Leadership
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	The dedications towards my kid education has been 5 star.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Because the teacher are the best they been helping my son and he learn more the what I thought he will learn and the staff so nice.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Have you seen the great school rating for the high school in our area? 😊 I feel like no further explanation is needed... But I will add that my kids have enjoyed navigator so far and having a high school option is something we definitely be interested in.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Great school
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Community need, continue education for the older grades with familiarity in the current school (easier transition)
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Great growing learning environment
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Keep same school and very close to the house as well.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	I love the education Navigator is providing to the students.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	I am a fan of continuing education in the same school. It allows students to learn their school and grow with it. They can be part of a community. Also I feel it is safe for them.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	We enjoy being part of the Navigator family and I would like to not to have to worry about finding an appropriate high school when the time comes. I feel like it would ease my child's transition to not have to switch schools for high school.

Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Individualized education/programs and continuous support from staff and administration.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	High quality Standards of education, kind teachers, administratives comunicacion is constant and clear, good afterschool programs.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	I have 2 older kids that I would LOVE to add to the Navigator family. I would also really like to see the same morals and standards taught through all of my kids' educations.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Porque academicamente estan muy bien preparados para enseñarle a los niños
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	The kids love their school and an opportunity to continue their education where it 1st began would be amazing.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	I would support it because the kids all already know each other and what is expected of the staff and it would be a smooth transition.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	The growth in this school since opening has been tremendous! Navigator has gone above and beyond and fixed a lot of problems that schools my son has gone to that have been open for years never fixed or cared enough to do anything about. I would like my son to go to a school that actually cares and everyone works hard for the students.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	I love how everyone at school support our kid's and always help them to keep improving. Also the school have a lot to offers to every single student.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	I would support it because it's a great school and would love if my children would be able to attend highschool as well .
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Estoy de acuerdo al método de enseñanza y he visto los resultados en mis hijos. Tienen adecuada seguridad. Además a mis hijos les encanta la escuela.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	The science and tech curriculum is amazing and I think the kids would benefit continued education in those subjects after middle school.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	My child has had a wonderful experience here at Navigator. Also having two kids different ages the convince is awesome

Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	More options
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Por que ofrecen un sistema de aprendizaje diferente y de inspiracion para todo tipo de niños y lo cual hace falta mucho más hoy día en nuestra ciudad para jóvenes de escuela superior. Yo diría que el sistema que este tipo de escuela ofrece no lo desempeña ninguna escuela superior en la ciudad.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	This area needs another high school as the community keeps growing. Currently, with a child in high school and another one in middle school at Navigator, I prefer that my youngest continues her high school years at Navigator, for the curriculum and environment.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Staying in the same school would be easier for commute 6 of my kids would attend Navigatoracademy 😊 at once if a high school is added. If NavigatorAcademy keeps moving positive, and keeps improving in helping my kids be the best they can be, and if they're happy and we don't move, why leave? Love the sense of community that they really try to implement.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Porque es una gran escuela que ofrece un excelente enfoque para la enseñanza de los niños y me encantaría que mis hijos pudieran continuar con la misma línea de educación en high school.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	La enseñanza es diferente, mis hijos son más responsables y creativos, ellos pueden hacer las cosas mejor. Es exigente la escuela pero eso los hace diferente de las otras.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Easy transition no transfers
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	My daughter learning process is going excellent. The teachers and principal are doing a really good job.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Because the kids can stay at the same school
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	I like the idea of my child being connected to the same school throughout their academic career.

Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	My son loves the school. We are really happy and would continue through high school.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	So far I have nothing but good experiences with Navigator. One of my high concerns is not having a high school option that provides the same high quality education, and safe environment .
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	I would support a high school at navigator due to the fact that it would be a seamless transaction and all work will be geared towards the same goal and the atmosphere would stay the same throughout the rest of my child's academic career until college.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Excellent Teachers
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Por que es una excelente escuela y me gustaría q mis hijos continuarán estudiando hay
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	I have always wanted for my children to continue attending the same school from K-12th grade. I was very excited to hear that now I have that option for both of my children. 😊
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Por su eficiencia en la educación de los niños, me encanta navigator academy. Quiero que mis tres niños se gradúen en esta escuela que la hace diferente a las demás.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	My son has attended the past 2 years and loves the school! He would love to stay past 7th grade!
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	We love the smaller atmosphere at navigator and would like to see that offered in upper level schools as well as the variety of classes they offer.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Because this is the closest school to our home!
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Yes
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Is a great school

Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	I want my child to have a home with Navigator Academy for her entire academic life. A family of teachers and pride.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Yes
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Yes
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Me gusta la forma en que trabajan con los estudiantes.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	No tendría q estar cambiando de escuela
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Good school
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Yes! On everything they need! It's an awesome school !
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	For the curriculum
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Already enrolled in navigator Ans would like to continue
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	are well educated and motivate students with special subjects
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Que a pesar de los drama qué hay La principal no se acobarda y habla de frente sin miedo y con respeto
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Continue the great STEM education
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	It's a great school and my son has learned much quicker than in other schools.

Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	I feel our kids would benefit from having a school that goes till high school allowing them to continue to learn where they well supported by teachers and faculty
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	My daughters can attend it!!
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Yes!!! They are awesome and we need a higschool!
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	This fairly new school continues to amaze us in what you have accomplished to date. Even through the pandemic. I would most certainly keep my kids here through high school.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Even though our son is only in Kindergarten, my husband and I talked about the hopes that Navigator would offer high school as well by the time our child reached that point in his education. We are greatly impressed with Navigator Academy as a whole. All of the stem and smart courses, extra curricular and of course all the faulty and community outreach the school offers. We would love the opportunity for our son to get his education through high school from Navigator.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Oh yes!
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Yes
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	It is of best interest for the children to continue in their learning environment where they can receive continuous top rated education.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	So my son can continue at Navigator when he's in High School.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Too continue my children's learning success.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	I think it would be awesome for children to go to the same school for entire childhood. Never having to get used to a new school again.

<p>Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.</p>	<p>I would like my kids to stay on the same educational level in high school as well.</p>
<p>Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.</p>	<p>They are excellent in teaching students and comprehends each student needs and acknowledges that each student understands each subjects differently and at teaches students at their individual pace and have them see that each person can become a great leader within them self and in the community I have never seen a school with such dedication to students as if they where their own children I would love to see a high school with such a purpose to better students not only in their studies but as well as their morals.</p>
<p>Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.</p>	<p>Because it would be close by. Because our school choices in this area are limited. Because our kids have already been attending the elementary school, so we would keep them in the curriculum they've already been exposed to and are familiar with.</p>
<p>Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.</p>	<p>My son loves his school</p>
<p>Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.</p>	<p>Navigator Academy has been an excellent choice for my child thus far in regards to personnel, curriculum and overall as a school choice. She loves her school and to learn and I would entrust Navigator to prepare her all the way through twelfth grade. Thank you.</p>
<p>Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.</p>	<p>Is convenient for us as parent to have the kids in the same school for all grades</p>
<p>Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.</p>	<p>Because he went to elementary there and I have high hopes for this school. Although communication could be better I'm sure you would get everything together soon.</p>
<p>Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.</p>	<p>It's a school committed to their students. We are a big family. I also i have 2 other kids and that's a peace of mind for us as parents.</p>
<p>Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.</p>	<p>Great school and close to home</p>
<p>Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.</p>	<p>Because they will keep having the program and values</p>

Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	My son likes Navigator and would prefer to continue through high school
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	I believe it is a great quality school, with amazing teachers and staff in a safe and secure learning environment. Please make this happen! Will it start at 8th grade? We are a bit worried what we will do in 2 years.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	yes
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	I just love the school and the teachers. The principal is doing a great job!
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	It would be convenient for the students to remain within the navigator family .
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Yes
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	It would provide consistency in their education.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	So my son can continue at Navigator when he's in High School.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	I would support Navigator because its close to my house and the school is good and i like it and my child as well so whatever the school is doing i am going to support the school
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	I think it's a great idea!
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Academics
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	I like the focus that this school has about education. Be a lead is this society will help the children in a future. Also My child love this school.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	I would want my child to continue going to Navigator

Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	At this moment the navigator academy crew doing a great job and I like the school
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Será una gran oportunidad para los niños
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Yes
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Porque realmente es una escuela muy buena.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	The crew of Navigator academy is doing well and my son loves the school
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Because my two kids are students at the Academy and the improvement is great.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Tener mas opcion de escuela superior cerca de mi casa
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	In today's society, school choice is even more critical. Having a school that genuinely cares, provides quality education, and focuses on safety are all major priorities. Also, the school focuses on facts, not opinions, and is not afraid to incorporate education of religions and holidays. While my student is too young for American or world history, I anticipate that they will focus on facts - good or unpleasant - to help him learn how the US and world came to be what it is today.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Because their teachers, staff, and academics are excellent.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Because is it an excellent school
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	This is a very good school. With a lot of good teachers. My experience in this school is great. They have fun clubs. So i can imagine how good they are going to be with high school.

Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Porque es una excelente escuela
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Excelente restructure de enseñanza
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	It would be good for our area and also the principals the school stand for is necessary in a high school setting
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	The leadership at the school is amazing & my kids love it there. So to have something similar would be great after Middle School
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	It would be good for our area and also the principals the school stand for is necessary in a high school setting
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Awesome school, supportive teachers, great PTA! Kid's are always learning something else and new!
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	My children and we as parents love Navigator. We love how inclusive they are of everyone and even though it is a new school, the staff does all possible to be 100% there for the kids. I also love that they allow and encourage parent participation, in our previous school that was not possible. Our area is getting saturated with new neighborhoods, but they are not building enough necessities for this many people. A high school is very much needed, specially one as amazing as Navigator has been to our kids. Please, we need a good high school option for our kids, do it!! :)
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Because my kid can continue to attend Navigator but my concern is that my child does not have a maths and science teacher
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	The convenience of staying at the same school and not having to move would be ideal
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Because will be good for kids that started in Navigator continuing same workflow ang atmosphere and will not have a hard adopting a new School.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Yes i will

Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Quality of the school
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Great staff easy transaction and high schools in Davenport very full
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	I was in the same school from K to 12 grade and it created stability in my life.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Estabilidad y cercania
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	How teachers help the student more since its a few students other than so many like others schools.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	It would be amazing to see my little one stay in the same school his whole life
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	I love the idea of staying in one school through graduation!
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	To continue the care and great teaching we receive from our Navigator family.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Great team
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	I feel that my son gets a better education at Navigator Academy, compared to a public school where he would just be a number in a crowd. I think the structure is better and more challenging then a public school.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Great School
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Because this would continue the excellent education they're having right now!
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	My children are excelling in this school and our experience thus far has been wonderful!

Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Its an easier transition for kids who are already part of navigator academy.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	It would be good for our area and also the principals the school stand for is necessary in a high school setting
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	I loved the idea of a continuing in th same place le worry since i have a junger kids and i kerp them close to each other
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	It will be nice to keep the children within the same curriculum.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Porque es muy buena academia
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Because I would like them to continue receiving a quality education as they have until now.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Because Navigator is a great institution with very professional teachers and also because they a have a good administration.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	this way they would continue the same school strategies and principals and academy.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	It would be convenient and stable for my son to just go to one school for elementary middle and high-school
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Yes!!!
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Because we love Navigator and we are sure is the right school for our kids
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Yes
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	The continuity of her learning approach and to stay with the kids she has been with.

Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	We have had such a great experience with Navigator that it would be a great relief and excitement that our daughter could continue her high school education in a safe environment with great staff and education.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Student was on that school since 2 years
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	More high school options for our community, expanding housing markets in area, close to where we live, great staff!
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Por la excelente educación que reciben mis hijos.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Yes
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	My son currently goes to this school and I have not had any issues what do ever. Communication has been great, etc. My son absolutely loves this school as well and it would be an amazing experience to continue through high school.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	I am happy with the education Navigator is providing for my child and would like to continue his education beyond primary with the Navigator family.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Es una escuela que motiva a sus estudiantes y mi hija se siente muy contents de estar alli
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Yes
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Yes
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	So that our children can continue to follow their structure all the way to their High school years.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	My kid is now in Kindergarten but we hope and look forward to her continuing at Navigator Academy all the way to 12 grade.

Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	I like the Navigator Academy and believe the high school would be a great school.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Because is a good school even tou is only been 2 yrs. it will be great to have Hight School and VPK
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	The population in the area has been growing fast in recent years, I feel like another high school is extremely necessary. We would be more than happy to have our son enriched with Navigator Academy of Leadership all through high school and be better prepare for college.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Sure
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	No tendría q estar cambiando de escuela
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Because my son likes the school and the programs they have
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Na
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Culture and discipline
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Higher level is education, good reputation
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	It would be to continue the core Leader In Me/7 Habits through high school as they further prepare for life after high school. Continue the foundation that will carry them into adulthood.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Yes!

Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	La recomiendo porque es una buena escuela y a mis hijos les gusta.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Polk County is a growing area that has a limited number of Grade A or B schools.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Navigator Academy has gone above and beyond for the students during this pandemic. Navigator Academy has cared for them like family. The teachers have been of a different caliber here.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	I feel Navigator is a safe environment for my child and would like to further her time with the school.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	My son loves it and I feel it is a good school. With ups and downs but been a new school y kind of expected that. Waiting for a better years to come. I think when a child stay on a school for the entire time (k-12) they grow up as a family and take care each other.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	both my children enjoy the environment
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	both my children enjoy the environment
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Because is an excellent school, and sounds very good the idea of keeping the same ideology and principles thru high school too, we know how difficult is that age. And it would be great that my kid have the opportunity of experience those long term friendship, that last forever.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	It would make a great transition for the kids. It will be a beautiful thing to see these kids grow.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Because I am satisfied with the way you run your program especially the STEM
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	My child enjoys going to Navigator Academy and we like the atmosphere, staff, curriculum that is offered.

Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	So Kids can stay in the same environment and keep a relationship with their friends which help them with their academic achievement.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	I love the idea of staff knowing the kids and essentially kids going through school from beginning to end together. I personally think it will build stronger bonds
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	I like the small size success oriented school and it would be nice to keep my son in a same system.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	It will keep the students together all the way .
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	I loved the idea of a continuing in th same place le worry since i have a junger kids and i kerp them close to each other
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	I hate having to switch schools and environments.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Porque me parecen muy reponsables y a mis hijos les encanta ir a ese al colegio, se siente bien.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Sería lo mejor que hicieran!!
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Sus trabajadores son ejemplares y académicamente son increíbles.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	My children are excelling in navigator elementary
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	I would continue my child education there
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	My children could remain together in one school
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	es una excelente escuela y provee una buena educacion y disciplina a los niños

Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Excellent school, great place to learn
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Its a nice institution.Its like a community school
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	I believe this school is on a higher educational level than the average public school. I don't want my son to go to public high school and it not be a challenge for him academically and he waste his high school years on stuff he already learned. That happen to me as a child.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Porque considero que los estudiantes se sentirían mucho más cómodos quedándose en esa escuela con sus maestros y el sistema de educación que tiene la escuela. Que cambiarse a otra totalmente nueva para ellos
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Yes I definitely would recommend and support this
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	So that my son can continue with the friends and learn on the same methods of navigator academy
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Kids are learning technology and school have great Staffs and Teacher.

<p>Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.</p>	<p>I love that the siblings can continue to be together. That they peers can grow together through the years in a smaller well known environment versus moving into a new school and confront many known conflicts from bullying etc. I love the school and all the subjects taught. It really expands their "Think outside the box" and sparks interest in many areas for growth with this charters schools fields of learning. The school feels safe and is close to home and it would be a controlled student to teacher ratio allowing children to really learn versus a large crowd of classmates a challenge many kids face, specially in the growing years into High School with all its challenges. I would be ecstatic to see Navigator Academy expand the grades up until high school and prepare them for college in ways unimaginable. Our children personally have had so much growth and excellence attending your school. It's been great pleasure having them there and I sure do hope to look forward to high school being available.</p>
<p>Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.</p>	<p>Me gusta la escuela, el método de enseñanza</p>
<p>Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.</p>	<p>Tiene un buen sistema educativo</p>
<p>Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.</p>	<p>Porque la Educación Académica que brindan es excelente. Tienen los mejores maestros y más competitivos. Definitivamente los recomendaría y apoyaría el 100%.</p>
<p>Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.</p>	<p>I know my child will be close to home.</p>
<p>Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.</p>	<p>My kid loves it</p>
<p>Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.</p>	<p>As high schools in the area can get crowded do you growing area. Also navigator has a different atmosphere and learning style and the dedication that the teachers show are awesome.</p>
<p>Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.</p>	<p>There are not so many high schools in the area. In addition I would like that he continues with the same curriculum.</p>

Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	The school fills all my expectations . Teachers and staff are very dedicated. I'm see positive changes in my child's behavior
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	To keep my children in the same school, schedule, & a way of teaching they have become used to. Also, to keep them with their friends.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Excelente
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	We could use another High School in the area.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	It is a email school and i like the academic education
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	To continue with same misión and vision of leadership
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Yes
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	I heard the othe high schools in this area aren't good 😊
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Thus far I feel that Navigator has been exceptional in regards to staff, the entire school environment and most importantly the curriculum.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Pq es una buena escuela y con un buen currículo académico.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	I would expect the curriculum to be largely hands-on with lots of in-class science experiments and practical application- not just book learning.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	there's no other high schools around
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Because my kid can continue to attend Navigator but my concern is that my child does not have a maths and science teacher

Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Good teachers. New facilities. Sponsorship.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Para mi no es una escuela si no una casa de mucho amor para mi niña verla feliz y ver el amor que tiene las maestras con ellos más la súper educación que más que eso
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Yes we love the school
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	I would love to keep my own child here until 12th grade. I have also heard parents say that they would want to keep their child here also. Especially my Zion, he wants to graduate from Navigator Academy.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Because Navigator is a great institution with very professional teachers and also because they a have a good administration.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Yes
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Continued education, faculty students are use to and the same for the curriculum.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	I love the environment and the way that the teachers care about their students. Also the strategic that are use to get the interest of my kid to learn and attend to school. Great Job!
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	In today's society, school choice is even more critical. Having a school that genuinely cares, provides quality education, and focuses on safety are all major priorities. Also, the school focuses on facts, not opinions, and is not afraid to incorporate education of religions and holidays. While my student is too young for American or world history, I anticipate that they will focus on facts - good or unpleasant - to help him learn how the US and world came to be what it is today.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Great school
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	I would like it a lot if my children stay in the same school through high school.

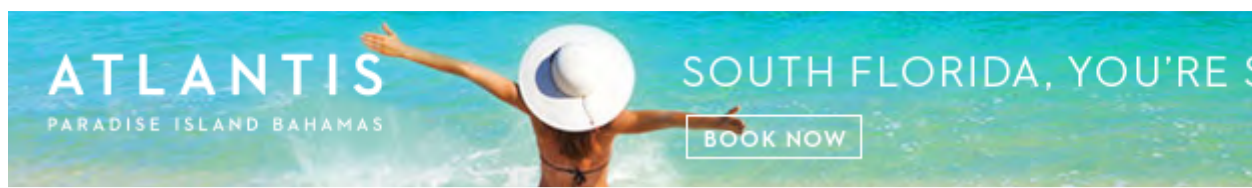
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	High commitment in education and positive growth to both students and faculty
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	High commitment in education and positive growth to both students and faculty
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	The area is expanding rapidly and soon public high schools will be over crowded. It will be important for students to be able to continue their education in a system they are familiar with.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Yes
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Because you guys are the best school ever
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Because this school has all the requirements my son needs! This school is wonderful!
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Navigator Academy of Leadership is the best ever!!!!
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	I love the environment and the way that the teachers care about their students. Also the strategic that are use to get the interest of my kid to learn and attend to school. Great Job!
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Is good school
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	I don't want to have to continue looking for new schools.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Por que es una escuela privada y tengo más control de mis hijos.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	The school fills all my expectations . Teachers and staff are very dedicated. I'm see positive changes in my child's behavior
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Son una excelente escuela y me encantaría que mis hijos pudieran continuar con tan excelente educación. El enfoque que le dan en el liderazgo y las ciencias es algo súper.

Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	The school is amazing and my child loves it. Just wish you could add to the iep programs for all children.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	The small campus size and school population fits the needs of my child. My child also like the elective courses that are available to him. My child has thrived in the school, and I would my child to continue throughout high school in this environment.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	I love the environment and the way that the teachers care about their students. Also the strategic that are use to get the interest of my kid to learn and attend to school. Great Job!
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Students need stability in education
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	Because is a very good school
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	I have been impressed with the school and think adding a high school to the campus is a logical and smart step.
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	I feel it gives not only parents but also the kids confidence and takes away anxiety if staying with who and what they already know. Staying with the peers they grew up with and the teachers knowing the student. I fee is very important!
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	They are the best at education for our kids. They are organized and professional. I know my kids are safe and will be well educated in this school
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	My daughter can continue her education with Navigator w/o the hassle of reapplying to a different school. Navigator has high standards and is dedicated to helping the kids do well academically. I would like for my daughter to continue that at a Navigator HS. Davenport is growing exponentially. We need more schools. With a new HS built, this will help overcrowding at other high schools. I hope that you guys will decide to build a HS in the near future. Good luck!
Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.	It's a very good school and it's a good idea having the students to continue in the same Leadership School.

<p>Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.</p>	<p>Por que brindan una muy buena educación</p>
<p>Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.</p>	<p>I think the curriculum the school provides is amazing. And I think in high school they can do more STEM and keep the focus and interest of the kiddos towards science and engineering</p>
<p>Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.</p>	<p>If Navigator was to continue through High School for these students then it would require expanding upwards and outwards, which is what should have been done for middle school. If they are to go to High School, then they must be able to take classes and after school activities that are beneficial to their futures. I feel that at this moment Navigator lacks the classes and activities necessary to support a beneficial future for High School students. I am not saying that it can not happen, I have just seen all the complications that the school is going through and to build a High School right now is not in their best interest. Maybe in another year or so they can re-evaluate the upgrade/expansion. I would love for my children to continue with Navigator all the way.</p>
<p>Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.</p>	<p>Your teachers and staff are very helpful and attentive with my student. We have been here a very short time and everyone has been extremely helpful and cares about where my child is on her education level. Unlike her private school or horizons elementary virtual school, your staff and teachers have been extraordinary. They also appreciate how very involved I am with my child's learning. My daughter has fallen behind in her private school due to online school because of Covid and also because of online school at Horizon elementary. She's catching up hopefully I can catch her up with her class. If the high school that you're willing to build is anything like the elementary school it would be exceptional addition.</p>
<p>Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.</p>	<p>Porque es una escuela con excelencia y con un personal profesional de alta competencia</p>
<p>Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.</p>	<p>I think there isn't a good choice for students in this area. My kids have been here for two years and they like curriculum. It makes students feel more comfortable with staying in the same school and knowing the same people. Change isn't always good.</p>

<p>Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.</p>	<p>I believe they have the potential to do so and so far I love the school.</p>
<p>Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.</p>	<p>The technology advances and "extra" involvement opportunities seem to be high for upper levels now. Assuming that continues in HS, it would be a nice environment for my children.</p>
<p>Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.</p>	<p>My children love Navigator, and even with the communication issues and the virtual bumps that middle school has had I feel that they are all getting an excellent education. Once they can go back in person it will be even better.</p>
<p>Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.</p>	<p>Yes</p>
<p>Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.</p>	<p>This area around is growing of more houses development. And more families are moving here around and Yes definitely we need high School for our kids and much closer to us with in few miles away.</p>
<p>Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.</p>	<p>I think its a good thing to be able to have student complete there education at one school. It becomes more like a family then just place to learn.</p>
<p>Yes. My child would continue at Navigator Academy through 12th grade graduation. Si, Mis hijo continuarían con Navigator hasta graduarse de 12mo.</p>	<p>Wonderful school</p>

World Population Review

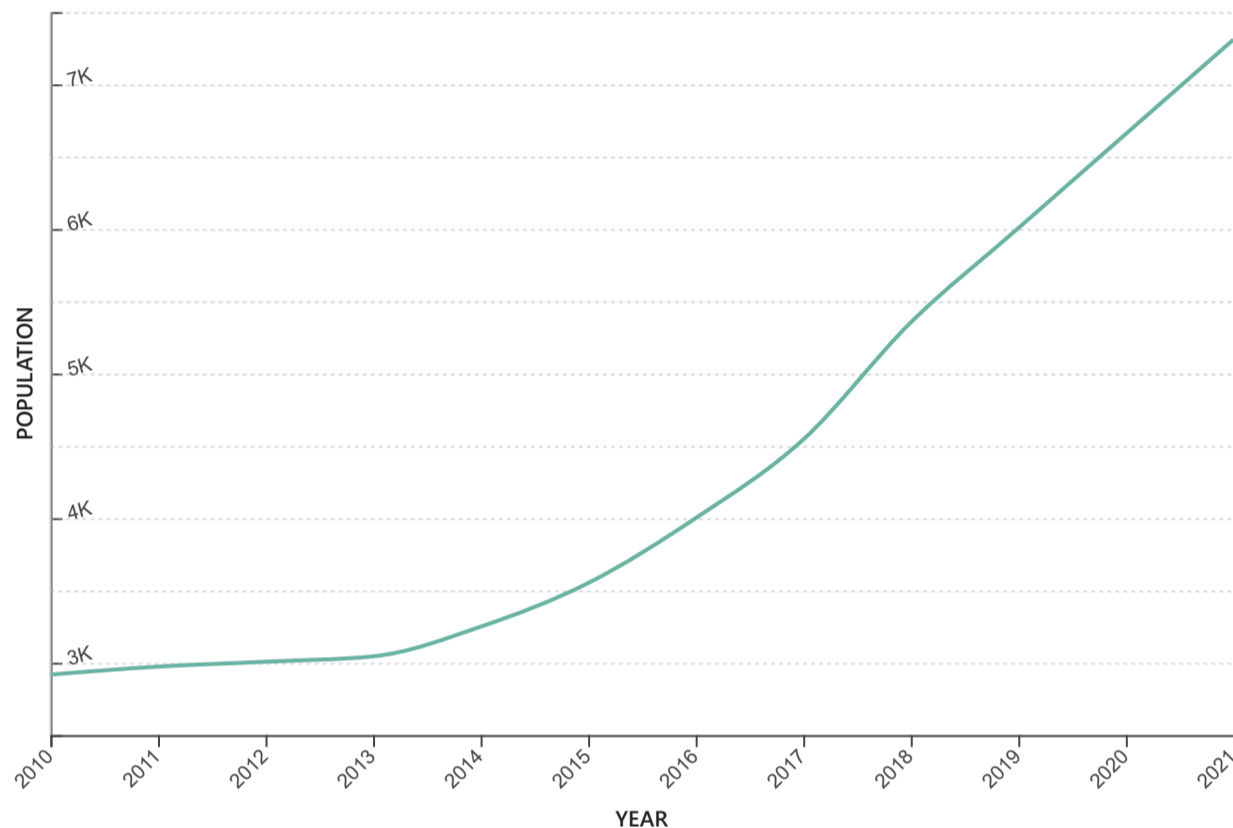


Davenport, Florida Population 2021

Show Sources

Davenport, Florida Population 2021

7,309



State	Florida
County	Polk County
Land Area	3.6 sq mi
Density	2,010.6/sq mi
2020 Growth Rate	9.79%
Growth Since 2010	153.08%
Rank in State	191st
Rank in Country	3858th

The current population of Davenport, Florida is **7,309**, based on our projections of the latest US Census estimates. The US Census estimates the 2018 population at **5,353**. The last official US Census in 2010 recorded the population at **2,888**.

Davenport is a city located in [Florida](#). With a 2020 population of **7,309**, it is the **191st largest city in Florida** and the **3858th largest city in the United States**. Davenport is currently growing at a rate of **9.79%** annually and its population has increased by **153.08%** since the most recent census, which recorded a population of **2,888** in 2010. Davenport reached its highest population of 7,309 in 2021. Spanning over 4 miles, Davenport has a population density of 2,011 people per square mile.

The average household income in Davenport is \$68,352 with a poverty rate of 10.71%. The median rental costs in recent years comes to \$1,451 per month, and the median house value is \$175,000. The median age in Davenport is 35.4 years, 36.1 years for males, and 34.3 years for females. For every 100 females there are 94.1 males.

Davenport Demographics

According to the most recent ACS, the racial composition of Davenport was:

BYLAWS
OF
NAL-003, Inc.
A Florida Not-for-Profit Corporation

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BYLAWS

ARTICLE I

DEFINITIONS AND PROVISIONS

When used in these Bylaws the terms set forth in this Article shall have the following meaning:

1. These By-Laws have been adopted pursuant to the authority evidenced by the Articles of Incorporation issued by the State of Florida.
2. The “corporation” shall mean NAL-003, Inc., a Florida not-for-profit corporation with 501(c)(3) status from the Internal Revenue Service.
3. The principal office of this Corporation shall be located at 495 Holly Hill Road, Davenport, FL 33837. The Corporation may also have offices at other such places as the Board of Trustees of the Corporation may appoint from time to time.
4. This Corporation is organized to be operated exclusively for educational and charitable purposes. It is not organized “for-profit” nor shall any of its net earnings, in whole or in part, benefit any private stockholders, members, or individuals. Specifically, this Corporation is organized to establish and operate one, or possibly more charter schools.
5. No substantial part of any activities of this Corporation shall attempt to influence legislation by propaganda, nor participate in any political campaign on behalf of any of the candidates for public office.

ARTICLE II

ORGANIZATION AND MISSION

1. The purpose of this Corporation, as expressed in the Articles of Corporation, shall be to operate a Florida public charter school, and to distribute the whole or any part of the income therefrom and the principal thereof exclusively for such purposes, either directly or by contributions to other educational organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code and the Regulations issued pursuant thereto (the “Code”), as they now exist or as they may hereafter be amended by the Board of Trustees.
2. In the event of the dissolution of the Corporation, the Board of Trustees shall, after making provision for the payment of all of the liabilities of the Corporation, and after disposing of all remaining assets accordingly as stated by Florida law, shall dispose of all of the remaining assets of the Corporation exclusively for the purpose of the Corporation in such a manner as shall qualify as an exempt organization(s) under section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future US Internal Revenue Law, as the Board of Trustees shall determine. Any of such assets not so disposed of, shall be disposed of by the court having proper jurisdiction in the county where the principal office of the Corporation is then located.

3. This school is designed to improve student learning and academic achievement with the use of innovative learning methods as related to SMART curriculum (Science, Math, Art Reading, Technology) in compliance with Section 1002.33, Florida Statute 1002.33 known as the Florida Charter School Law.

ARTICLE III

MEMBERSHIP

1. This non-profit corporation shall have a membership consisting of the Board of Trustees of this Corporation.

ARTICLE IV

GOVERNING BODY

1. All powers of the Corporation shall be exercised by and under the authority of the Board. The property, business, and affairs of the Corporation shall be managed under the Board's direction. The Board may not take any action except under the approval through an affirmative vote of a majority of the Board of which is present at the meeting where a quorum is established.
2. The Board of Trustees shall consist of no less than three (3) and no more than seven (7) members and it shall have two (2) classes of members; Class 1 Members shall be appointed by the Board of Trustees and at least one Class 2 member shall be nominated by a representative body of the parents with children enrolled in the charter school and final appointment shall be made by Class 1 members of the Board.
3. Not less than one month prior to a regular meeting, a nomination committee may recommend no fewer than two (2) Board members. The nomination committee will compile and submit to the Board a slate of candidates for the Trusteeship and offices to be filled at the upcoming meeting. These submissions shall be deemed to be nominations. Class 2 members shall be nominated by parents with children enrolled in the school and voted upon by parents. The members of the Board shall accept nomination and election of the parents for Class 2 Board members unless the Board appointment of a Class 1 member selected by such method shall cause a breach of any lawful requirement of the charter school. There shall be no more than one Class 2 member of the Board of Trustees.
4. Trustees shall be elected by the Board by a majority vote of the Board at any regular or special meetings where a quorum is present.
5. Class 1 Trustee shall be eligible to serve (3) consecutive three (3) year terms. Class 1 trustees shall have staggered terms so that no more than two Class 1 trustees' terms expire in any one fiscal year. Class 2 trustees shall be appointed at such time as the Corporation holds its second annual meeting and therefore there shall be no Class 2 trustee elected during the first full year of the Corporation's existence. The Bylaws shall be guided by the provisions stated in the formative charter application to permit founding Board Members to serve uninterrupted from the transition period between founding Board Member status and the timing of the installation of Class 2 members shall be according to the formative application.

6. Vacancies occurring during the term of an elected Trusteeship, however caused, shall be filled as soon as possible by election in accordance with aforementioned Section 3. A Trustee elected to fill a vacancy shall hold office for the remainder of the predecessor's term.
7. A Trustee of the Corporation may resign at any time by submitting his or her resignation in writing to the Corporation. The resignation shall become effective upon the date specified in the written notice. If no date is specified, the Board will, through a majority vote at an established quorum, select the date for the resignation to take effect. Upon receipt, the Board, by majority vote, may remove, with or without cause, any Trustee from the Board for failing to attend three (3) consecutive meetings of the Board.
8. Trustees shall not receive reimbursement for their services rendered in their capacity as Trustees. However, nothing therein contained shall be construed to preclude any Trustee from receiving compensation from the Corporation for expenses incurred for serving the Corporation as a Trustee or in any other capacity.
9. The Board shall meet no less than 4 (four) times a year in a quarterly meeting timeframe and providing ten (10) business days for meeting announcement to the public in order to comply with charter sponsor requirements. All meetings of the Board of Trustees and its committees are subject to the Sunshine Law under Chapter 286, Florida Statutes. Special meetings of the Board may be called at any time by the Chairman of the Corporation. Further, special meetings of the Board must be called by the Chairman within fourteen (14) days of receipt of a written request of any two (2) or more Trustees. Written notice of special or emergency meetings shall be given to each Trustee not less than two (2) days prior to such meeting. The notice shall be set forth the time, place and purpose of the meeting and the business to be transacted at any special meeting shall be limited to those items set forth in the notice or waiver thereof. All meetings shall be advertised in accordance with the Sunshine Law and through the required provisions of the Sponsor.
10. A majority of Trustees equal to two (2) persons in the case of a three-member Board or three (3) persons in the case of a five-member Board must be present in person at a meeting to constitute a quorum for the transaction of business at such meeting. Except as specifically set forth to the contrary herein, the Board may not take any action except upon the approval thereof by the affirmative vote of a majority of the Board present at a meeting at which a quorum is present.
11. Duties of the Board of Trustees include:
 - a. Establish and approve all policies which implement the objectives for the Corporation.
 - b. Submission of an annual report to the Department of State
 - c. Elect the Officers of the Corporation as provided by these bylaws,
 - d. Approve the selection of a certified public accountant to perform an independent annual audit of the funds of the Corporation.
 - e. Ensure that the Corporation carries out the fiduciary responsibility of a not-for-profit tax-exempt recipient of funds in order to accomplish the objectives of the Corporation provided in these bylaws, and
 - f. Enter into agreements and contracts with individuals, groups of individuals, corporations, or governments for any lawful purpose;
 - g. To hire, supervise and direct an individual who will be responsible for the day-to-day operations of the System;

- h. To annually review and/or adopt and maintain an operating budget and thereafter exercise continuing oversight over System operations;
- i. To uphold and enforce all laws related to charter school operations;
- j. To ensure adequate funding for the operation of the System;

ARTICLE V

OFFICERS

1. The Corporation shall include a Chair, Vice-Chair, Secretary, Treasurer, and such other officers as the Board shall deem necessary to elect. Any two (2) or more offices may be held by the same person. The failure to elect an officer shall not affect the existence of the Corporation.
2. All officers of the Corporation shall be elected by a vote of the Board as set forth Article IV.
3. A vacancy in any office because of death, resignation, removal, disqualification or otherwise (including removal of an officer) shall be filled by an election by the Board as set forth in Article IV for the remaining unexpired term of office.
4. The Chairman shall preside at all meetings of the Trustees and shall, by virtue of the office, is a member of all committees. The Chairman shall be nominated by the Trustees and be elected by the Trustees through a majority vote of the members present at the meeting with an established quorum. With the advice and consent of the Board of Trustees, the Chairman shall formulate and implement matters of policy and perform such duties as may be assigned by the Board of Trustees.
5. The Vice-Chairman shall act in the place and stead of the Chairman the event of the Chairman's absence, inability or refusal to act, and shall exercise and discharge other duties as may be required of him/her by the Board.
6. The Secretary shall keep or supervise the maintenance of all of the records of the Corporation, oversee the recording of all minutes for each meetings of the Corporation and its committees and attest to the seal of the Corporation where necessary or required. The Secretary will also keep a register of the names and addresses of each of the Trustees and perform other such duties as may be requested by the Board.
7. The Treasurer shall ensure that a true and accurate accounting of the financial transactions of the Corporation is made and that such accounting is presented to and made available to the Board. The Treasurer shall perform other such duties as may be requested by the Board.
8. Other officers elected by the Board shall have such duties and responsibilities as set forth by the Board.
9. Officers will not receive and reimbursement for services rendered as officers of the Corporation. However, nothing therein contained shall be construed to preclude any Trustee from receiving compensation from the Corporation for expenses incurred for serving the Corporation as a Trustee or in any other capacity.
10. Any officer of the Board may be removed, either with or without cause, by a two-thirds (2/3) majority of the Trustees then in office at any regular or special meeting of the Board.

ARTICLE VI

INDEMNIFICATION OF TRUSTEES AND OFFICERS

1. The Corporation shall indemnify to the fullest extent permitted by law each of its officers, Trustees, whether or not then in the office (and his executor, administrators and/or heirs) or any persons who may have serves at its request as a Trustee or officer, against all reasonable expenses (including attorneys' fees), judgements, fines and amounts paid in settlement actually and necessarily incurred by him or her in connection with any threatened, pending, or completed action, suit, proceeding or arbitration, whether civil or criminal, administrative or investigative (including any appeal thereof), to which he or she is or is threatened to be made a party because he or she is or was a Trustee, officer, employee or agent of this Corporation. He or she shall have no right to reimbursement, however, in relation to matters as to which he or she has been adjudged liable to the Corporation for gross negligence or willful misconduct in the performance of his or her duties to the Corporation. The foregoing right of indemnification shall be in addition to and not exclusive of all other rights to which such Trustees, officer, employee or agent may be entitled.
2. The Corporation will purchase and maintain insurance on behalf of any person who is or was a Trustee, officer, employee or agent of the Corporation or who is or was serving at the request of the Corporation as a Trustee, officer, employee or agent against any liability asserted against him or her incurred by him or her in any such capacity or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify him against such liability under the provisions of this Article VII.
3. As board vacancies arise or as the current terms of existing trustees expire, then the Board shall solicit Board Members who satisfy the selection criteria and qualifications set forth in the Comprehensive Policy Manual.

ARTICLE VII

CONTRACTS, CHECKS, REGISTERS, AND RECORDS

1. The Board may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.
2. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board, which authority may be general or confined to specific instances.
3. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness shall be issued in the name of the Corporation shall be signed by such officer or officers, agent or agents of the Corporation and in such a manner as shall from time to time be determined by resolution of the Board.
4. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board may select.
5. The fiscal year of the Corporation shall begin on July 1 and end on June 30.

6. The Corporation shall provide an annual financial report and program cost report information in the state-required formats for inclusion in District reporting in compliance with Florida Charter School Law.
7. The accounts of the Corporation shall be audited at the close of each fiscal year by an independent auditor, who is a Certified Public Accountant and who has expertise in accounting of tax-exempt organizations. Audits shall be done in compliance with Florida Charter School Law and all applicable state and federal laws controlling non-profit tax-exempt corporations and thereafter submitted to the Board for its review and approval.

ARTICLE VIII

NOTICE

1. Under the provisions of any statute, the Articles of Incorporation or these Bylaws, whenever notice is required to be given to any Trustee or officer, it shall not be construed to require personal notice; rather, such notice may be given, unless otherwise required by these Bylaws, either personally or by depositing the same in a post office box in a postpaid envelope or by electronic transmission, in either case addressed to such Trustee or officer at his address as the same appears in the records of the Corporation; and three (3) days after the same shall be so mailed or delivered to the Trustee or officer shall be deemed to be the time of the giving of such notice.
2. Whenever by law, the Articles of Incorporation or these Bylaws notice is required to be given to any Trustee or officer, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice. Attendance of a person at a meeting shall constitute a waiver of notice of such meeting, except when the person attends a meeting for the express purpose of objecting at the beginning of the meeting to the transaction of any business because the meeting is not lawfully called or convened.

ARTICLE IX

AMENDMENTS

1. These Bylaws may be amended or repealed wholly or in part, consistent with any bylaws adopted by the Board, at any meeting by an election of two-thirds (2/3) of the current membership of the entire Board.



**POLK COUNTY
PUBLIC SCHOOLS**

STUDENTS FIRST

**Polk County
Public Schools**

Code of Student Conduct

**Navigator Academy of Leadership High will adopt
and follow the approved Polk County Code of
Student Conduct with the our Code of Collegiality
as a supplement.**

FOR MORE INFORMATION

visit www.polk-fl.net and keyword search "Code of Conduct"

Code of Collegiality

Navigator Academy of Leadership High School

I. ATTENDANCE

There are probably no factors more important to successful school progress than regular and punctual school attendance. Students who are tardy or absent excessively from school fall behind in academic achievement. Excessive school absenteeism precedes grade failure, loss of interest, and may result in students dropping out of school. (School Board Rule 6Gx13-5A-1.04, Student Attendance-Specific Responsibilities.)

A. Excused Absences

1. School Board Rule 6Gx13-5A-1.04, Student Attendance—Specific Responsibilities defines” Excused Absence as:

- Student illness
- Medical appointment
- Death family
- Observance of a religious holiday or service when it is mandated for all members of a faith that such a holiday or service is observed
- School-sponsored event or activity previously approved
- Educational or enrichment activity that is not a school sponsored event, as determined and approved by the principal or the principal’s designee
- Other individual student absences beyond the control of the parent or student, as determined and approved by the principal of the principal’s designee.

2. As stated in the School Board Rule 6Gx13-5A-1.04, on the day the student returns to school, parents must send a note explaining the reason for their child’s absence. A maximum of 10 handwritten notes will be accepted per school year. Once the limit for handwritten notes has been exceeded, a meeting will be scheduled with the parents to discuss the absences. Any further absences must be accompanied by a doctor’s note.

Unexcused Absences – These absences are absences that are not accompanied by a note or are absences that do not meet the criteria for an excused absence under Florida Statute. Please note that any absence that cannot be defined as an excused absence, as listed above, will be unexcused. After 7 unexcused absences in a school year, or after 5 unexcused absences in a month, a meeting with the parents and the attendance committee team will take place in order to develop an attendance intervention plan. Should unexcused absences continue past this meeting, procedures will be followed for Truancy in accordance state statute and the requirements of the district.

Tardiness – Tardiness is defined as any student arriving in his/her classroom after the beginning of a session. Thus, any student who arrives to his/her classroom after the morning bell is to report to the office to obtain a tardy pass. After five (3) tardies, a student will receive a detention.

II. UNPAID FEES

Any fees accrued by a student, including but not limited to unpaid lunch balances, lost or damaged books and/or materials, athletic department fees, and before and/or after school fees must be paid in full prior to the end of the school year. Failure to pay fees may prevent the student for participating in some activities. Please note that multiple notices and contacts will be made to communicate unpaid balances and set up payment options prior to the exclusion of any activities.

Code of Collegiality

Navigator Academy of Leadership High School

III. HOME LEARNING POLICY

We believe that learning is not confined to the classroom and the school day. Regular, purposeful homework as an essential component of our instructional program. The following are guidelines for the frequency and amount of homework your child will be assigned. This time **does not** reflect the additional 30 minutes that are to be devoted to reading each day. Note that these times are recommendations only, and will vary based on the classroom instruction taking place at any given time.

Grade Level Frequency of Assignments Total Daily Average (All Subjects)

K-1 Daily (5 days per week) 30 minutes

2-3 Daily (5 days per week) 45 minutes

4-5 Daily (5 days per week) 60 minutes

6-8 Daily (5 days per week) 75 minutes

Homework must be completed on a daily basis. After three (3) incomplete homework assignments, a student will receive a detention and parent contact made.

IV. MANDATORY TUTORING

Any student who scores in the lowest 25th percentile and/or receives a level 1 or 2 on state assessments, including but not limited to the Stanford Achievement Test, 10th edition (SAT-10), FSA, and FCAT Science during the previous school year must participate in the school's intervention tutoring program.

V. TRANSPORTATION

Students who fail to follow bicycle and pedestrian rules will not be permitted to ride their bikes to school.

VI. UNIFORMS

Students are required to wear the proper uniform. If a student is found out of compliance with the uniform policy, the student will be given a dress code violation that must be returned the following day with the parent's signature. After the second dress code violation, he/she will be sent to the office and the parent/guardian will be notified. The student will not be able to return to class until the proper attire is brought to school. Please note for every 3 times a student is found out of compliance with the uniform policy, he/she will receive a detention.

VII. VOLUNTEER HOURS

Parents/Guardians are required to volunteer their time both at school and at home. The required amount of hours are **20** volunteer hours per family. Please note that if hours are not completed prior to the end of the school year, this may result in non-registration for the following school year. Suggestions for completing the volunteer hours include, but are not limited to: attending field trips, being a room parent, organizing special events, managing the school book fair, assisting a teacher, participating in school activities, decorating bulletin boards, etc. Parents will also earn volunteer hours for attending student-led parent-teacher conferences.

IX. REFERRALS

Please note that there are several actions described in this document that will result in a student receiving a detention. Be advised that once a student receives three (3) detentions for any reason, a parent conference must be held in order to develop a plan to curtail behavior resulting in detentions.

Code of Collegiality

Navigator Academy of Leadership High School

X. CODE OF STUDENT CONDUCT

As a public charter school of Polk County, Navigator Academy of Leadership follows the county's Student Code of Conduct. Please become familiar with this document. It is available on the school's website or a hard copy may be requested in the main office.

Parents and students must be aware of the "Zero Tolerance Policy" in the Code of Conduct. Any infraction within the Zero Tolerance Policy could result in the parent/guardian being called to pick-up the student, immediate outdoor suspension and further action may take place depending on the severity of the issue.

XII. CODE OF COLLEGIALITY

The mission of Navigator Academy of Leadership K-8 is to enable students to be independent learners and leaders by developing each child's intellectual curiosity and thirst for discovery through a cross-curricular integration of Science, Math, Art, Reading and Technology. By nurturing their minds to be SMART critical thinkers and problem solvers, our students will be well-rounded CEOs of their own learning.

Our expectation is for students to stand TAAL - Think, Act, Accountability, and Learn. In alignment with the 7 Habits, expecting students to stand TAAL will require them to:

TAAL	WHAT DOES IT MEAN	7 HABITS
Think	Think before you act. The choices you make today may determine your tomorrow.	Be Proactive, Begin with the End in Mind, Put First Things First, Think Win-Win
Act	Take Action! Live passionately, not passively.	Begin with the End in Mind, Put First Things First, Think Win-Win, Seek First to Understand and Then Be Understood, Synergize, Sharpen the Saw
Accountable	You are responsible for your own actions.	Begin with the End in Mind, Put First Things First, Think Win-Win, Seek First to Understand and Then Be Understood, Synergize, Sharpen the Saw
Learn	Every action we take is an opportunity to learn and grow. A mistake is only a mistake if you repeat them. Reflect on your actions and their outcomes.	All 7 Habits

Through steadfast focus on leadership and citizenship, we are committed to empowering students to find their inner CEO in order to reach their highest potential. In order to foster leadership and citizenship, students will be expected students to be a respectful and responsible so they may grow as good citizens, leaders and learners in a safe and nurturing environment. Each parent will take an active role in supporting our school, our students, and our teachers. If our students are expected to become responsible citizens and leaders, we must all commit to working together to lead by example and model the expected behaviors.

Code of Collegiality

Navigator Academy of Leadership High School

Student Name: _____

Student Grade: _____

School Year: _____

As a student at Navigator Academy of Leadership, I am committed to abide by the Code of Student Conduct and the Code of Collegiality.

- *I understand that my behavior is a direct reflection of both my family and the School. I will strive to honor and respect both by exhibiting exemplary behavior that of a scholar and leader at all times and in all places.*
- *I will adhere by the school uniform dress code as outlined in the Parent/Student Handbook.*
- *I will be responsible to deliver to any announcements, messages, and reports to and from school.*
- *I will be responsible for completing and turning in all class assignments and homework.*
- *I will be responsible for taking care of all books and school property. I will replace anything that is misused or lost.*
- *I will abide by the Code of Conduct and the Code of Collegiality adopted by the Board.*
- *I will refrain from fighting, intimidating, harassing, or threatening others and I will refrain from using inappropriate language.*
- *I will exhibit the principles of good citizenship and leadership.*

Student Name (Print)

Student Name (Sign)

Date

As a parent/guardian, I have read and understood the school rules, policies, and procedures of Navigator Academy of Leadership as well as the Code of Conduct and Collegiality and I agree to take an active role in ensuring that my child meets the outlined expectations, as well as myself. I have made a personal decision to enroll my child as a student at Navigator Academy of Leadership and I recognize that Navigator Academy of Leadership is a public charter school of choice.

I understand that my signature below serves as evidence that:

- 1. I accept the rules, policies and procedures as listed above as well as the consequences of their violation.*
- 2. I am aware that I must review and acknowledge the Code of Student Conduct*
- 3. I have communicated these expectations with my child (above)*

Parent/Guardian Name (Print)

Parent/Guardian Name (Sign)

Date

Parent/Guardian Name (Print)

Parent/Guardian Name (Sign)

Date



**POLK COUNTY
PUBLIC SCHOOLS**
STUDENTS FIRST

POLK COUNTY PUBLIC SCHOOLS

CRITICAL INCIDENT RESPONSE PLAN (CIRP)

REV. 210804

The Critical Incident Response Plan (CIRP) contains emergency management and emergency preparedness procedures for all public schools within the school district.

It is important for the Critical Incident Response Plan (CIRP) to be available and accessible to employees of Polk County Public Schools to provide for the safety and welfare of the students and staff.

The Critical Incident Response Plan (CIRP) is, however, confidential and is not subject to review or release as a public record (see school board policy 8405 - SCHOOL SAFETY AND SECURITY).

**Do not disseminate the Critical Incident Response Plan (CIRP),
in whole or part, to any unauthorized individual.**

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THE SCHOOL BOARD OF POLK COUNTY

William Allen	District 1
Lori Cunningham (Board Chairman)	District 2
Sarah Fortney	District 3
Sara Beth Reynolds	District 4
Kay Fields (Vice Chairman)	District 5
Lynn Wilson	District 6
Lisa Miller	District 7

SUPERINTENDENT OF SCHOOLS

Frederick R. Heid

SUPERINTENDENT'S INTRODUCTION

We all know that an emergency on a school campus can happen at any time.

A student falls on the playground. Someone smells smoke in the cafeteria. The weather forecast shows severe weather approaching. The list goes on.

In recent years, tragic school shootings both in Florida and nationwide have underscored how centers of learning must adapt to face new threats to their safety.

Schools and school districts must never become complacent that their emergency planning is enough. We must always strive to better protect our campuses and facilities from dangerous situations.

School emergency plans are just one level of preparedness. We must remember that every school is different, and each campus has unique security challenges.

Our school principals and administrators must regularly review and update their school emergency plans. Always view your campus with a critical eye. Look for any areas of concern or new security threats. Contact the Office of Safe Schools (863-534-0792) to address them.

This Critical Incident Response Plan outlines the school district's responsibilities and capabilities during an emergency. This booklet was developed by a committee of district, area, and school-based personnel and covers a variety of emergencies, including natural disasters, acts of violence, and other dangerous situations.

Just like school emergency plans, the Critical Incident Response Plan will continue to evolve as we further improve security measures and combat new threats. PCPS employees should familiarize themselves with this plan as well as their school emergency plans.

Working and preparing together, we must be ready to protect our students, staff, and schools during any emergency. Thank you for making their safety our top priority.

A handwritten signature in black ink, appearing to read 'Frederick Heid', written in a cursive style.

Frederick Heid
Superintendent of Schools

PLAN ADMINISTRATION AND LOGISTICS

This plan is a component of the district's comprehensive emergency preparedness program. The plan is developed and maintained in **Raptor** and contains three parts.

Part One includes a statement of purpose, policies and procedures and an overview of the district's emergency response procedures and resources.

Part Two contains the supportive, hazard-specific information such as incident action plans and checklist.

Part Three contains all forms for offline use.

PCPS CIRP
PART 1 - INTRODUCTION

CLASSROOM DOORS

All classroom doors shall remain locked at all times during school hours.

Administration, School Resource Deputies, School Resource Officers and Guardians shall continually check classroom doors throughout the school to ensure compliance.

Non-exclusive zones must be patrolled often on a rotating/non predictable schedule. (Non-exclusive zones are areas inside the campus perimeter, but outside of the school building(s). Examples may include: parking areas, driveways, bus ramps, sports fields and playgrounds, retention ponds, community resources (e.g. nature trails), curtilage (e.g. auxiliary buildings, equipment sheds).

ALTERNATIVE EDUCATION REFERRAL

This procedure is designed to facilitate effective monitoring of a student who exhibits violent tendencies based on a verifiable written or verbal threat toward a school, student population, and/or staff member(s). Although there may be many reasons why a student would utter or write such a threat, every threat must be taken seriously and evaluated systematically using recommended best practices. As such, it is critical toward the safety and security of students, staff, and School District resources that these incidents are thoroughly investigated and follow-up plans are implemented.

The preferred practice is that any student who receives school discipline based on an investigation into a reported verbal or written threat to a school, student population, and/or staff members, use alternatives to out-of-school suspensions (OSS). It is preferred when a student is referred to Alternative Education that they attend one of our sites instead of Virtual to ensure that supports are put into place, such as mental health and social work.

When a referral to Alternative Education is issued as a result of a threat to a school, student population, and/or staff members, the following procedure shall be implemented:

1. The student and parent/guardian will be notified of the Alternative Education referral. Such notification will include that the referral is based upon the student's written or verbal threat and that the following is required as part of the school safety plan:
 - a. The student is required to "check-in" with a school administrator and School Resource Deputy at the Alternative Education school each day and submit to a search to ensure the absence of any weapons.
 - b. While at school, the student will not be permitted to possess a backpack, purse, bag, or any other item capable of concealing a weapon.
2. An administrator from the student's home school will immediately notify, in writing, the Director of Discipline and the Director of the Office of Safe Schools of the student's referral to Alternative Education as a result of a threat investigation. This notification shall include the facts surrounding the threat investigation.
3. The Alternative Education administrator along with the Office of Safe Schools shall provide written notification to the School Resource Deputy prior to the student's first day of scheduled attendance.
4. At the assigned Alternative Education School on the first day of the student's attendance, and every day thereafter, the Alternative Education administrator will ensure the student has met with the School Resource Deputy and is not in violation of any implemented safety plans, to include but not limited to possession of any container capable of concealing a weapon.
5. If the student is absent from the Alternative Education school, the School Resource Deputy will be immediately notified by school administration. If a student is absent for one or two days, a phone call will be made by the School Resource Deputy to the parent to inquire about the student's absence from school. If contact is not made with the parent, a deputy will be sent to the student's residence to make contact with the parent and/or student to inquire the reason for the absence. If a student is absent three or more consecutive days, the School Resource Deputy will arrange for a well-being check of the student's physical and mental well-being. The student's extended absence and well-being check will be documented and forwarded to the Office of Safe Schools.

ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITY

The ICS is organized into five functional areas for on-scene management of all major incidents: Command, Operations, Planning, Logistics, and Finance/Administration.

Command: Provides overall emergency policy and coordination. This function is directed by the Incident Commander (IC) who is typically the principal. The IC is assisted in carrying out this function by an Incident Command Team which includes a Public Information Officer, Safety Officer, and Agency Liaison.

Operations: Directs all tactical operations of an incident including the implementation of response activities according to established emergency procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Planning: Collects, evaluates and disseminates information needed to measure the size, scope and seriousness of an incident and to plan an appropriate response.

Logistics: Supports emergency operations by securing and providing needed personnel, equipment, facilities, resources and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communications among emergency responders. This function may take on a major role in extended emergency situations.

Administration / Finance: Oversees all financial activities including purchasing of necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation to FEMA for reimbursement and recovering school records following an emergency.

Responsibilities and operational duties are detailed in the ICS Annex.

LEVELS OF SECURITY

(HEIGHTENED SECURITY | LOCKDOWN | LOCKDOWN – RUN/HIDE/FIGHT)

Call 9-1-1 as soon as possible. Even if you cannot talk, the operator can listen.

Any member of the district has the authority to initiate any level of security based on information available to them at the time of the incident.

The Office of Safe Schools shall be notified immediately when a school is placed on any level of security 863-534-0792.

HEIGHTENED SECURITY

Heightened Security is a term that defines a protocol, in a school, in response to a threat outside the school without immediate threat to the students inside the school. During a “Heightened Security”, the building perimeter is secured with staff stationed at the doors. Visitors may not enter the building during a, “Heightened Security.” Teaching proceeds as usual. Generally, movement between buildings and inside buildings is restricted.

Administrators

- Lock doors, secure campus perimeter, and designate person to monitor and direct emergency vehicles, if necessary.
- Sweep campus, move students not in assigned areas to a safe designated area. -Shut down bell system.
- Notify teachers outside or without communication.
- School Emergency Response Team members report to designated areas.
- Contact and/or isolate visitors who are on campus.
- Restrict radio use to vital communications only.
- Ensure campus maps in the red tubes available at front office.
- Prepare written statements for callers/media in conjunction with law enforcement and the Office of Public Relations and Strategic Partnerships, if necessary.
- Prepare School Messenger message for student/parents.
- Prepare for debriefing and assessment of response with those involved.

Teachers

- Doors should remain locked at all times.
- If outside, evacuate students to a safe area until directed to do otherwise.
- Conduct a quick peek from doorway to gather any students or staff who may be outside the door (only if it is safe to do so).
- Create a list of names of students not in classroom.
- All staff should ensure pre-determined areas of responsibility are accounted for. For example, hallway and/or exterior doors should be closed and locked.
- Do not leave classroom or allow students to leave classroom during class, except under staff escort.

LOCKDOWN

Lockdown is defined as a protocol that keeps students locked in their classrooms. Students are instructed to remain out of sight through windows or doors. Lights are turned off and teaching stops until the threat passes. "Lockdowns" are utilized when an intruder is known to be inside the building, or some other serious threat inside the building or on the school property is identified.

Administrators

- Lock doors, secure campus perimeter, and designate person to monitor and direct emergency vehicles, if necessary.
- Sweep campus, move students not in assigned areas to a safe designated area. -Shut down bell system.
- Notify teachers outside or without communication.
- School Emergency Response Team members report to designated areas.
- Contact and/or isolate visitors who are on campus.
- Restrict radio use to vital communications only.
- Ensure campus maps in the red tubes available at front office.
- Prepare written statements for callers/media in conjunction with law enforcement and the Office of Public Relations and Strategic Partnerships, if necessary.
- Prepare School Messenger message for student/parents.
- Prepare for debriefing and assessment of response with those involved.

Teachers

- Doors should remain locked at all times.
- If outside, evacuate students to a safe area until directed to do otherwise.
- Conduct a quick peek from doorway to gather any students or staff who may be outside the door (only if it is safe to do so).
- Cover windows and close blinds.
- Turn off lights and computer monitors.
- Barricade access to your area if possible.
- Create a list of names of students not in classroom.
- Keep all students quiet.
- If the classroom is designed with a closet or bathroom, students should be instructed to respond to this location first. If the classroom does not have a hardened area such as a closet or bathroom, the hard corner should be utilized as a last resort.
- There are classrooms that will not have a hardened area or corner; therefore, students should be instructed to get on the floor in a sitting or crouching position away from windows and doors.
- Avoid contacting the office unless emergency medical services are needed.
- All staff should ensure pre-determined areas of responsibility are accounted for. For example, hallway and/or exterior doors should be closed and locked.
- Do not leave classroom or allow students to leave classroom during class, except under staff escort.

LOCKDOWN – RUN/HIDE/FIGHT

When security and prevention measures fail and an intruder is in your facility; you have three response options or what is known as "**Run/Hide/Fight.**"

1. **Run** – Run away from the intruder
2. **Hide** – Keep the intruder out of your room or facility
3. **Fight** – Fight back against the intruder

RUN

If you cannot lock the intruder out of your location, attempt to help staff. Get out of the area by running away.

An example of when to implement a "Run" approach may be if you are in the cafeteria when an intruder enters. Since the intruder is already in the cafeteria there is no point in attempting to implement a "Hide"; so you order staff to run out through the kitchen and side exit.

Note: Using the **Run/Hide/Fight** approach, the Run approach should be implemented using a secondary exit (ground floor windows or exits) if the attacker attempts to defeat the lockdown. If Run is not an option, the Fight approach should be implemented as soon as the attacker attempts entry. This includes reaching through a defeated vision panel.

HIDE

While no location can offer total protection from an intruder, implementing a "lockdown" inside a securable location provides some degree of protection. The purpose of a lockdown is to delay or slow down the intruder's progress until law enforcement arrives.

During a lockdown, students and staff should be prepared to remain in this mode for an extended length of time. When the area is deemed safe, law enforcement officers will enter the secured room while simultaneously announcing the secret Code Word listed in this plan. The code word is used so room occupants can readily identify those entering the room as law enforcement officers and avoid implementing the FIGHT phase.

While locking the door is a vital component, there are methods of reinforcing the lockdown that can further deter an attacker. These methods are called target hardening and can include:

- Barricading doors: use desks, chairs, shelves, etc. Note, barricades are most effective if the door opens towards the barricade. However, even if the door opens away from the barricade (usually into the hallway), stacked objects can delay and possibly deter an attacker.
- Tying off doors: this action limits the attacker's ability to open doors; even if they are unlocked. Generally, tying off doors is used to reinforce doors that open out (towards the hallway) where barricades have limited value. There are several methods to tie off doors and more than one should be attempted:
 1. Tie one end of a belt or electric cord around the handle and secure the other end around a corner and out of sight. If the end cannot be secured, have several people hold it, while around a corner and out of sight. This will reinforce any type of door.
 2. For handicap accessible handles (levers that are pushed downward to open the door), chair or stool legs may be wedged between the handle and door, with at least 1/4 of the chair extending beyond the doorframe. When the door is pulled to open, the chair catches on the door frame.
 3. Doors that have folding hinges above the door may be reinforced by tying the folding hinge tightly so that it cannot expand and allow the door to open.

FIGHT

If the attacker is in your immediate area and blocking your path and there is no way you can Run or Hide; you must then fight back against the intruder using any available means.

When fighting back, use any available weapon such as a fire extinguisher, chair or even books.

The Fight option is to be used as a last resort.

The Fight option is no different than any other emergency, staff and administrators must take charge and provide clear direction.

For instance, if the Hide option is failing, and Run is required through a ground floor window, it is imperative that supervisors/managers direct staff. This direction should include not just to climb out the window, but where to go next.

If the Fight option is required, supervisors/managers should prepare staff with clear and confident instructions. Should an attacker be attempting to defeat a lockdown and running is not possible, the supervisors/managers should order staff to grab books and chairs and to throw anything and everything they can find at the attacker should he attempt to enter the area.

Administrators

- Lock doors and designate person to monitor and direct emergency vehicles, if possible.
- Shut down bell system.
- Notify teachers outside or without communication.
- Contact and/or isolate visitors who are on campus.
- Restrict radio use to vital communications only.
- Ensure campus maps in the red tubes available at front office.
- Prepare written statements for callers/media in conjunction with law enforcement, if necessary.
- Prepare School Messenger message for student/parents.
- Prepare for debriefing and assessment of response with those involved.

Teachers

- Doors should remain locked at all times. (DO NOT ADMIT ANYONE TO CLASSROOM)
- If outside, evacuate students to a safe area until directed to do otherwise.
- Cover windows and close blinds.
- Turn off lights and computer monitors.
- Barricade access to your area if possible.
- Create a list of names of students not in classroom.
- Keep all students quiet.
- If the classroom is designed with a closet or bathroom, students should be instructed to respond to this location first. If the classroom does not have a hardened area such as a closet or bathroom, the hard corner should be utilized as a last resort.
- There are classrooms that will not have a hardened area or corner; therefore, students should be instructed to get on the floor in a sitting or crouching position away from windows and doors.
- Avoid contacting the office unless emergency medical services are needed.
- Do not leave classroom or allow students to leave classroom during class, except under staff escort.

Hard Corner is defined as a part of the classroom or other school space that cannot be observed from outside of the room when the door is (closed) locked. The hard corner is determined by the entrance door to the classroom that is usually on an interior hallway. A hard corner is identified by tape or other markings that are installed on the floor of the classroom. There are some rooms that do not have a hard corner and therefore will not have any markings. Every classroom capable of having a hard corner shall be clearly marked and free of any obstructing items. It is important to remember that our plans are options based and there is not a one size fits all for every threat. If there is time and a better option you must use the information known to you to best protect those in your care. A hard corner is one option to consider.

NOTIFICATION OF LAW ENFORCEMENT

The term “Notify Law Enforcement” appears as an expectation within the Critical Incident Response Plan for selected emergency situations. The expectation is that when an administrator witnesses or is made aware of one of the following acts, he or she is responsible **for immediately taking action to ensure that the issue is reported to law enforcement** as described:

1. Homicide
2. Sexual Battery
3. Armed Robbery
4. Aggravated Battery
5. Battery or aggravated battery on a teacher or other school personnel
6. Kidnapping or abduction
7. Arson
8. Possession, use or sale of any firearm
9. Possession, use or sale of any explosive device other than minor fireworks
10. Possession, use or control of any other dangerous weapon
11. Burglary
12. Disturbances that substantially disrupt school or a school function
13. False fire alarms or calls and bomb threats
14. Possession, use or distribution of drugs or alcohol
15. Property damage of a substantial nature
16. Robbery
17. Sexual offenses endangering the health, safety or welfare of others
18. Theft of property of a substantial nature
19. Trespassing after warning
20. Vandalism other than of a minor nature
21. Substantive threats or threats involving firearms

Contact is made with law enforcement in the following manner:

NO THREAT

If the school has an assigned and available resource officer (SRO) on campus, the administrator is to work with and through that officer(s). If the school does not have an assigned SRO and there is no immediate threat to students or staff, call the Office of Safe Schools at 863-534-0792.

IMMINENT THREAT

In situations where there is no school resource officer assigned and there is an immediate danger, threat of violence, or a violent act in progress, **call 9-1-1**.

INCIDENT COMMAND SYSTEM & NATIONAL INCIDENT MANAGEMENT SYSTEM

In the event of an emergency, Polk County Public Schools will use the Incident Command System (ICS) developed by the Department of Homeland Security (DHS). This system is part of the National Incident Management System (NIMS) designed to assist organization leaders in working through emergency situations. PCPS uses this model to coordinate with law enforcement and fire rescue response agencies.

When an emergency occurs at a District work location, the site supervisor or designee will evaluate the situation and determine the level of emergency response. The extent of the response is determined by the size and scope of the event.

Individual Emergencies at a District Work Location

The scope of an individual emergency is limited. This situation only impacts a single or a few individuals and is managed by the response of a limited number of on-site emergency response personnel. Examples of individual emergencies are a medical emergency or an emotional crisis involving a single child.

School-Wide Emergencies

Site or school-wide emergencies are broader and encompass the entire location. Site-wide emergencies impact everyone on the campus and stop normal operations. Examples of school-wide emergencies include: Heightened Security, Lockdown, a fire, or a bomb threat.

District/Community Emergencies or Disasters

These are large scale events that affect the community as a whole and not just a single or even multiple schools. A typical example would be a hurricane. Normal District operations would be disrupted for a period of time.

Depending on the emergency, different levels of response might be required. The Incident Command System will be used to coordinate the District's response to emergencies of this type. In the event of an incident of this category, District operations will link to Emergency Operations Center (EOC) as part of the National Incident Management System (NIMS).

District Level Emergency Response Team (Safe Schools)

Polk County Public Schools Office of Safe Schools is ready to assist work locations in the event of an emergency. When needed, representatives from the Office of Safe Schools will activate and move to the site of the incident and assist the Incident Commander, often the principal, in managing the emergency and will act as the District Incident Commander.

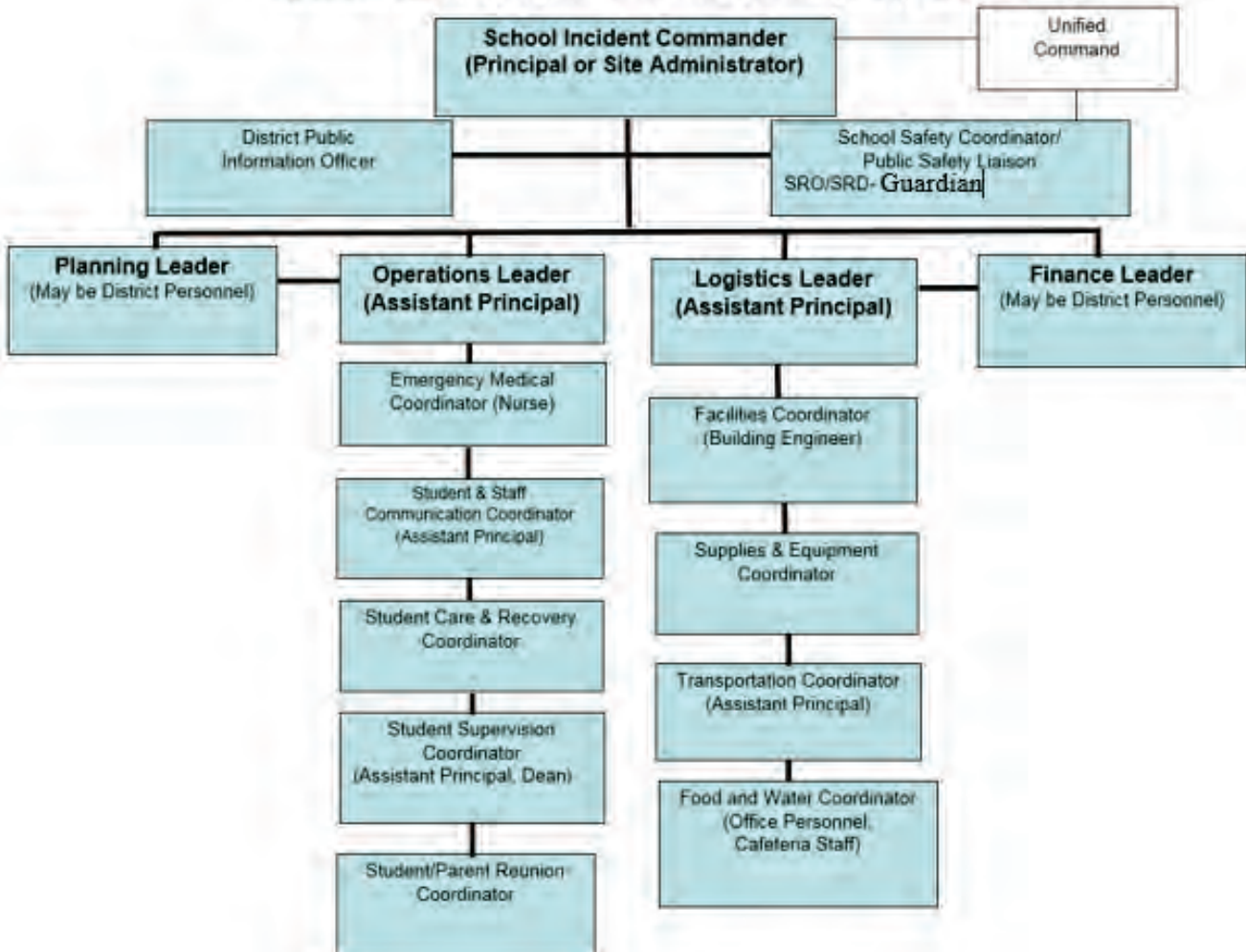
Site-Based Emergency Response Team (SERT)

At the school or the site level, the Principal will coordinate on-site operations and will act as site Incident Commander (IC).

Responsibilities:

- Determine the level of response needed.
- Activate the emergency response system.
- Call 9-1-1.
- Call the Office of Safe Schools at (863-534-0792).
- Activate the SERT Team.
- Determine whether it is appropriate to lockdown or evacuate.
- Make the appropriate announcement to the staff and students.
- Assemble the Go Kit (red bag).
- Account for all students, staff and visitors.
- Coordinate with public safety emergency responders upon arrival.
- Coordinate with District Incident Response Commander upon arrival.
- Establish an in-school Command Post.
- Document all activities.

School Incident Command Team (ICS) Structure



PCPS SCHOOL SAFETY GUARDIAN ROLE AND RESPONSIBILITIES

Polk County Public Schools' School Safety Guardians are assigned to all elementary schools, adult schools, career centers, head starts and charter school campuses. The School Safety Guardian position is an armed position with no law enforcement authority, except to the extent necessary to prevent or abate an active assailant on Polk County Public School premises. School Safety Guardians conduct perimeter and inner school checks to ensure premises are secure. Analyzes information and situations regarding activities that may be in violation of school policies and/or an indication of possible criminal activity for the purpose of determining immediate actions and/or making recommendations to ensure safety of students, staff, and the public. Communicates school policies and procedures to personnel and visitors for ensuring their understanding of the potential consequences of violation. Informs personnel, parents and/or visitors of school policies and procedures for providing necessary information in compliance with policies and guidelines. Investigates unusual incidents (e.g. unauthorized visitors, violent threats against students, etc.) for the purpose of assisting responding law enforcement personnel, developing information necessary to assist in determining appropriate action, and/or monitors students within a variety of school environments (e.g. rest rooms, grounds, hallways, library, cafeteria, parking lots, etc.) for the purpose of ensuring the safety and welfare of students. Reads and responds to email communications. Recommends policies, procedures and/or actions to school administration for providing information and/or direction that ensures efficient provision of campus security. Refers observation and incidents (e.g. injuries, altercations, suspicious activities, inappropriate social behavior, violations of rules, etc.) for communicating information to appropriate instructional and/or administrative personnel and/or law enforcement for follow-up action. Utilizes and monitors surveillance technology. Operates metal detectors and conduct appropriate searches when directed to do so by school administration. Provides support in school and district emergencies and participates in all school emergency drills.

Response to an active assailant

The first guardian responding to a situation involving the ongoing shooting/wounding of persons in a school shall, based on information available, immediately engage in the necessary tactical intervention to stop the shooting/wounding of innocent persons. The first guardian(s) on the scene shall:

1. Establish that a shooting/wounding is in progress;
2. Select appropriate entry point(s);
3. Locate, engage, distract, and neutralize the suspect(s) to stop the shooting/wounding;
4. Maintain radio contact with the law enforcement; and
5. Provide intelligence about the scene, movement of shooter(s), and need for additional entry personnel.

PCPS CIRP

TRAINING PROGRAM

CONDUCTING DRILLS

The purpose of any drill or exercise is to reveal planning weaknesses; uncover resource needs and shortfalls; improve coordination within the district and community; clarify roles and responsibilities; and improve overall performance of all staff and students. It is essential to practice the Plan periodically to make sure that it works, and that all personnel understand their roles. Exercises with key school personnel, back-ups, and local emergency responders should occur on a regular basis. FEMA suggests four ways to accomplish this goal:

1. **Drills** simulate an emergency in a limited scope, typically involving one supporting agency.
 - a. An informal discussion of simulated emergencies
 - b. May test a single component or function of the Emergency Management Plan (for example, a “Lock-Down” drill)
2. **Tabletop Exercises** simulate an emergency situation in an informal, stress-free environment designed to elicit discussion to resolve coordination and responsibility issues based on existing Emergency Management Plans.
 - a. An informal discussion of simulated emergencies
 - b. No time pressures
 - c. Low stress
 - d. Useful for evaluating plans and procedures
 - e. Helpful to resolve questions of coordination and responsibility
3. **Functional Exercises** simulate a real emergency under time-sensitive conditions by testing coordination among various functions and outside response agencies.
 - a. Focuses on policies, procedures, roles and responsibilities
 - b. More stressful and realistic simulation of real-life situations
 - c. Usually takes place in “real time”
 - d. Emphasizes the emergency functions of the Emergency Management Plan. Examples might include perimeter security (securing all doors of the school), utility shut downs, and accounting for all the people who should be in the school at the time (to include students and staff).
 - e. School’s Emergency Management Team is activated.
4. **Full Scale Exercises** test an entire community’s response capability. This involves using real equipment.
 - a. Takes place in “real time” and tests total response capability as close to a real emergency as possible.
 - b. Includes mobilization of emergency personnel and community resources required to demonstrate coordination and response capability that would be anticipated to support the school in crisis.
 - c. Coordinates many agencies and functions, both internal and external to the district.
 - d. Intended to test several emergency functions, either concurrently or in sequence.
 - e. Could involve activating an Emergency Operations Center (EOC).

PCPS CIRP TERMS

Active Shooter is defined as an individual actively engaged in killing or attempting to kill people in a contained and populated area; in most cases, active shooters use firearm(s) and there is no pattern or method to their selection of victims.

Active Assailant is defined as an individual actively engaged in killing or attempting to kill people in a contained and populated area; unlike an active shooter, an active assailant does not use a firearm(s).

Crime Scene is a location where a crime took place (or another location where evidence of the crime may be found), and comprises the area from which most of the physical evidence is retrieved by law enforcement personnel, crime scene investigators, or in rare circumstances, forensic scientists. Securing the crime scene requires a designee prior to law enforcement arrival to oversee the area to ensure all items of evidentiary value are undisturbed.

Emergency Team is a group of people who prepare for and respond to any emergency incident. This team is generally composed of specific members designated before an incident occurs, although under certain circumstances the team may be an ad-hoc group of willing school board staff members. Ideally the team has already defined a protocol or set of actions to perform to mitigate the negative effects of the incident.

A Threat is an expression of intent to harm someone that may be spoken, written, gestured or communicated in some other form, such as via text message or email. Threats may be explicit or implied, directed at the intended target or communicated to a third party. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to the intended target and regardless of whether the intended target is aware of the threat.

Threat Assessment is a process of formally evaluating the degree of threat and reporting the information to the proper authorities describing the nature of the threat.

TOP 10 TIPS FOR CALLING 9-1-1

1. Is a person hurt or in danger? Do you need the Police, Fire or Ambulance?

Have you ever wondered whether to call 9-1-1? Since 9-1-1 is for emergencies only, it helps to understand when to call and when not to call. An emergency is any serious situation where a law enforcement officer, fire fighter, or emergency medical help is needed right away. If you are unsure of whether your situation is an emergency, go ahead and call 9-1-1. The 9-1-1 call taker can determine if you need emergency assistance and can route you to the correct location.

2. If you do call 9-1-1, even by mistake, do not hang up the phone.

9-1-1 call takers are trained to get the most important information as quickly as possible to get help on the way to an emergency situation. In an emergency situation, allow the call taker to ask you all the questions they need in order to get help there in the timeliest manner before you hang up or leave the phone. If you happen to call by accident, stay on the line until you can tell the call taker that you called by accident and there is no emergency. This saves the call taker from having to call you back and confirm there is no emergency or possibly sending police with lights and sirens to check your address for an emergency.

3. When calling 9-1-1 do your best to stay calm and answer all questions.

Staying calm can be one of the most difficult, yet most important, things you do when calling 9-1-1. It is very important that you stay as calm as possible and answer all the questions the 9-1-1 call takers asks. The questions 9-1-1 call takers ask, no matter how relevant they seem, are important in helping get the first responders to you as fast as possible.

4. Help the 9-1-1 call taker help you.

Listen and answer the questions asked. By doing this, it helps the call taker understand your situation and will assist you with your emergency until the appropriate police, fire or medical units arrive.

5. Know the location of the emergency.

The wireless 9-1-1 caller must be aware that the 9-1-1 center that answers the call may not be the 9-1-1 center that services the area that they wireless caller is calling from. Look for landmarks, cross street signs and buildings. Know the name of the city or county you are in. Knowing the location is vital to getting the appropriate police, fire or EMS units to respond. Providing an accurate address is critically important when making a wireless 9-1-1 call.

6. Teach your child how to call 9-1-1.

Be sure they know what 9-1-1 is, how to dial from your home and cell phone, and to trust the 9-1-1 call taker. Make sure your child is physically able to reach at least one phone in your home. When calling 9-1-1 your child needs to know their name, parent's name, telephone number, and most importantly their address. Tell them to answer all the call takers questions and to stay on the phone until instructed to hang up.

7. Prank calls to 9-1-1 waste time and are illegal in most states.

Be sure all members of your household are aware that prank or harassing calls to 9-1-1 will be dealt with by local law enforcement agencies.

8. Post your address clearly and prominently at your entrance and on your home.

Posting your 9-1-1 address at the driveway entrance and on your home will alleviate any confusion as to whether emergency responders have the correct location. Try using something reflective or illuminated so that it can be seen in the evening as well as during the day.

9. Do not assume that since your mailbox is marked you have posted your address.

Mailboxes are not always at the entrance of a driveway and usually are not marked clearly on both sides. Several cities and counties have ordinances for posting 9-1-1 addresses – check with your local ones. And always report missing streets signs when noted. These not only help others find your home but are essential to emergency response personnel.

10. Know the phones you own.

Educate everyone about the phone system in your home as well as your cell phone. Children may need to use the devices in an emergency and will need to know how to operate them.

Developed for InvestigationDiscovery.com Created by a special 911 Lifeline, APCO, NENA team

PCPS CIRP
PART 2 – SITUATIONAL RESPONSE

ACTIVE ASSAILANT ON CAMPUS

ADMINISTRATIVE ACTION

Unfortunately, in the world we live in today we have to address the concern of a possible active assailant, taking place on a school campus. An active assailant attack can be delivered in many forms from a “lone wolf” to multiple perpetrators. These types of attacks, if they were to happen, would cause great fear throughout the United States and would greatly disrupt America’s education system.

Because an attack of this nature would be viewed as such a major success for the perpetrator is the exact reason why we must not underestimate the continued likelihood that it may happen in the future.

Active Assailant on Campus

1. Upon identification of an active assailant:
 - a. **Call 9-1-1** and implement **Run/Hide/Fight** procedures, simultaneously, if possible.
 - b. Notify entire campus through an intercom system or an alternative means of communication.
2. Utilize the emergency radio while monitoring video surveillance to keep surveillance of the subject as long as it is safely possible so that valuable information can be provided to the Guardian, SRO/SRD or responding law enforcement officer. Give the most current information as to the subject’s location and actions.
 - a. Describe the situation; provide as much information as possible, i.e. exact description of person, exact movements of person.
 - b. Indicate whether the perpetrator has been identified and/or isolated.
 - c. Number of perpetrators and types of weapons.
3. If attack has occurred, give medical assistance until help arrives without putting yourself in a dangerous situation.
4. Isolate the witness/witnesses with an administrator. Gather information.
5. Secure the crime scene.
6. Reroute traffic from affected areas.
7. Coordinate with the Office of Safe Schools to conduct evacuation and reunification, if necessary.
8. Notify the appropriate personnel if emergency repairs are needed.

Drive-By Shooting

An individual(s) discharges a firearm from a moving motor vehicle in the vicinity of or on school grounds.

1. Initiate **Lockdown – Run/Hide/Fight** procedures as appropriate.
2. Notify Guardian/SRO/SRD.
3. Call 9-1-1 OR use the Emergency Radio to relay critical information to first responders.
4. Notify the Office of Safe Schools at (863-534-0792).
5. In the event of injuries, render first aid until help arrives without putting yourself in danger.
6. Hold all bells.
7. Communicate with staff and students regarding status as soon as possible.
8. Do not allow anyone to leave until police arrive and give permission to do so.
9. Refer media questions to the Office of Public Relations and Strategic Partnerships at (863-457-4708).
10. Use School Messenger to notify parents, guardians and community of situation.

AIRPLANE CRASH

WHEN AN AIRPLANE CRASHES

1. Assess the situation. If the plane crashed into or near a school building, immediately order the evacuation of the affected area(s).
2. Call 9-1-1 or use the emergency radio to relay critical information to first responders
3. Notify Guardian/SRO/SRD.
4. Notify the Office of Safe Schools (863-534-0792).
5. Check with staff to ensure safety of and accountability for all students and staff. (Teachers must keep class roll with them at all times.)
6. Consult with responsible authorities prior to issuing further instructions to staff. Ensure that no one returns to buildings for ANY reason until such buildings are officially declared safe by the fire department and the district Facilities Division.
7. **WARNING!!** If building(s) or site is evacuated, all students/staff shall:
 - a. Maintain a safe distance from aircraft (for jet aircraft, minimum of 400 yards; for military aircraft, use greater caution).
 - b. Move away and upwind from the downed plane while remaining cautious for a possible explosion.

AUTOMATED EXTERNAL DEFIBRILLATORS (AED)

The purpose of this program is to establish guidelines for the placement, care and use of Automated External Defibrillators (AED) in <>. This program pertains to AED(s) located in schools or other District facilities. The procedure is provided for District employees trained to respond to a victim of a sudden cardiac arrest.

RESPONSIBILITIES

1. School Board Insurance carrier:
 - a. Approves the program which is consistent with manufacturer's specifications and directions.
2. Medical Director:
 - a. Writes the medical order for the AEDs, approves this protocol and any revision prior to implementation.
 - b. Reviews any incident where an AED is used and returns comments to the School Nurse Coordinator.
3. School Nurse Coordinator:
 - a. Serves as the program coordinator for the AED program.
 - b. Reviews the AED program annually with the Medical Director and updates protocol as needed to ensure the program is compliant with all city, state and/or federal regulations.
 - c. Schedules the initial training and continuing education programs for the school nurses.
 - d. Ensures necessary equipment and related supplies are available to sites.
 - i. Barrier mask to limit transmission of blood borne pathogens and other bodily fluids between rescuer and patient.
 - ii. Razor to shave the electrode sites, if necessary.
 - iii. Gloves
 - iv. Sanitizing hand wash
 - v. Trauma shears for cutting away clothing
 - vi. Replacement batteries and pads
 - vii. Ensures all pertinent reports, forms, etc., are easily accessible.
 - viii. Ensures all records and reports are properly prepared and maintained.
 - ix. Notifies local EMS providers of the department's AED acquisition(s) and their locations.
 - x. Reviews any incident where the AED is used.
4. School Nurse:
 - a. Serves as the designated AED operator in the facility
 - b. Maintains current certification through an approved CPR/AED course.
 - c. Orders replacement pads/batteries from the School Nurse Coordinator when pads/batteries need replacing for units installed in the buildings.
5. Principals:
 - a. Provide training opportunities to ensure that they have a minimum of two (2) staff members currently trained (not including the nurse) in CPR and AED operation. Certification status is to be checked annually.
 - b. Responsible to include all AED locations and a copy of this protocol in their Emergency Plan.
 - c. Ensures the maintenance and maintenance reporting of the AED and related equipment per manufacturer's recommendations or as otherwise needed.
 - d. Provide the School Nurse Coordinator and Security Coordinator with a list, updated annually, of trained responders.
 - e. At the high school level, the principal will designate two (2) trained staff members, as designated AED operators, for each AED mounted in the facility.
6. AED-Trained Employee:
 - a. Activates internal emergency response system and provides CPR/AED according to training and experience.
 - b. Follows the procedure for the AED program.

7. Volunteer Responder:
 - a. Anyone can, at their discretion, provide voluntary assistance to victims of medical emergencies. The extent to which these individuals respond shall be appropriate to their training, experience, and comfort.
 - b. The emergency medical response of these individuals may include CPR, AED or medical first aid.
8. School District:
 - a. Will encourage employees to take CPR/AED training.

AED LOCATION

1. Each site will be evaluated for the best placement of the AED. The AED placement will be determined by the site administrator or their designee, School Nurse Coordinator, Coordinator of Health and Physical Education, the Security Coordinator, and local EMS.
2. Each school employee where AED(s) are assigned will know the location(s) of the AED.
3. The location of the AED will be clearly marked.
4. The AED will be accessible at all times during the school day.
5. Contracted and other community activities are not guaranteed access to the AED as part of standard rental contracts.

TRAINING

1. All AED training is to be performed by a certified AED/CPR instructor. AED training must have a CPR component. If no current employees are certified as an instructor, training must be contracted.
2. Re-certification is required annually for the American Red Cross and bi-annually for the American Heart Association.
3. Periodic, individual skills training will be conducted by the division's trainer or contracted trainers to ensure certified employees remain confident with their AED use skills.

AED EQUIPMENT CHECKS AND MAINTENANCE

The elementary school nurse and secondary principals/school security officers will:

1. Ensure the AED status is monitored per manufacturer's instructions. Inspections are to be performed in accordance with the AED's owner's manual and will include AED battery life, pads, and AED operation status.
2. Document inspections and record on the AED checklist form.

RECORD KEEPING

1. All records pertaining to each site's AED protocol will be kept on file and maintained by the site administrator or designee and periodically reviewed by either the School Nurse Coordinator or Occupational Health Nurse.
2. The following records and reports are to be prepared and maintained for a period of the current school year plus five (5) years. Records pertaining to each AED currently in use, to include maintenance records, AED checklist forms, and records of any pertinent safety inspections shall be maintained for the life of the equipment plus five (5) years.
 - a. Current records of each authorized AED user, which provides documentation of training and qualifications, including evidence of certification.
 - b. Records pertaining to incidents when the AED is used.
 - c. If an incident should occur, the employee(s) who respond shall gather as much information from bystanders as possible using the Incident Report. This report should be filled out promptly after an occurrence. Copies of this report shall be forwarded to the School Board insurance provider, Medical Director, School Nurse Coordinator, Executive for Student Services, Occupational Health Nurse (if victim is a staff member) and the division Purchasing Manager for review within 24 hours or the next business day following the event.

EMERGENCY PROTOCOL

1. The First Responder who comes to the aid of the victim should:
 - a. Note the time of the event.
 - b. Follow First Aid/CPR with AED training protocols.

- c. Provide the sequence of events to EMS when they take over the scene.
2. The second person who arrives should:
 - a. Bring the AED to the site and assist the First Aid Attendant or First Responder.
3. The third person who arrives should: Upon arrival of the Emergency Medical Services (EMS), the EMS will become the responsible authority when they tell the responder they have taken over for the care of the patient. Responding personnel will assist as needed.
 - a. Record the events that occur and minimize traffic in the area.
4. In the event that the victim is a student, a District employee is to accompany the student to the hospital and will remain there until a parent or guardian arrives.
5. The Superintendent, Executive for Student Services, and the School Nurse Coordinator should be notified as soon as possible.
6. The trained employee responder who utilizes the AED shall complete the AED Incident Report within 24 hours or the next business day following the event.
7. Post Incident
 - a. The AED must be thoroughly cleaned of any substances that may have contacted the device. The employee responsible for this shall don protective gloves and use an approved sanitizer to clean the AED.
 - b. All preparation devices (i.e. electrodes, protective gloves, shaving razors, etc.) that were utilized during the emergency event must be replaced before returning the AED to service.

PCPS CIRP

BOMB THREAT

STAY CALM! It is critical that you remain calm and follow the procedures listed below to ensure the safety of all staff and students.

These guidelines are designed to help school administrators respond to a bomb threat in an orderly and controlled manner. No matter how seemingly prankish or impetuous it may seem, a bomb threat needs to be understood for what it is; an attempt to use fear to cause disorder at the school and/or in the community. Although the individual communicating the threat may only want to experience the excitement of causing an evacuation and an emergency response, every threat must be taken seriously and evaluated systematically using recommended best practices.

A bomb threat may be received in a number of ways. A threat may be received by telephone, written message, e-mail, face-to-face interaction, social media, or suspicious package delivery by mail or messenger, the first being the most frequently used method.

When receiving a threat, pay careful attention to any pertinent details. The person making a warning or threatening call could reveal enough information about himself or herself so that the recipient could later identify them.

IMPORTANT: Immediately notify the Guardian/SRO/SRD. Avoid using cell phones, radios, etc., within 300 feet of a suspicious object or package (make sure that students are notified not to use cell phones until an all clear is given).

PHONED THREAT

STAY CALM! It is critical that you remain calm and follow the procedures listed below to ensure the safety of all staff and students. It is important that the person receiving the call gains as much information as possible from the caller.

If you receive a phoned-in threat:

1. Start a recording device, if one is available, or note the caller I.D. number, if available.
2. Signal another staff member to **call 9-1-1** and then monitor the conversation, if possible.
3. Transcribe the threat.
4. Fill out as much of the preprinted Bomb Threat Report Form (found in the forms for offline use section of ERIP) as possible, including responses to detailed questions.
5. CONTINUE TO ADMINISTRATIVE ACTION SECTION BELOW.

Do not share the information regarding the call with other employees or students. Stay on the phone with the caller as long as possible but be prepared to immediately trap the call as soon as you hang up.

WRITTEN THREAT

If you receive a written threat:

1. Handle the item as little as possible.
2. Notify law enforcement via **9-1-1**. Note where the item was found, the date and time you found the item, any situations or conditions surrounding the discovery, and any other person who may have seen the threat.
3. CONTINUE TO ADMINISTRATIVE ACTION SECTION BELOW.

E-MAILED THREAT

If you receive an e-mailed threat:

1. Notify law enforcement via **9-1-1**.
2. Print, photograph, or copy down the message. Include the header of the e-mail.
3. Save the e-mail, if you know how to do so.
4. Leave the e-mail open until assistance arrives.
5. CONTINUE TO ADMINISTRATIVE ACTION SECTION BELOW.

VERBAL THREAT

If you receive a verbal threat:

1. Project calmness; move and speak slowly, quietly and confidently.
2. Notify law enforcement via **9-1-1** as soon as you can safely do so.
3. Note the description of the person who made the threat (if applicable, complete a witness information sheet found in Part 3-forms for offline use):
 - a. Name, if you know him or her, or if he or she gave you one; vocal distinguishers; sex; type and color of clothing; body size and height; hair, eye and skin color; or distinguishing features
4. Write down the threat exactly as it was communicated to you:
 - a. Exact wording; who made the threat; the date and time of the threat; and where the person who made the threat is now, if known.
5. Note the direction in which the person who made the threat leaves (maintain a visual utilizing video surveillance) and give the description to law enforcement dispatchers via **9-1-1**.
6. CONTINUE TO ADMINISTRATIVE ACTION SECTION BELOW.

SOCIAL MEDIA THREAT

Due to the overwhelming use of social media, bomb threats may be made by utilizing social media applications such as Facebook or Twitter. If you see a threat made through social media:

1. Notify law enforcement via **9-1-1**.
2. Note the name of the person making the threat and the application they used to make it.
3. Record the exact wording of the threat as it was posted.
4. Take a screen shot of the computer if possible to provide to law enforcement.
5. CONTINUE TO ADMINISTRATIVE ACTION SECTION BELOW.

RUMOR OF THREAT

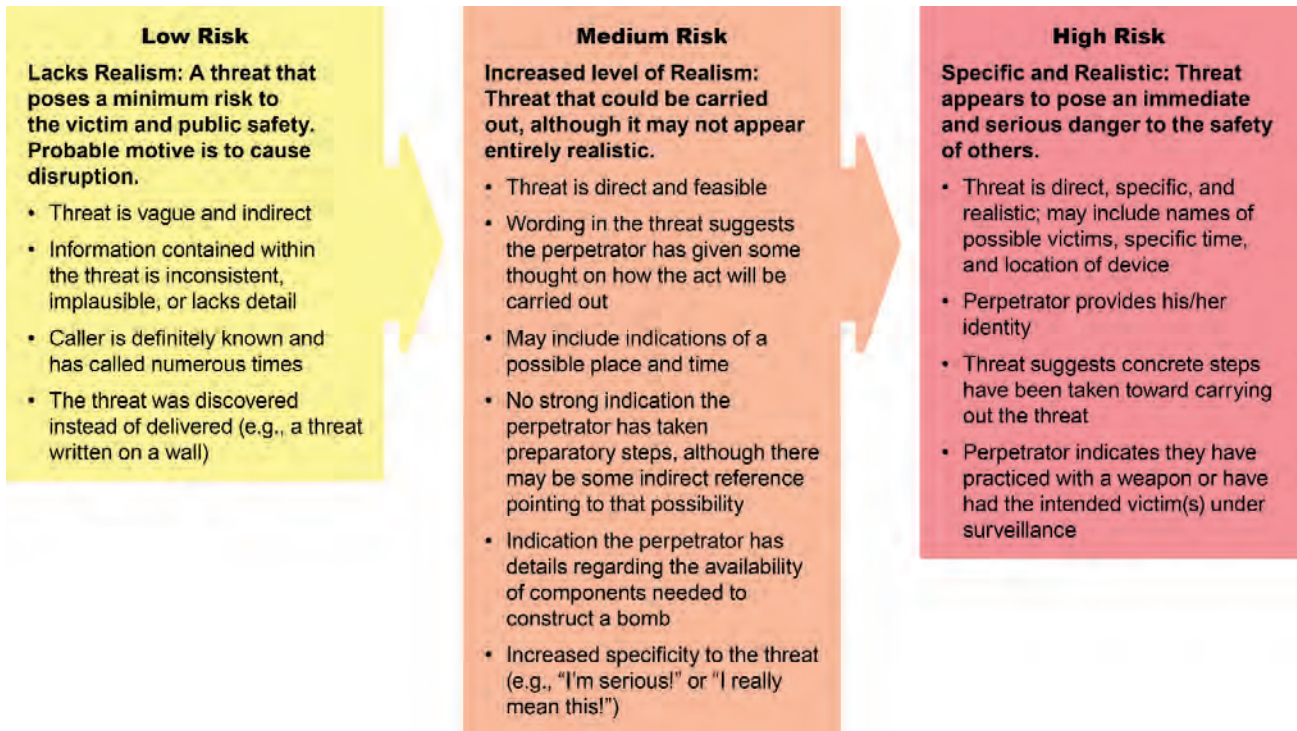
If you overhear a rumor about an IED, a bomb threat, or incident:

1. Write down exactly what you heard, from whom you heard it, and then report the rumor to law enforcement via **9-1-1** or your local agency's non-emergency phone number.
2. CONTINUE TO ADMINISTRATIVE ACTION SECTION BELOW.

ADMINISTRATIVE ACTION

1. Call the Office of Safe Schools for assistance (863-534-0792), the Director or their designee will respond and assist you through this process. The Office of Safe Schools will notify the necessary district personnel. Upon the arrival of Safe Schools or law enforcement, a joint search of the campus will be conducted.
2. Control access to the school/facility; no visitors or class changes (suspend bells).
3. For purposes of this procedure there are three (3) threat levels that will assist with the determination of appropriate actions. Careful analysis of the available information is paramount in the decision making process to determine the level of threat. The incident commander should consider the following factors when making a decision. The list is a starting point and cannot include every factor for every threat:
 - a. Current regional or national trends regarding bomb threats;
 - b. Recent encounters with hostile students, staff, parents or other subjects;
 - c. Current state/assessment testing;
 - d. Did the person making the threat give repeated warnings;
 - e. Level of detail in the threat;
 - f. Did the caller/reporter give a purpose for the threat, would they answer questions specific to their purpose;
 - g. Did the caller/reporter demonstrate knowledge of the facility design;

- h. Intelligence received by counselors, students, teachers, staff, parents or other concerned citizens warning of observed behavior patterns that may impact school safety;
- i. Recent bomb threats and their outcome;
- j. Were there any known plans for unofficial demonstrations, skip days or activities;
- k. Student unrest;
- l. Recent burglaries or criminal activity where suspects gained illegal entry to the facility;
- m. The manner in which the threat was communicated e.g., written on a bathroom wall, telephone call, etc.
- n. The content of the threat;
- o. When written, what type of scribing object was used, was it legible, grammar etc.



- 4. If the threat level is **HIGH RISK**, an evacuation should be initiated:
 - a. Using the Department of Homeland Security's Bomb Threat Stand-Off Chart and the knowledge gained by the various sources concerning the threat, determine if a partial or full evacuation is necessary.

BOMB THREAT STAND-OFF CHART			
Threat Description Improvised Explosive Device (IED)	Explosives Capacity ¹ (TNT Equivalent)	Building Evacuation Distance ²	Outdoor Evacuation Distance ³
Pipe Bomb	5 LBS	70 FT	1200 FT
Suicide Bomber	20 LBS	110 FT	1700 FT
Briefcase/Suitcase	50 LBS	150 FT	1850 FT
Car	500 LBS	320 FT	1500 FT
SUV/Van	1,000 LBS	400 FT	2400 FT
Small Moving Van/ Delivery Truck	4,000 LBS	640 FT	3800 FT
Moving Van/ Water Truck	10,000 LBS	860 FT	5100 FT
Semi-Trailer	60,000 LBS	1570 FT	9300 FT

- b. A partial evacuation will normally require moving school occupants away from the hazardous area and into a secondary location that provides protection from the effects of the device. Personnel in buildings are provided a high degree of protection from death or serious injury. Therefore, it is recommended that when it is possible to evacuate the recommended distance, the rally point remain indoors.
 - c. All evacuation routes must be cleared and determined to be free of secondary explosive devices and/or individuals who could cause harm to those being evacuated. When a full evacuation is initiated law enforcement should be requested to clear the evacuation route and establish a perimeter around the rally point prior to the evacuation when possible.
5. If the threat level is **MEDIUM RISK**, a partial or full evacuation may be considered. Depending on the factors associated with the threat, a **Heightened Security** or **Lockdown** may also be considered as the best course of action. If an evacuation is determined to be the best course of action:
- a. Using the Bomb Threat Stand Off Chart designed by the Department of Homeland Security, and the knowledge gained by the various sources concerning the threat, determine if a partial or full evacuation is necessary.
 - b. A partial evacuation will normally require moving school occupants away from the hazardous area and into a secondary location that provides protection from the effects of the device. Personnel in buildings are provided a high degree of protection from death or serious injury. Therefore, it is recommended that when it is possible to evacuate the recommended distance, the rally point remain indoors.
 - c. All evacuation routes must be cleared and determined to be free of secondary explosive devices and/or individuals who could cause harm to those being evacuated. When a full evacuation is initiated Law Enforcement should be requested to clear the evacuation route and establish a perimeter around the rally point prior to the evacuation when possible.
6. If the threat is **LOW LEVEL**, an evacuation would not be recommended. A low risk threat must still be considered a risk and a search must be conducted. When a search is conducted by school personnel:
- a. Set up an incident command location.
 - b. The incident commander is responsible for coordination of the search and documenting the progress of the search so that it is comprehensive and complete.
 - c. Have a preprinted floor diagram that displays a complete floor plan for permanent and temporary structures and the surrounding outside areas. Pre-plan and designate specific individuals who will search and where they will be responsible to search.
 - d. Provide all staff with written instructions and training during staff meetings so they are prepared prior to an event.
 - e. The area(s) containing school occupants shall be searched first.
 - f. The search pattern of common areas should begin on the outside of the school and work towards the inside then from the bottom to the top with search personnel working towards each other. Simultaneously, staff assigned to rooms such as teachers and office staff, should search their assigned area.
 - g. Assign staff to each hall or building section who can report, in person (do not use radios or cellphones), when each hall or section has been cleared or if a suspicious object has been found, and the location. Place the names of these pre-planned assignments on your pre-printed floor plan.
 - h. Staff who are asked to conduct a visual search of their area should understand the purpose for the assignment. Staff are not being asked to touch or move any suspicious items, packages etc., in fact they must be told not to touch or move any suspicious items. They are not being asked to identify an object as an explosive device. Instead, staff are asked to visually search their area because they are the most familiar with their area and can quickly identify an object that is suspicious and requires emergency responders to evaluate further. Staff should visually search using a methodical approach:
 - i. Visually search the floor and areas up to their waist level;
 - ii. Visually search the room from their waist to their chin height;
 - iii. Finally, visually search the room from their chin to the ceiling including air ducts, window tops and light fixtures.

SUSPICIOUS ITEM FOUND

A suspicious item is defined as any item (e.g. package, vehicle) identified as potentially containing explosives, an IED, or other hazardous material that require bomb technicians' diagnostic skills and specialized equipment for further evaluation.

Suspicious indicators are based upon the prevailing and/or communicated threat, placement and proximity of the item to people and valuable assets, and more tangible aspects to include, but not limited to; unexplainable wires or electronics, or visible bomb like components, unusual sounds, vapors, mist, or odors.

1. Do not touch, tamper with, or move the item.
2. Immediately report the item to the Incident Commander and first responders.
3. Secure the area.
4. Evacuate the area.

NOTE: The discovery of one suspicious object should not automatically mean the conclusion of a search in areas away from the suspicious object; more devices may be present!

EVACUATION

1. The evacuation should commence upon the decision and directive of the incident commander. This is not a fire evacuation and should not be conducted using the fire alarm because many more factors must be considered and addressed prior to and during the evacuation. If specific areas are identified as having the potential for an explosive device, the incident commander must direct evacuees along a route that minimizes exposure to the device. Staff should:
 - a. Visually scan their work area, while preparing the room for evacuation, to report suspicious objects.
 - b. Instruct students to put away cellular devices and tell the students to follow them along the proper evacuation route (only use stairs).
 - c. Bring attendance records and verify attendance at the rally point.
 - d. Report missing students at the rally point to the incident commander.
2. Students and staff should **only** take those personal belongings in their immediate possession when an evacuation is ordered.
3. **Precautions must be taken to avoid the danger of evacuating students past the location or in the immediate vicinity of a device by having the incident commander notify those affected of alternate routes prior to announcing the evacuation.**
4. Partial evacuations should only be announced to those being evacuated. After the evacuation of the affected area is complete a general announcement should be made to inform individuals who may have inadvertently been left behind and to prevent others from entering the space. When possible, assign individuals to monitor the evacuated area to prevent people from entering.
5. Any evacuated area must be cleared by emergency responders and reported to the incident commander prior to any re-entry. Only the incident commander can authorize non-emergency responders to re-enter the evacuated area. If an evacuation is required in inclement weather, contact the **Director of the Office of Safe Schools to coordinate transportation** at 863-534-0792.
6. If a suspected explosive is discovered, or if an explosion actually occurs and structural damage indicates the need, **gas and electricity should be turned off** at the main valve or switch to minimize the possibility of fire in case of explosion. **NOTE:** All administrators shall know where all utility shut offs are located.

PLANNING & TRAINING

TELEPHONE PROCEDURES

Persons manning the switchboard or receiving incoming calls should become familiar with details and underlying logic, telephone technique and procedure for handling bomb threats. Information should be recorded on the "Bomb Threat Report Form" which solicits specific information and provides spaces for checking or entering responses of the caller. Any person who might receive a bomb threat should be briefed on the use of the form and proper telephone technique. Blank forms shall be retained in readily accessible locations. When student switchboard operators are on duty, they too, shall be trained on what to do (e.g. to whom the call should be referred).

EMERGENCY TEAM

The handling of any suspected explosive device must be left to experts. Each school should plan for the organization and operation of threat evaluation teams. Personnel utilized in the plan should be recruited in advance by the principal and assigned responsibilities. Advance planning should include:

1. A pre-arranged code signal for summoning the team.
2. A pre-arranged location to meet for briefing.
3. A pre-assignment of tasks and areas. Critical areas are hallways, restrooms, lounges, cafeterias, auditoriums and exterior perimeters of all buildings.
4. A pre-arranged method using existing hard-wired telephones, couriers or other appropriate means for rapid communication during a threat evaluation.
5. Instruction on what to do if a suspicious object is located.

NOTE: The police and fire departments will not participate in the threat evaluation or become involved in decision-making with regard to the issuance of an evacuation order other than to advise. If a suspected or actual explosive is located, the burden of decision-making, crisis management responsibility shifts from the school board to public safety agencies. Law enforcement personnel will take over control of the site at this point.

Do not use radios, turn on lights, or use the PA/Intercom System unless authorized by fire or police emergency officials on the scene. Some devices are triggered through electronic activation.

BOMB EXPLOSION PROCEDURES

STEPS OF ACTION:

1. Determine location and extent of explosion.
2. Notify law enforcement. Provide critical details regarding the explosion, as well as possible breaks in gas lines, electrical lines, or other special hazards (number of people hurt, extent of explosion).
3. Activate School Emergency Response Team, if not an automatic process.
4. Evacuate buildings using evacuation procedures (without cell phones or radios), once all flying debris ceases. Special instructions to use alternative exits should be given as safety conditions warrant.
5. Make sure evacuation locations are safe from a second explosion or other danger.
6. Assist with injured, wounded, or trapped.
7. The Senior Administrator on site will meet emergency first responders to explain the situation and remain available to assist, as required.
8. If an explosion occurs, occupants should seek cover under their desks, if possible. They should cover their heads with their hands, kneel face down on the floor, and should stay in this position until flying debris ceases.
9. No one will be allowed entrance back onto the grounds or building until fire or police emergency authorities give permission to do.

COMMUNICATIONS:

All communications to parents, media or other public entities outside of emergency responders will be coordinated through the Office of Public Relations and Strategic Partnerships at (863-457-4708).

PCPS CIRP

BULLYING

Refer to and follow School Board Policy 1.016 *Jeffrey Johnston Anti-bullying* and refer also to PCPS Code of Conduct 7.07.

Bullying/Harassment: Any behavior that is unwanted, offensive, threatening, insulting, causes discomfort or humiliation, or interferes with the individual's school performance which results in the victim feeling stressed, injured, or threatened; the behaviors are repeated; and there is an imbalance of power between the bully and the victim.

Examples include a student or group of students who repeatedly use offensive or inflammatory words, symbols, gestures, or physical conduct to belittle, demean, disparage, mock or ridicule another person.

Key elements of bullying

- Repeated
- Imbalance of power
- Intent to harm

Once it has been determined to be bullying DO NOT meet with the victim and bully together. The following action needs to be taken:

Immediate response to the bully

1. Assign the consequences, which should reflect the severity of the offense.
2. Notify the parents.
3. Develop an action plan in cooperation with the parent that may include change in location, supervision, teaching replacement behavior, and/or counseling.

Immediate response to victim

1. Reassure.
2. Notify the parents.
3. Develop an action plan that includes restructuring environment, teaching replacement behavior, and/or counseling.
4. Meet with the victim's parents. Do not meet with the victim's parents and the bully's parents at the same time.
5. Develop a plan based on the circumstances of the situation (consider changes in environment, social skills training, increased supervision, pairing student with a "buddy").

In every case, follow up is necessary. Follow up should include information from the teacher, parent and child. Discipline referral information should be reviewed.

If bullying is occurring frequently at your school, consider:

1. Increasing supervision and structure in areas where bullying is occurring.
2. Adopting school wide programs (consult Mark Wilcox Center).
3. Teaching students how to report bullying.
4. Develop a school wide policy about bullying (e.g. that it will not be tolerated).

In every case of a bullying/harassment complaint, you shall utilize the Threat Assessment/Intervention Procedures and Guidelines system to ensure that the incident is properly identified, assessed, documented and followed-up by the appropriate authorities.

BUS EMERGENCY PROCEDURES

ACTIVE ASSAILANTS

An active assailant is defined as an individual actively engaged in killing or attempting to kill people in a contained and populated area. In most cases, active assailants use firearm(s), and there is no pattern or method to their selection of victims.

1. If you are on the bus during an active assailant incident, utilize Drive, Run, Hide, Fight.
2. If the assailant is outside the bus, have the passengers get on the floor and drive to a safe location while notifying law enforcement utilizing the emergency radio.
3. If the assailant is on the bus, then implement the Run or Fight option of Run/Hide/Fight. This would involve:
 - a. Run: exit the bus via the quickest manner possible.
 - b. Fight: fight back against the attacker by throwing miscellaneous items at him or her, such as books, backpacks, fire extinguisher, etc. Once the attacker is distracted, overpower the attacker.
 - c. Hiding inside the bus is not an option with the assailant inside the bus.
4. After the bus is evacuated and law enforcement has been contacted, move the students to a safe area while awaiting law enforcement's arrival.

BOMB THREATS

If you learn of a potential bomb threat through something written on the bus, on a piece of paper, you receive a report from someone, or if you overhear a conversation, take it seriously. All threats must be investigated to determine whether they pose a real danger to students.

LOW RISK:

Lacks Realism: A threat that poses a minimal risk to the victim and public safety. Probable motive is to cause disruption.

1. Threat is vague and indirect.
2. Information contained within the threat is inconsistent, implausible, or lacks detail.
3. Caller identification is definitively known and has called numerous times.
4. The threat was discovered instead of delivered.

MEDIUM RISK:

Increased Level of Realism: Threat that could be carried out, although it may not appear entirely realistic.

1. Threat is direct and feasible.
2. Wording in the threat suggests the perpetrator has given some thought on how the act will be carried out.
3. May include indications of a possible place and time.
4. No strong indication the perpetrator has taken preparatory steps, although there may be some indirect references pinpointing to that possibility.
5. Indication the perpetrator has details regarding the availability of components needed to construct a bomb.
6. Increased specificity to the threat (e.g. "I'm serious!" or "I really mean this!").

HIGH RISK:

Specific and Realistic: Threat appears to pose an immediate and serious danger to the safety of others.

1. Threat is direct, specific, and realistic; may include names of possible victims, specific time, and location device.
2. Perpetrator provides his/her identity.
3. Threat suggests concrete steps have been taken toward carrying out the threat.
4. Perpetrator indicates they have practiced with a weapon or have had the intended victim(s) under surveillance.

LOW RISK BOMB THREAT THAT DOES NOT REQUIRE EVACUATION:

1. Stay Calm. Avoid creating a more dangerous situation.
2. Discreetly gather information from a person reporting the threat, if feasible.
3. Handle a written threat as little as possible to avoid disturbing possible fingerprints.
4. Notify the Polk County Sheriff's Office Emergency Communications Center via the emergency radio.
5. Inform Bus Dispatch of your location and request assistance either utilizing the bus radio or a cell phone.
6. With the assistance of the Area Manager, make a Plan. Decide to continue route, modify route, or stop bus. Arrangements may be made to meet the bus at the school or another location to further investigate or provide support.
7. When possible, as you are evacuating the bus, scan for anything suspicious. **DO NOT TOUCH OR MOVE ANY ITEMS.**
8. If the threat is medium risk or high risk, students should be evacuated a safe distance away and placed on an alternate bus as soon as possible. All backpacks, bags and purses should be left in place on the bus.

BOMB/EXPLOSIVE DEVICE/SUSPICIOUS ITEM FOUND:

If you learn of or notice a suspicious object, package, or device, take immediate protective actions, including restricting radio and cell phone use within at least 300 feet from the suspicious object to increase safety for students and yourself. This type of situation is a real possibility and your diligence must include pre- and post-trip inspections of the interior and exterior of the bus.

1. Do not touch, move, or pick up any suspicious item or device.
2. Stop the bus in an open area, away from buildings or other hazards if possible. Secure the bus.
3. Quickly and authoritatively instruct everyone to immediately turn off cell phones.
4. Carefully evacuate everyone off of the bus, using evacuation routes that keep students away from the device. Follow evacuation procedures.
5. Assemble at least 1,000 feet or more from the bus, if possible, and remain with the students.
6. After the bus has been evacuated, find a way to send for help (i.e. a passing motorist could be instructed to go to a nearby home or business and call 911).
7. Account for all students. Follow student accountability and release procedures.
8. Work to reassure students to remain calm and in control.
9. Cooperate with first responders.
10. Contact Bus Dispatch as soon as safely possible.
11. Prepare to follow transfer procedures.

BUS EVACUATION

There are times when a critical situation occurs of such severity, or poses such a threat to the passengers, that the best thing to do is evacuate the bus. Situations that require a bus to be evacuated are:

1. Fire
2. Potential for fire to occur
3. The vehicle is in a dangerous position
4. There is a situation or hazard on the bus that poses an immediate threat to students

FIRE OR DANGER OF FIRE

The bus should be stopped and evacuated immediately if the engine or any portion of the bus is on fire. Passengers should move a distance of 100 feet or more from the bus and remain there until the driver has determined that no danger remains.

UNSAFE POSITION

In the event that a bus is stopped due to an accident, mechanical failure, road conditions, or human failure, the driver must determine immediately whether it is safer for passengers to remain on the bus or to evacuate. You **MUST** evacuate if:

1. The final stopping point is in the path of any train or adjacent to any railroad tracks.
2. The stopping of the bus is such that there is danger of collision. In normal traffic conditions, the bus should be visible for a distance of 300 feet or more. A position over a hill or around a curve where such visibility does not exist should be considered reason for evacuation.

FRONT DOOR EVACUATION PROCEDURE

1. Stop the bus, set parking brake, put gear in neutral, turn off the engine and remove the key.
2. Direct students to evacuate the bus through the front door.
3. Direct helper to take position outside front door.
4. Stand between first occupied seats facing the door.
5. Starting with the right seat, direct leader to lead students 100 feet from the bus.
6. Direct students in left seat to follow students in right seat.
7. Continue procedure for each row, alternating from right to left seats until bus is empty.
8. When you reach the back of the bus, return to the front, checking to be sure that all students have evacuated the bus.
9. Leave the bus through the front door and join the students.

REAR DOOR EVACUATION PROCEDURE

1. Stop the bus, set parking brake, put gear in neutral, turn off the engine and remove the key.
2. Direct students to evacuate the bus through the rear door.
3. Walk to rear of bus and face rear door.
4. Have helper open door and take position outside door.
5. Have leader stand in doorway to lead students 100 feet from bus.
6. Direct students in back row on your right to evacuate through the back door.
7. Continue procedure for each row, alternating from left to right, until bus is empty.
8. When you reach the front of the bus, return to the back, checking to be sure that all students have evacuated the bus.
9. Leave the bus through the back door and join students.

FRONT AND REAR DOOR EVACUATION

1. Stop the bus, set parking brake, put gear in neutral, turn off the engine and remove the key.
2. Direct students to evacuate the bus through the front and rear doors. Rows 1-5 exit out the front door and rows 6-11 exit out of the back.
3. Walk to the rear of the bus and face the rear door.
4. Have helpers take position outside of front and rear doors.
5. Have leaders stand in doorway to lead students 100 feet from bus.
6. Direct students sitting in front right seat and right rear seat to follow the appropriate leader.
7. Direct students sitting in front left seat and rear left seat to follow other students.
8. Continue procedure for each, alternating rows from right to left until bus is empty.
9. Walk to the front of bus, checking all remaining rows to be sure there are no students remaining.
10. Leave the bus by the front door and have helpers go with you to join the other students.

SPECIAL NEEDS EVACUATION

Students with special needs require special evacuation procedures:

1. Full use of lift: Utilize lift as usual (remember, it takes more than a minute to fully cycle a lift).
2. Drag/Carry: Use for immobile students and/or students who have been removed from a wheelchair and who are too heavy for one person to carry.

3. Removal from a wheelchair: When evacuating is a life or death situation, the student must be removed from the wheelchair and either carried to safety or taken out using the drag/carry method. Do not remove students from wheelchairs unless absolutely necessary. Always take students at least 100 feet away from bus.

BUS EVACUATION PRACTICE DRILLS

In an emergency, it is possible for children to jam the emergency door by all trying to get out of the door at the same time. To help avoid this situation, you should organize and conduct emergency exit drills for all students who ride school buses. Drills shall be conducted twice per year, one drill before winter break and one drill after winter break at a student's assigned school.

EMERGENCY COMMUNICATIONS

The ability to communicate effectively plays an important role in receiving and/or disseminating information that is vital to critical incidents. In the event that emergency communication protocols are initiated, the passage of information must be fast and accurate, allowing those supporting you to provide quick and effective instructions, or to mobilize practical help effectively.

1. Dispatch or other authorized staff personnel may direct as required, "EMERGENCY TRAFFIC ONLY". Any and all non-essential transmissions must be terminated to facilitate the emergency situation. This condition will exist until a "RELEASED FOR NORMAL TRAFFIC" call is executed by Bus Dispatch.
2. Your communication must be accurate. Do not embellish, exaggerate, or assume, rather report what you see, hear, and know.
3. Your communication must be detailed. Provide full details of what is occurring, what you are doing, and what help you need.
4. Provide the following information, if necessary:
 - a. Describe what is happening. Be very specific about what is happening, providing facts, not assumptions.
 - b. Describe where it is happening. Be very specific as to where you are, using landmarks and signs as needed.
 - c. Describe when it happened. Is it happening now, or when did it happen if the event is over.
 - d. Describe why it is happening. If possible, explain the context of the problem or event.
 - e. Describe who is involved. Explain who is involved in the event and their physical status.
 - f. Describe what help you need. Explain what type of help you need and why.
 - g. Describe what action you are taking. Explain what you are doing about it, or where you are going.
5. While operating a bus, drivers should have the bus attendants or student helper report this information. If someone is about to board a bus and might prevent you from communicating, then you should place your phone on the floor or in a seat so as to allow 911 or the person you contact to hear what is going on. If the bus driver or bus attendant has a radio with a panic emergency button, push the button immediately so that the Emergency Communications Center can obtain your location and listen to the situation.
6. Bus drivers and bus attendants should ensure that they have preset phone numbers loaded on their mobile phones, which are clearly marked for ease of access during an emergency situation. These should include local police authorities and medical emergency responders, key managers within the school, and other bus driver and bus attendant numbers. A paper copy should also be carried within a wallet or purse should the bus driver or bus attendant need to leave the bus, and if their mobile phones are lost or damaged in the process, allowing them to use landlines or other mobile phones to pass on time sensitive information, and importantly, so others may contact them during an emergency.

HOSTAGE SITUATIONS

A hostage situation occurs when an individual holds another person(s) on the bus against their will by using force or the threat of the use of force.

1. Notify Dispatch (Code 80) if safe to do so.

2. If possible, stop in a safe location.
3. Do not attempt to escape unless you are 100% sure you can get away. If you fail, your life is at risk.
4. Accept the situation and do not become argumentative. Do not speak unless spoken to.
5. Do as you are told. Do not make suggestions in case the suggestions do not work.
6. Stay calm and try to calm the hostage taker. The calmer the hostage taker is, the safer you are.
7. Request medications if anyone is in need.
8. Watch for the unexpected. Try to think of possible courses of action for various contingencies.
9. Be observant. If you are released the police will need as much information as possible. Try to remember things you see or hear such as the location and number of hostages, description of hostage taker, weapons, etc. This is important if you are released while others are still held hostage.

RECOGNIZING AND REPORTING SUSPICIOUS ACTIVITY

Unfortunately, in the world we live in today, a suspicious person(s) or activity on or near campuses or bus stops cannot just be viewed merely as an unauthorized person on campus. Therefore, it is more important than ever that each suspicious person or incident is addressed in the proper manner.

A suspicious person might include seeing the same person in different places repeatedly, a person loitering in a place for an unusual period of time, or people watching or acting in an unusual manner. People asking probing and unusual questions should also be considered suspicious and these people should be immediately reported. Suspicious vehicles can include vehicles which may seem to be following your route, despite multiple turns being made, or who brake or speed erratically in an effort to catch up to, or stay with, the bus.

1. Stay focused and pay attention to your surroundings.
2. If something does not seem right, report it immediately to bus dispatch, the Emergency Communications Center, or the SRO/SRD. If You Hear Something, See Something, Say Something.
3. When reporting a suspicious person or vehicle, be prepared to provide the following information:
 - a. Approximate age
 - b. Body build, height and weight
 - c. Clothing
 - d. Any distinguishing marks, such as scars, tattoos, or injuries
 - e. Ethnicity
 - f. Gender
 - g. Hair color and style
 - h. Vehicle make, model and style
 - i. Vehicle color
 - j. Vehicle identifying marks, such as dents, damage, antennae, roof rack, etc.

THREATS OF VIOLENCE

It is important for school bus drivers and bus attendants to have the knowledge and skills needed to understand, identify, and respond to threats which may be presented to the children and young adults under their care. The signs of a threat may be obvious – or they may be subtle. Awareness and competence will play a critical part in keeping our children safe as they travel to and from school, during field trips, or going to or from sporting events.

Bus drivers and bus attendants must view risks from a 360-degree perspective, not only looking ahead of them physically for threats, whether natural or manmade, but also behind and to the sides of the bus. This includes identifying suspicious people and vehicles at bus stops, or vehicles which may be following the bus. Often warning indicators may exist, which could alert the bus driver to a potential threat before it happens – an observant bus driver and bus attendant will be better placed to spot these warning signs and respond to them.

VERBALLY AGGRESSIVE PERSON

1. Notify Bus Dispatch of the situation as soon as safely possible.
2. Do not engage in a verbal altercation with a verbally aggressive person. If they are not on the bus, close the door and do not open it.
3. Stay calm.
4. Be polite and professional.
5. Try not to become emotional, defensive, or angry.
6. Lowering your voice can sometimes calm the situation.
7. Listen actively.
8. If you can safely do so, talk with them and try to solve the issue. Ask questions to show you are paying attention. Offer help.
9. Avoid being judgmental.
10. Do not threaten or out-shout the individual.

PHYSICALLY AGGRESSIVE PERSON

1. Utilize the emergency radio or emergency button to get law enforcement notified immediately.
2. Call Bus Dispatch as soon as safely possible.
3. If someone physically threatens you or attempts to assault you, use all available opportunities to avoid the confrontation.
4. If they are not on the bus, close the door, do not open it and drive away.
5. Use words to try to de-escalate the aggressor. Say things like, "Stop!" "I don't want to fight." "Don't hit me." "Get away from me." "Leave me alone." Stay respectful; don't get to their level.
6. Create physical distance from the aggressor. Try to move away. Don't square up with the aggressor, as this can be deemed as a challenge. Don't point your finger at the individual, use two fingers to direct if necessary.
7. If the individual confronts you with nose-to-nose intimidation tactics or shoves you, back down. Walk or move away if possible.
8. If the individual attacks you, physically defend yourself if necessary, using the lowest level of response to safely neutralize the crisis.
9. Try to avoid an assault by using an object such as your arm, a clipboard, or your leg as a shield and by stepping, leaning, or moving out of the way.
10. If the aggressor has grabbed you, try to get released from the hold. Use verbal commands and distraction: "Let go of me" and a loud noise or statement to divert attention. Identify a weak point, use full body leverage and momentum. Once released, move away from the aggressor. Do not continue to engage him/her physically.
11. Consider the viability of evacuating the bus or telling passengers to move to another area on the bus.

THREAT OF VIOLENCE

A threat is an expression of intent to do harm against someone or something. A threat can be spoken, written, symbolic, or communicated by video or social networking media. All threats of violence must be taken seriously and investigated to determine whether they pose a real danger to students or staff.

1. Stay Calm. Avoid creating a more dangerous situation.
2. Assess the Situation. Is the threat credible? Assessment in this situation is critical to determine if the threat is inside the bus or coming from the outside. Is the threat against a student, the driver, or the entire bus?
3. Discretely gather information from a person reporting the threat, if feasible.
4. Discretely call Bus Dispatch or 911 if the threat seems credible.
5. With the assistance of the Area Manager, make a plan. Decide to continue route, modify route, or stop the bus. If the decision is to stop the bus, you may decide it is prudent to mimic mechanical trouble rather than draw attention to the threat.
6. If the threat is from the inside of the bus, is evacuation required or necessary?
7. If the threat is on social media or electronic, try to save it or take a photo of it.

UNAUTHORIZED PERSON ATTEMPTING TO BOARD THE BUS

1. Try not to allow the person to board the bus. Close the door and do not open it.
2. Inform them of PCPS policy that only students assigned to the bus are allowed on the bus.
3. If they need to talk to you, they should converse via an open window. Ask them to come to the drivers' window, if safe to do so.
4. Stay calm. Be polite and professional. Try not to become emotional.
5. Talk with them and try to solve the issue if possible.
6. If unable to resolve the issue, direct them to call Bus Dispatch.
7. Notify Bus Dispatch of the situation, including a description of the person, your location, and if police notification is needed.

INTRUDER ON THE BUS

Immediately contact the Emergency Communications Center by pushing the emergency button on the emergency radio.

1. Stand up to establish authority and carefully approach the individual.
2. Inform them of PCPS policy that only students assigned to the bus are allowed on the bus.
3. Ask them to step off the bus.
4. If they comply, immediately close the door.
5. Notify Bus Dispatch of the situation, including a description of the person and your location.

SOUND OF GUNSHOTS NEAR THE BUS

If you hear gunshots or if there is a shooting or stabbing or other violent situation near the bus, use extreme caution. Quickly assess the situation, taking appropriate actions to increase your own safety and the safety of your students.

1. Instruct students to seek cover.
2. Quickly drive away from the area.
3. Call Bus Dispatch or the Emergency Communications Center as soon as safely possible. Utilize the emergency radio if you have information on the suspect or suspect vehicle to relay information quickly to law enforcement.
4. Stay calm. Reassure students as you are able.
5. Be prepared to take additional protective actions as conditions change.

WEAPON/CONCEALED WEAPON ON THE BUS

If you learn that a person is possibly in possession of a weapon on your bus and they have not yet displayed or used the weapon to threaten or attack others:

1. Stay Calm. Avoid creating a more dangerous situation.
2. Consider how your response could escalate the person with a weapon. Pretending you don't know about the weapon could be a useful strategy.
3. Discretely call Bus Dispatch or the Emergency Communications Center, if possible. Pushing the emergency button on the emergency radio allows an Emergency Communications Center dispatcher to hear what is happening on the bus.
4. If a decision made to stop the bus, you may decide to mimic mechanical trouble. Stop in a safe location and have law enforcement and school administration respond to your location.
5. Do not directly approach the individual unless you know the student and feel comfortable asking for the weapon.

SHOOTING OR STABBING ON THE BUS

1. If there is a shooting or stabbing on the bus, take defensive measures based on the situation to increase the safety of yourself and your students.
2. Contact the Emergency Communications Center as soon as safely possible utilizing the emergency radio.
3. Stop the bus. Secure the bus.
4. Take cover if necessary.
5. Do not confront the individual unless they are attacking and it is clear to you that it would be safer for you to try to disable the attacker than not to.

6. Tend to medical needs if you are able to do so.
7. Be prepared to take additional protective actions as conditions change.
8. Contact Bus Dispatch as soon as safely possible.

TRANSPORTATION FOR/DURING AN EMERGENCY

In an emergency that prevents a normal bus drop off procedure (a bus evacuation, a medical emergency, a crash or a lockdown situation, etc.) it is essential to account for and supervise all students as well as follow procedures for the appropriate release of students. In all situations that might require evacuation, student accountability and release will play a large role in your success as you work through the emergency.

STUDENT ACCOUNTABILITY

1. Accounting for and supervising students is easiest if you are able to keep passengers on the bus.
2. Make a written list in seating chart format of all students.
3. If you have to evacuate the bus for safety reasons, determine how to keep the passengers together.
4. Consider assigning student leaders or a buddy system to assist with accountability.
5. Pick an area outside of the bus and tell your students that is where they must stay. "Ok everyone, we need to stay by the big oak tree."

STUDENT RELEASE

This is a time that anxious family members may try to intervene and come to their child's rescue.

1. Do not release students at the scene and do not allow students to leave, including older students. It is important to follow outlined procedures to help prevent students from being released to people not authorized to pick them up. The school keeps a list of who is authorized by law to retrieve individual students in emergency situations. Explain to the parents about the schools protocol. Call Bus Dispatch for guidance if a parent insists on taking their child.
2. Consider asking for the parents help in comforting the children. By giving the parents something to do it makes them feel like a part of the solution and not a part of the problem.
3. Depending on the emergency situation, another bus may come to take students back to their school of origin for proper release to parents or guardians, students may be transported by bus directly home, or students may be brought to the nearest designated "shelter" school. Bus Dispatch will work with you to determine the best course of action.

PCPS CIRP

CHEMICAL SPILL

OFF-CAMPUS EVACUATION IS REQUIRED

1. Check wind direction and weather conditions. Coordinate with first responders on scene to determine if evacuation is necessary.
2. Notify all building occupants of the chemical spill over the public address system or by some alternate means to initiate evacuation to a specific assembly point(s).
3. Call 9-1-1 (Notify SRO/SRD/Guardian).
4. Notify the Office of Safe Schools (863-534-0792).
5. Establish a reunification site at the off-site evacuation location.
6. Gather lists of unaccounted for students from staff members.
7. Identify the location of classes in the holding area/assembly point to facilitate the orderly location of students for parents wishing to pick up their children.
8. Direct parents to the reunification site for pickup of students.
9. Maintain contact with police and fire departments to stay informed about conditions at the school site.

EVACUATION CANNOT BE MADE (SHELTER IN PLACE)

NOTE: A hazardous chemical spill may occur so close to a school that the best decision would be to stay inside the school for protection.

1. Call 9-1-1 (Notify SRO/SRD/Guardian).
2. Notify the Office of Safe Schools (863-534-0792).
3. Require persons in outside areas to go inside the school building. Announce **Heightened Security**. Follow established procedures.
4. Close all doors and windows in all buildings.
5. Shut down all air conditioning and ventilation units.
6. Use the public address system for communicating instructions to staff and students.

CHEMICAL SPILL OCCURS ON CAMPUS

1. Assess the situation.
2. Call 9-1-1 (Notify SRO/SRD/Guardian).
3. Notify the Office of Safe Schools (863-534-0792).
4. Conduct an orderly evacuation of the area.
5. Contact the Facilities Department at (863-534-9201).
6. Keep students out of the affected area until notified by the **Office of Safe Schools Administrator** or by the **Fire Department Hazardous Materials Team** that the area is deemed safe.

RECALL/FURTHER EVACUATION FROM ASSEMBLY POINT

Determine from the **Polk County Emergency Management** officials whether further evacuation is required from the assembly point or when a return to the school is anticipated. Coordinate **between Polk County Emergency Management** officials and the **Office of Safe Schools Administrator** to meet any additional requirements.

PCPS CIRP

CHILD ABUSE

Notify Florida Abuse Hotline if victim is a juvenile: 1-800-96ABUSE (1-800-962-2873)

Child Abuse is the non-accidental infliction of physical or psychological injury or sexual abuse by a parent, adult household member or other person responsible for care of the child.

1. Florida Statutes mandate that teachers and school officials, or personnel shall report immediately knowledge of suspicion of sexual or physical abuse to the central abuse hotline of the Department of Children and Families.
2. The Florida Abuse Hotline will accept a report when there is reasonable cause to suspect that a child has been sexually abused by a parent, legal custodian, caregiver or other person responsible for the child's welfare.
3. There are three ways to make a report; however, the preferred option for the Department of Children and Families is for you to call and talk to a Hotline counselor. You are required to provide your name to the Hotline Staff.
 - a. 1-800-96ABUSE (1-800-962-2873)
 - b. TDD (Telephone Device for the Deaf (1-800-453-5145)
 - c. Fax: (1-800-914-0004)
4. Be prepared to provide the following information: Law enforcement is to take the lead in all criminal investigations and prosecution.
 - a. Victim's name, address or location, approximate age, race and sex.
 - b. Signs or indications of harm or injury, including a physical description if possible.
 - c. Relationship of the alleged perpetrator to the victim, if possible. If the relationship is unknown, a report will still be taken if other reporting criteria are met.
5. Provide privacy for the victim, free from any disruptions.
6. Do not leave the victim alone.
7. Notify school psychologist, guidance counselor or District Crisis Team. If possible, have guidance personnel stay with victim while waiting for police.
8. Do not attempt to interview victim but do note any statements made by the victim.
9. Do not clean evidence from victim or allow victim to use restroom until law enforcement gives permission.
10. Only notify parents or emergency contact for victim, once law enforcement gives permission.
11. Law enforcement will process crime scene area and escort victim to hospital.
12. If suspect is known, apprehended or located on campus, isolate the suspect from all witnesses and the victim.
13. Relay any known information about a suspect to police upon arrival.
14. Direct media questions to the Office of Public Relations and Strategic Partnerships at (863-457-4708).

CRITICAL INCIDENT RESPONSE RADIOS (CIRR)

RADIO OPERATING INSTRUCTIONS FOR DISTRICT, CLUSTER AND SCHOOL OFFICE STAFF

Polk County Public Schools installed a Critical Incident Response Radio (CIRR) System to facilitate critical School District operations to continue in the event of an interruption in normal communications or a need to rapidly communicate with as many District and Cluster staff as possible in a crisis event per the Critical Incident Response Manual (CIRM). The network consists of hand-held radios operating via the Polk County Government radio network. The network has radio repeater sites located throughout Polk County to provide county-wide coverage and system redundancy.

District and Cluster staff, as well as Principals, have been provided radios for communicating with their schools and vice versa from schools to District/Cluster Offices. The CIRR radios may be used for transmitting and receiving District-Wide instructions on an administrative non-emergency frequency, when needed. However, the **primary purpose of the radio usage** is in the event of mass casualties, active shooter and/or natural disaster. The affected school representative using the radio shall broadcast details regarding the event on the County Wide Public Safety-Hail (CWPS-Hail) frequency as it unfolds to the Polk County Sheriff's Office Emergency Communications Center (PCSO ECC) and not communicate with any Polk County Public School (PCPS) administrative staff until the event is deemed safe and the situation is under control.

The radios will be tested randomly on a monthly basis by the PCSO ECC to ensure that the radios are fully charged, positioned at its designated area, the volume level is turned up and is turned to the appropriate channel - CWPS-Hail - for the duration of the school year. However, there are limitations associated with this radio network as with any radio network. Due to the distance from the repeaters and types of construction in particular buildings, **these radios may not transmit from inside all buildings.**

However, they should receive communications within most structures and transmit outdoors from all shelter school sites. It is the principal's responsibility to test the radio on channel 2 from every area of your campus to identify non-transmittal points so in an emergency the principal and the PCPS staff are aware of these areas and do not attempt to transmit from such. The department has been given the list of schools and the administrators assigned to the school. The monthly checks will not be announced and will come randomly. The radio checks will be reported back to the Superintendent. Please ensure the radio is monitored at all times.

For additional information or assistance, contact the Office of Safety and Vehicle Services at 863-534-9251.

USING THE CIRR RADIO

Hold the radio upright and press the Push-To-Talk (PTT) switch on the side of the unit. If the red light comes on, transmit your message by speaking normally into the microphone, located on the front of the radio. Release the PTT switch to listen for a reply. In an administrative transmission, always address the unit you are calling by stating their school name followed by your school name. Although faced with a critical and stressful incident, please use clear and concise communications. Schools should use their full school name, District and Cluster Staffs should also use the position or departmental name.

If a busy tone is heard when attempting a transmission, all voice channels are in use; this should very rarely be the case per the Polk County Board of County Commissioners Radio Communications Department. In this event, you should release the PTT switch; wait a moment, then press the PTT switch to transmit, and release it to receive a reply. Note: If you are inside building or a vehicle, the effective transmission range will be reduced (i.e., you may hear others but they may not hear you.) You may need to move to another location within the building or step outside your vehicle once you come to a complete stop.

The CIRR radio should remain on channel 1, at the assigned school campus and to be used for extreme emergencies only. Channel 1 will be monitored by the Polk County Sheriff's Office, Lakeland Police Department and the Bartow Police

Department's communication centers. When channel 1 is used, it is considered the public safety hail channel and everyone will hear the call for help. Based on the crisis event, the appropriate public safety resources will respond to your location.

EMERGENCY BUTTON

The emergency button is the small **orange** button on the top of the radio; it **should only be used in the case of an emergency, when the reporter is incapacitated and unable to transmit a message. Once this button has been activated, the activating school will receive a PUBLIC SAFETY RESPONSE based on the event described by the reporter. A public safety response could consist of Polk County school personnel, Polk County Sheriff's Office, the affected municipal police departments (when applicable) and all public safety support personnel (e.g. fire, EMS – when applicable).**

If the button is pushed the following must be completed to place the radio back into normal operation:

Hold down the **orange** button for 3-5 seconds.

Each radio is provided with two batteries and one rapid charger. Under typical conditions, the battery should operate the radio for six to eight hours. When the battery's charge is depleted, the radio will emit a warning signal (chirping) to alert the operator that the battery should be exchanged or recharged. A depleted battery will recharge in approximately one hour. If the radio remains out of the charger the battery will be depleted within 2 to 3 days even though it is turned off. The spare battery should be charged at least 1 time each week.

To maintain the batteries, it is recommended that the radio be removed from the charger in the morning and placed in the ON position with the volume turned up. At the end of the day, replace the radio on the charger in the OFF position.

DEATH OF A STAFF MEMBER/STUDENT

ADMINISTRATIVE ACTION

1. Assess the situation. (Verify information from local police, newspaper article, or parent).
2. Call 9-1-1 if death occurs on campus.
3. Notify the Office of Safe Schools (863-534-0792).
4. Contact the deceased's family and offer support. Contact the Director of Student Services, (863-534-0928) or Senior Manager of Psychological Services, (863-534-0958) to activate the "Crisis Intervention Team".
5. Review the School Plan of Action located on Outlook Public Folders>Student Services>Crisis Intervention for further detail.
6. Gather information: Designate rooms to be used for grief counseling.
 - a. student's schedule and emergency contact card
 - b. names of student's close friends, siblings, and schools they attend
 - c. names of witnesses, if any
 - d. school schedule and list of administration/guidance staff names
7. Adjust scheduled activities.
8. Keep school personnel updated.
9. Anticipate absences on the day of a funeral and consider alternative scheduling.
10. Stop disciplinary or special notifications that may inadvertently be sent to the deceased's family.
11. Procure personal items of the deceased from lockers, desks, etc. and make a list (with two staff members' signature on the list). Personal items should be given to the family.
12. Identify and communicate with other affected schools.
13. Consider a letter for students to take home to parents.
14. Refer media questions to the Office of Public Relations and Strategic Partnerships at (863-457-4708).

ANNOUNCING THE LOSS TO SCHOOL

1. Notify school personnel before the start of the student school day.
2. Have teachers privately send distressed students for counseling.
3. Announce the loss to the entire school, providing facts that will reduce rumors. Provide moment of silence.

NOTE: Do not issue a blanket invitation for grief counseling to the student body.

4. Make arrangements for counselors/administrators to visit selected classes, as needed, and speak directly/personally to staff members/students.
5. Make arrangements for **Employee Assistance Program** counseling, if needed, through the district Non-Instructional Personnel Office (863-534-0786) for school staff.
6. At the end of the day, schedule a brief faculty meeting to review the facts of the incident and the role of faculty in further coping with the loss. Allow the faculty the opportunity to share experiences and suggestions.

PCPS CIRP

DRILL POLICY

- A. **Purpose:** The purpose of the Polk County Public Schools (PCPS) emergency drills procedure is to define the types of drills to prepare for in a real world emergency event, the frequency for conducting those drills and the minimum protocols each facility must have in place to carry out a drill. This procedure provides guidance for School Board Policy 7440.01B fire exit and life safety drills. School safety supports student learning.
- B. **Scope:** This procedure shall apply to all schools in the Polk County Public Schools.
- C. **Discussion:** Drills are an instrument to train and improve in a very low risk environment. There are essentially two types of safety drills that the Polk County Public Schools requires all schools to practice, shelter in place drills and evacuation drills. Both drill types have multiple real world scenarios where they would be implemented. Evacuation drills practice for events such as fires and hazardous emissions/spills. Shelter-in-place drills are practiced for events such as tornadoes, bomb threats, active assailants and off campus threats that have the potential to impact a school. The examples provided are not a comprehensive list for when either type of drill might be used. Since the specific cause for a shelter-in-place or evacuation event can dictate objectives, it is important to anticipate the potential reasons for executing and prepare with appropriate practical application during drills.
- D. **Procedure:**
1. It is the school principal's responsibility to ensure that this procedure is adhered to. The principal of each school is responsible for scheduling, planning, implementing and evaluating all drills. All staff members should receive annual training on drills and the roles and responsibilities. The principal shall ensure that substitute teachers understand their roles and responsibilities in the event of a drill or real emergency.
 2. If a question arises during the planning phase that a principal does not know how to address, the principal should consult with the Director of Safe Schools. Although emergency response personnel, to include law enforcement, fire and EMS, may be present during a drill, their roll is only to observe and provide feedback.
 3. The Director of Safe Schools may require any principal to conduct a drill without notice.
 4. Each drill has three main components:
 - a. The Planning phase - Each drill must be planned ahead of the scheduled drill in order to keep students and staff safe, to make proper notifications and to implement lessons learned from the evaluation phase of previous drills. The actions of all individuals participating in the drill must be identified during the planning phase. The planning phase must also include the following:
 - Drill type
 - Objectives
 - Identify decision makers whose actions need to be evaluated
 - Locate evaluators strategically to observe the actions identified
 - Brief evaluators on what to look for and how to evaluate so there is consistency
 - Provide evaluation forms with objectives to evaluate
 - b. The implementation phase - Each drill must be practiced as though it is a real-world event with key individuals identified and in place to observe the drill for evaluation.
 - When the principal or administrator announces a "drill", staff members must take it seriously but they should also reassure students that nothing bad is happening and that it is a drill.
 - Staff should take into account the age and comprehension level of the students when communicating with the regarding the drill.
 - Individuals observing or evaluating a drill should not be yelling, brandishing any real or simulated weapons, injuries, blood, etc. Corrective measures should be addressed with individual staff members after the drill by administration.
 - c. The evaluation phase – In order to prepare, it is important to practice, to understand what was effective, what was not effective and how to improve. The evaluation includes assessment of overall goals, identifying problems and areas for improvement and implementing a plan to avoid

and overcome those in the future. It is also important to identify where performance met or exceeded expectations so success is continued and repeated. Remember to focus on “what” not “who”.

5. Send a school messenger to parents, at the onset of every drill or immediately following, to let them know you are conducting a drill and specify the type of drill. When describing the type of drill **only use one** of the following which most accurately describes the type of drill:
 - Lockdown
 - Fire
 - Bus evacuation
 - Weather

The following message has been designed as a template to use when sending messages to parents to inform them of emergency drills you are conducting:

Hello, this is Jenny Jones, Principal of Polk County Middle School. I am calling/writing to inform you that today we are conducting a lockdown (choose one: lockdown; fire; shelter-in-place; evacuation) drill at our school. These training drills are a critical part of our safe schools' plan and help to prepare our students and staff in case of a real emergency. Again, today's activity is only a drill. We take very seriously any threat to providing a safe learning environment as our students' and staff's safety is of the highest priority. We will continue to conduct drills in the future and you will be advised accordingly.

6. All occupants of the building are required to participate in all drills. As preparation for all drills, shelter-in-place and/or evacuation drills, each school must complete the following:
 - a. Assign staff to answer phones and tell callers that the school is conducting a drill. The staff may tell callers that there is no threat to the campus, that it is a drill and the drill type.
 - b. Assign a staff member at the entrance who can inform visitors what is happening and why they cannot enter the school at the time.
 - c. Although you should not give advance notice to all your staff, you must notify key personnel who will act as evaluators.
 - d. When you initiate a drill, announce, "**This is a drill**". You should prepare your staff ahead of time to conduct themselves during the drill, as they would during a real exercise.
 - e. Meet with your key personnel, including your SRO/Guardian, prior to any drill to discuss the roles and responsibilities of each individual. The purpose of a school drill, whether it is an evacuation drill or a shelter-in-place drill, is to prepare the students and staff for a real life scenario and to evaluate the school's performance during the drill so that process improvements may be made. The role of the SRO/Guardian during a drill is to help evaluate the school performance and provide feedback to the administration, based on their observations, it is **not** a law-enforcement training opportunity. (Law-enforcement training is done during times when school is not in session and students are not on campus)
7. After the drill is completed you are required to report the drill using ERIP (Emergency Response Information Portal). The date, times and the drill type must be recorded in the drills log. The Office of Safe Schools is responsible for collecting and tracking information for all drills except fire drills at the district level. The Department of Environmental and Safety Services is responsible for tracking fire drills at the district level. Tornado and other lockdown drills cannot be substituted as a fire drill.
8. Each school is required to conduct the following drills:
 - a. **Fire** – In accordance with the National Fire Protection Association (NFPA) standard 101-15.7.1.2. each school is required to conduct two (2) fire evacuation drills within the first 30 days of each new school year and one (1) each month thereafter while school is in session. All fire drills shall be sounded on the fire alarm system. It shall be the duty of principals and teachers to inspect all exit facilities daily to ensure that all stairways, doors and other exits are in proper condition. It is important to train staff that evacuation drills for other events such as a chemical spill will involve the same basic procedures as a fire drill. In all circumstances, the location of the evacuation point must be of sufficient distance so as to prevent injury due to proximity.

- b. **Tornado** – In cooperation with the Florida Division of Emergency Management, each school is required to conduct two (2) tornado shelter-in-place drills each year. The first drill must be conducted prior to the winter break of each school year. The second drill will be announced by the Florida Division of Emergency Management in February of each year and the Department of Safe Schools will send an announcement of when the drill is to be conducted.
 - c. **Lockdown** – Each school is required to conduct lock down shelter-in-place drills at least as often as any other drill during the school year. All lockdown drills must follow the protocol for a lockdown.
9. During the process of conducting a drill, the school will follow the procedures outlined in the Critical Incident Response Plan (CIRP) for the correlating event. For example, if the school is conducting a lockdown drill, the school will follow the procedures outlined in the CIRP for a “*Lockdown.*”
 10. When a personnel or process deficiency is identified, the principal is responsible for addressing and correcting the problem using the various resources available. It is also important to provide process improvement information to the Office of Safe Schools so relevant information can be distributed system wide.

NOTE: Schools should implement policies prohibiting students and staff from wearing any type of headphones or earbuds that prevent them from hearing emergency warning and instructions. If earbuds are allowed, it is recommended that students be allowed to only wear one and not two at the same time.

EXPOSURE CONTROL PLAN

Possible types of exposures include but are not limited to:

Biological agents: Biological agents can range from salmonella (food poison) to smallpox.

The onset of symptoms is VERY SLOW (measured in terms of several hours or even days), and some biological agents are contagious (like the flu).

- A critical factor on reacting to a biological threat is to determine the type of agent.
- Utilize the local and or state health departments for assistance determining the type of exposure and if it is contagious.
- If the threat is contagious, a shelter in place may be necessary to minimize cross-contamination and facilitate vaccination.
- In many cases, decontamination may be required to minimize further exposures.
- If students have been exposed to a biological agent, the onset of symptoms will be slow and many students may not know they have been exposed for many hours or days.
- If you suspect a biological exposure has occurred, contact the local health department.
- Remember, if symptoms are present, the exposure probably occurred some time ago. Think in terms of compartmentalization for treatment and vaccination.
- If you suspect an exposure has recently occurred, but no symptoms are present, evacuate the area and enact the applicable Interior or Exterior Release plan.
- Delivery methods for biological agents are numerous (airborne, water, food, direct contact, etc.). Persons are exposed through inhalation or absorption (skin and eyes). Some biological agents are contagious (the plague is a biological pathogen) and all can be spread through cross-contamination (an exposed person touching a non-exposed person).

Chemical Agents: Chemical agents include such toxins as tear gas and deadly poisons like sarin.

The onset of symptoms is VERY FAST (measured in seconds to minutes).

- While chemical agents are not contagious, cross exposure is a major concern and decontamination is critical.
- If students have been exposed to a chemical agent, the onset of symptoms will be very fast and affect a large number of students in the exposed area almost immediately.
- If this type of exposure has occurred, implement the applicable Interior or Exterior Release Plan.
- Delivery methods for chemical agents are numerous (airborne, water, food, direct contact, etc.).
- Persons are exposed through inhalation or absorption (skin and eyes).

While not contagious, cross contamination can occur, when an exposed person contacts a non-exposed person.

PCPS CIRP

FAMILY REUNIFICATION

INTRODUCTION

A serious event may cause the relocation of school occupants to a designated safe location for purposes of reunification. The safety and welfare of all students and staff members is paramount. Law Enforcement personnel will be available, and assist as needed.

One critical aspect of a crisis event is reunification of students with their parents or guardians. A predetermined practiced reunification method ensures the reunification process will not further complicate what is probably already a chaotic, anxiety-filled scene. In fact, putting an orderly reunification plan into action will help defuse an already stressful event.

REUNIFICATION OFF-SITE SELECTION CRITERIA

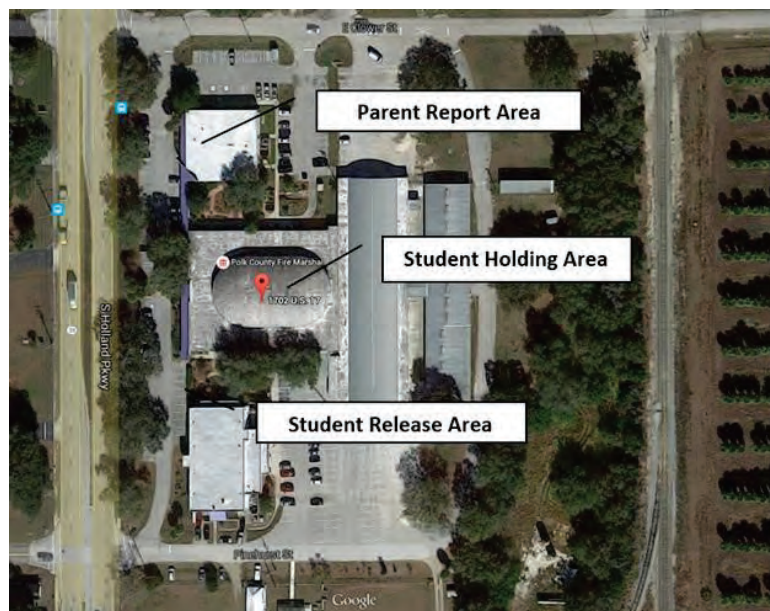
Site Selection and an evacuation planning process includes the selection of a suitable family reunification site. It shall also include selecting members of the School Emergency Response Team (SERT), assigning their roles, and assuring their understanding of the process.

The size of the location and number of staff required to efficiently implement a family reunification is dependent on the number of students. The safe off-site location(s) needs to be selected **before** a reunification. A secondary off-site location(s) is recommended in the event that the primary location is not available.

Factors to consider while selecting the primary and secondary off site locations:

1. Safely accessible to school buses.
2. A minimum of three entry and exit points (for buses, parents and attending staff).
3. Available parking to curtail traffic congestion.
4. Out of sight of the school.
5. Communication capabilities such as fax, phone, and internet capabilities.
6. Indoor space with air conditioning or heat if necessary.
7. Accommodates the student and staff population of the school.
8. Restrooms to accommodate students and staff.
9. Access to electrical outlets.
10. Indoor space large enough for parent or guardian pick up of their student.
11. A location with a valid address in order for parents to easily locate.
12. School/District officials should have the ability to regulate access to the location. This includes preventing media from entering the site and stopping students from leaving without completing the required procedures.
13. The location/reunification team should have the ability to communicate with officials and hospitals regarding student location, injuries, etc.
14. Preparation, storage and/or distribution of meals during a long term reunification process.

REUNIFICATION AREA STRUCTURE



Example: Aerial photograph of a reunification structure.

When parent reunification is required, the Reunification Site Coordinator will respond to the predetermined location and establish command. The Coordinator will begin the reunification process by establishing the area structure. Upon arrival of support staff, the Site Coordinator will assign personnel to manage the designated area activities.

The Reunification Site will be comprised of five designated areas. Each area should be labeled with signage for easy identification of responding parents.

Student Holding Area – The Student Holding Area will be where students shall be kept with their teachers while waiting for their parents.

Parent Report Area – The Parent Report Area is where the parents complete a Reunification Card in order to claim their children.

Student Release Area – The Student Release Area is the area where a student(s) is released to their parent or guardian.

Crisis Stabilization Section – This section will be staffed by Crisis Counselors who will minimize the negative effects to students, staff, parents, or family with trepidations from the event.

Missing Persons – This area attempts to locate all students who have not been accounted for at either a hospital, the crime scene or in the Student Holding Area. Law Enforcement will be assigned to assist in this area.

REUNIFICATION PROCEDURE

It is imperative that during the reunification process, the Incident Commander considers communication with parents and support personnel. The Incident Commander shall notify the Director of Safe Schools (863-534-7309) who will coordinate the response of emergency service personnel. The Office of Public Relations and Strategic Partnerships (863-534-0699) shall ensure that parents are notified of the evacuation. Parents should be reminded NOT to report to the school experiencing the emergency.

As noted in the aforementioned section, prior to any reunification process, the Reunification Site Coordinator shall have responded to the reunification site, established command and the reunification structure that will support the reunification process. Once the school that is experiencing the emergency is secured and the requirement of the Incident Commander no longer exists at the event site, the Incident Commander shall respond to the reunification site and assume command.

At the direction of the Incident Commander, The Assistant Superintendent of Information Services & Technology (863-534-0692) shall be notified and respond to coordinate the deployment of laptop computers and wireless access to district software.

TRANSPORTATION

Under the direction of the Incident Commander, the Transportation Leader will determine the number of students and staff that will be relocated to the reunification site. Contact will then be made with the Senior Director of Support Services at 863-534-7300, to facilitate transportation needs.

The Transportation Leader will select a safe place for the loading of students and staff, monitor the loading process, utilize current class attendance records to ensure all students are accounted for, identify special needs students and make accommodations for their transport. The Transportation Leader will ensure that class teachers are with their students during transport. The Transportation Leader will be responsible for all students/teachers who are in transit until such time that they are delivered to the reunification site.

IMPORTANT: All students will board a school bus to include students who walk or drive to school. If possible, all school buses should leave the campus at the same time and use the same route to the off-site location. No backpacks shall be transported from the school to the off-site location.

STUDENT HOLDING AREA

Upon arrival of students/teachers to the reunification site, the Transportation Leader will provide current class attendance records and student/staff headcounts to the Holding Area Leader. The Holding Area Leader will verify attendance of students/teachers as they arrive. The Holding Area Leader will be responsible for the students in containment until they are taken to the student release area for reunification with the parent/guardian.

ESTABLISHING THE REUNIFICATION

The Reunification Site Coordinator shall manage the reunification of students with parent/guardians. Upon arrival, the coordinator will establish an incident command post from where the reunification will be managed. The Site Coordinator will appoint Runners who are charged with shepherding the students and their parents or guardians to appropriate zones of the reunification area. The Site Coordinator should consider the use of approved volunteers to improve staffing and communication in the reunification areas as well to provide comfort to the anxious students, parents, and staff. All staff members should wear vests and/or nametags. The process of reunification should proceed as such:

1. Parent/guardian responds to the Report Area and completes a reunification card (see below).

Reunification Card		
Have photo identification ready to show school district personnel.		
Student Name: _____		
Student Grade: _____	Student Cell Phone Number: _____	
Name of person picking up student: _____		
Signature of person picking up student: _____		
Relationship to Student: _____		
Does the photo identification match the name of person picking up student? Y or N		
Sent for Release: <input type="checkbox"/>	Teacher Initials: _____	Time: _____
School Personnel Completes Upon Release of Student		
TIME: _____		INITIALS: _____

2. The completed form is given to a staff member along with a valid form of identification.
3. The staff member verifies the identification and that the person requesting the child is listed on the student's emergency card.
4. The staff member instructs the parent or guardian to proceed to the Student Release Area.
5. A Runner will take the completed Reunification Form to the Student Holding Area.

6. The Runner will give the completed Reunification Form to the Holding Area Leader or designee.
7. Once the child is removed from the holding area the teacher will indicate on the student roster that the student has been sent to the release area.
8. The teacher checks the "Sent for Release" box.
9. The Runner escorts the student to the Student Release Area.
10. The Release Leader is responsible for the verification of the reunification card prior to the release of the student to the parent.
11. The parent or guardian takes custody of the student.
12. The Runner hands the completed paperwork to the Site Coordinator's designee for final collection.
13. For families with more than one student, a Reunification Card must be completed for each student but all can be released at the same time.
14. The Holding Area Leader will use the completed Reunification Cards to check the student names off of the master attendance list.
15. If a parent or guardian is unable to respond to the reunification area, students may be released to individuals listed on the student's emergency card.
16. Once all students have been released, the Holding Area Leader will report all students who have not been accounted for to the Incident Commander.
17. The Incident Commander will assemble a contact team to communicate directly with parents or guardians to verify the whereabouts of students who have not been accounted for at the reunification site.
18. The Incident Commander will coordinate with law enforcement to respond to the homes of those students whom contact could not be made.

MEAL SERVICE

It is very possible that an off-site reunification process may extend well beyond school release times and/or meal times. At the direction of the Incident Commander, The Director of School Nutrition (863-534-0590) shall be notified and respond to coordinate all meal service at the reunification site.

PUBLIC AND MEDIA RELATIONS

The primary objectives and responsibilities for the Office of Public Relations and Strategic Partnerships at (863-457-4708) are as follows:

1. The Director of Communications and/or their designee will be deployed to the reunification site. The Director of Communications or their designee will designate appropriate Department staff to fulfill supporting roles from the district's main offices. The ultimate goal of all staff members will be to provide accurate, timely information to students' family members, the general public and the news media.
2. Throughout such an incident, it is crucial that the district's messages remain consistent and factual. This is particularly important in the current age of social media where rumors and misinformation can run rampant.
3. Accuracy will guide the message. If uncertain of the facts, do not release the information.
4. Before releasing information, the department personnel will check with law enforcement to ensure that the information does not jeopardize the safety or welfare of any parties.
5. Disseminate information through the district's official communication channels (i.e. the district's automated call system, website, news releases, social media accounts and television channels).
6. Handle external telephone calls funneled to the Department from those seeking information regarding the event.
7. Provide updates to those including family members of students and news media covering the event.
8. The department will provide a designated district spokesperson within the Department when it is necessary to provide interviews with members of the media.
9. After the event, prepare a written news release (or joint news release with law enforcement agency) to recap any major elements.
10. Any special needs of students or access of parents to students will be addressed through the Office of Public Relations and Strategic Partnerships at (863-457-4708) to district staff for updates.

ICS ROLES AND RESPONSIBILITIES FOR REUNIFICATION

Every Reunification procedure is the collective work of a number of individuals who are working together in a unified command. The process of a unified command often functions from various locations, and not always at the event site. Chain of Command, incident responsibilities, assignments and other such tasks are documented and tracked through the Incident Command System.

The aforementioned procedure provides a template for any reunification process. However, since no single policy/procedure can address the needs of every event, the following duties and responsibilities should be considered when preparing your reunification plan.

Incident Commander

- Communicates with higher level administrators and the Office of Safe Schools (863-534-7309)
- Monitors implementation of the response plan
- Serves as liaison with public safety and coordinates responses in a unified command
- Assigns duties according to ICS Structure as necessary
- Reviews and approves public information releases with the District Public Information Office
- Activates the School Emergency Response Team (SERT).
- Maintain communications with SERT and other staff using multiple means (radio, intercom, email, runners).
- Coordinate media response with District officials and Office of Public Relations and Strategic Partnerships at (863-457-4708).
- Coordinates the assembly and transportation of students (staff) to a safe off site assembly area.
- Contact School Bus Transportation (863-534-7300).

Transportation Leader

- Determine the number of students, staff, and others that will require transportation.
- Consider special needs students and requirements for transport.
- Determine a safe location to load buses.

Public Information Officer

- Communicating with parents and press, if appropriate.
- Coordinating use of mass call or text messages.
- Will verify attendance of students/teachers as they arrive at the reunification site.

Student Holding Area Leader

- Responsible for the students in the containment area until they are removed for release.

Parent Report Area Leader

- Will verify the identity of parents via a valid form of identification.
- Ensure the person requesting a child is listed on the student's emergency card.
- Maintain a list of all parents with student names requesting to be released.

Release Area Leader

- Verify that the information on the reunification card is accurate and complete.
- Reunify the student to the parent/guardian.
- Collect all reunification cards after the release.

Teachers

- The responsibility of individual classes remain with their teachers until all their student have been reunited with family.
- Escort their class to the bus loading area.

- Take current class attendance record.
- Have student roster in their possession.
- Assist in the loading of students onto the bus.
- Maintain direct supervision of students on the bus and at the reunification site.

Attendance Secretary

- Responsible for school attendance records and assisting the Incident Commander, Transportation Coordinator, and Reunification Site Coordinator with accurate accountability of students from both the evacuation and reunification site.

Reunification Site Coordinator

- Responsible for establishing command and creating the reunification structure at the reunification site.
- This coordinator will assume command of the reunification site until such time that he/she is relieved by the arriving Incident Commander.
- This coordinator will assign members to duties at the reunification site and verify student head counts upon their arrival.

Greeters

- Coordinate parent lines, inform parents about the process.

Runners

- Take the reunification form to Student Holding Area, recover student and bring to Student Release Area.

Crisis Counselors/Team Leader

- Crisis Counselors will be deployed at the direction of the Incident Commander.
- Provide crisis counseling to students and staff as needed.
- Mobilizes mental health/counseling resource personnel.
- Maintains a crisis resource notebook.
- Maintains records of referrals and services provided.
- Quarantine parents/guardians whose child cannot or has not been located.
- Coordinate with law enforcement personnel before the delivery of death notifications.

Teacher Assistant (approved volunteer)

- Assist teachers or staff with students in the Student Holding Area.

Nutrition Coordinator

- Responsible for the preparation and delivery of meals during a long term reunification process.

Scribe

- Documents events as they occur. Documentation will serve as a record of processes, procedures, accountability, funding requirements, and post event evaluation.

School Nurse/First Aid Team Leader

- The school nurse will be responsible for the triage of patients at the original event location and coordinate the response of medical personnel for seriously injured patients.
- Once this scene is secure, the school nurse will respond to the reunification site with all medications necessary for students with special needs.

PCPS CIRP

FIRE/EXPLOSION

ADMINISTRATIVE ACTION

All fire alarms (excluding drills) must be investigated immediately by the Principal or their designee for signs of smoke and/or fire prior to the start of an evacuation. If the school has an assigned SRO then that person should be requested to respond as well as the Principal or designee. If the school is equipped with a video surveillance system a simultaneous review of the area affected by the alarm should be conducted to ensure there are no unauthorized persons in the area of the affected buildings. Upon the activation of a fire alarm, the Emergency Communications Center (ECC) must be contacted immediately utilizing the emergency radio or dialing 911. The individual investigating the cause of the alarm must have the means to communicate with the person assigned the task of contacting the ECC, preferably utilizing a school radio. An update should be provided to the ECC as soon as possible regarding the outcome of the initial investigation of the fire alarm.

Upon the activation of a fire alarm, the Principal or their designee should provide instruction to the school via the PA system on what course of action to take to ensure everyone's safety. During the initial investigation if there is evidence of a fire:

1. Remain calm.
2. If you see smoke or flames, communicate findings to the individual designated to contact the ECC.
3. Determine an evacuation strategy for affected buildings.
4. Ensure the power and gas to affected buildings is shut off.
5. Provide first aid to victim(s) and assist in the evacuation of affected buildings.
6. Ensure the Office of Safe Schools is notified.

When reporting an emergency, the individual designated to contact the ECC should state:

1. Name of caller;
2. Nature of emergency;
3. Facility name and precise location (i.e., building and room number, etc.);
4. Location of evacuation areas to ensure first responders can assist with securing the area in the event an unauthorized person on campus caused the fire. (Do not request to cancel law enforcement response to the facility).

Staff members may use a fire extinguisher on small fires in the early stage, provided they have been trained in the proper use of fire extinguishers. Staff members are not required or expected to fight fires. All persons should immediately evacuate the area of the fire.

Florida Fire Prevention Code 2017 edition requires that "...the person discovering any unwanted fire/smoke situation, regardless of its magnitude, shall immediately notify the fire department." This is accomplished by dialing 911 or utilizing the emergency radio to contact the ECC.

FALSE ALARM PULL STATION ACTIVATION PROCEDURES

If a pull station was activated and it was determined to be a false alarm an investigation should be conducted to identify the person responsible for activating the fire alarm. The investigation shall include the review of surveillance video (if equipped) in the area of the pull station and interviews of potential witnesses.

GUN/WEAPON (ON CAMPUS OR SCHOOL TRANSPORTATION)

TEACHER/STUDENT NOTIFICATION

If you become aware of a gun or weapon on campus, contact the front office immediately without alerting student(s) and/or suspect(s) if possible. Suggested methods of notification:

Student observed

1. Send reporting student to the office, if possible.
2. Immediately notify administrator or designee and the SRO/SRD/Guardian.
3. If the reporting student is unable/unwilling to report, follow the steps below. The student may remain anonymous.

Teacher observed

1. Immediately and discreetly notify an administrator or designee and the SRO/SRD/Guardian. Call the office if the suspect is not present and give the following information:
2. your name and location,
3. the name/description of the suspect,
4. any information regarding the weapon's location or type.
5. Seek assistance from another teacher in reporting the incident, if necessary.
6. **WAIT FOR ADMINISTRATIVE RESPONSE.**

ADMINISTRATIVE ACTION: GUN/WEAPON NOT READILY ACCESSIBLE (SRD/SRO ON CAMPUS)

1. Alert the School Resource Officer/Deputy (SRO/SRD) to the situation.
2. If a student reported the weapon, isolate him/her.
3. Two administrators and SRO/SRD shall proceed to the classroom or area under suspicion. At least one administrator shall be in possession of a school radio.
4. Notify the Office of Safe Schools (863-534-0792).
5. The SRO/SRD will contact the suspected student and immediately remove him/her from the classroom. One administrator will remove the suspected students' personal property (backpack, book bag, purse, etc.) from the classroom while another administrator simultaneously places the school on Heightened Security. Heightened security shall be used if everything is transitioning smoothly, but if other aggravating factors occur, the administrator shall be prepared to announce a Lockdown.
6. The SRO/SRD will conduct a pat down of the suspect outside of the classroom and then a brief interview of the student shall be conducted to ensure no other individuals possess a firearm/weapon or a firearm/weapon is hidden somewhere.
7. The suspected student shall be escorted from the vicinity of other students to a secure area. While one administrator and SRO/SRD escorts the suspected student to a private area, the other administrator shall carry all of the student's belongings at a safe distance. At no time shall the student be allowed to put his/her hands in pockets or approach his/her belongings. Control the student's hands. Use extreme caution if hands are in their pockets.
8. An administrator shall search the student and their belongings including but not limited to, book bags, purses, lockers, and autos. If a gun/weapon is found, the SRO/SRD/police officer shall take control of the search.
9. The SRO/SRD shall take possession of and secure the weapon
10. Heightened security can be lifted as soon as there is a reasonable assurance there is no longer a potential threat.

ADMINISTRATIVE ACTION: GUN/WEAPON NOT READILY ACCESSIBLE (GUARDIAN ON CAMPUS)

1. Alert the School Safety Guardian to the situation. The Guardian shall immediately summon law enforcement via the emergency radio and report the possibility of an armed student on campus.
2. If a student reported the weapon, isolate him/her.
3. Notify the Office of Safe Schools (863-534-0792).

4. Two administrators and the Guardian shall proceed to the area of the classroom under suspicion. At least one administrator shall be in possession of a school radio. The Guardian and an administrator will contact the suspected student and an administrator will immediately remove him/her from the classroom. The Guardian is only to observe the removal of the student and ensure the safety of the other students/staff present.5.
5. An administrator will remove the suspected students' personal property (backpack, book bag, purse, etc.) from the classroom while the other administrator simultaneously places the school on Heightened Security. Heightened security shall be used if everything is transitioning smoothly, but if other aggravating factors occur, the administrator shall be prepared to announce a Lockdown. 6.
6. The administrator will conduct a pat down of the suspect outside of the classroom and then a brief interview of the student shall be conducted to ensure no other individuals possess a firearm/weapon or a firearm/weapon is hidden somewhere.7.
7. The suspected student shall be escorted from the vicinity of other students to a secure area. While one administrator escorts the suspected student to a private area, the other administrator shall carry all of the student's belongings at a safe distance. The Guardian shall walk with the administrators and student at a safe distance to observe only. At no time shall the student be allowed to put his/her hands in pockets or approach his/her belongings. Control the student's hands. Use extreme caution if hands are in their pockets.4.8.
8. An administrator shall search the student and their belongings including but not limited to, book bags, purses, lockers, and autos. If a gun/weapon is found, a law enforcement officer shall take control of the search.9.
9. The law enforcement officer shall take possession of and secure the weapon.10.
10. Heightened security can be lifted as soon as there is a reasonable assurance there is no longer a potential threat.

ADMINISTRATIVE ACTION: IMMEDIATE THREAT WITH GUN/WEAPON PRIOR TO IDENTIFICATION

1. **Call 9-1-1**
2. Alert the School Resource Officer (SRO/SRD/Guardian) to the situation for a critical response.
3. If a student reported a weapon, isolate him/her.
4. Notify the Office of Safe Schools (863-534-0792).

ADMINISTRATIVE ACTION: ONCE WEAPON IS PRESENTED

1. Assess the situation.
2. If necessary, radio the front office with appropriate information regarding the emergency so that an announcement can be made. Follow Lockdown – **RUN/HIDE/FIGHT** procedures.
3. Remove all possible by-standers from the area.
4. Refer media questions to the Office of Public Relations and Strategic Partnerships at (863-457-4708).
5. Use School Messenger to inform parents and community.

ADMINISTRATIVE ACTION: ONCE GUN/WEAPON IS CONFISCATED

1. Turn over the weapon and the suspect to law enforcement.
2. Notify the Director of Specialized Services (863-499-2728) for initiation of expulsion procedures.
3. Notify the parent or guardian.
4. Secure a detailed written statement from the student and from any other witnesses, including involved staff members.
5. Notify the Office of Public Relations and Strategic Partnerships at (863-457-4708). They will handle media questions.
6. Debrief involved faculty member(s).
7. Provide counseling, as needed.

STUDENT WITH A WEAPON ON THE BUS

The School Bus Driver will contact dispatch if the weapon is not being displayed in a threatening manner, which includes notification to the School District Transportation Office and law enforcement.

If the weapon is being displayed in a threatening manner, then the bus driver shall use the emergency bus radio to contact law enforcement dispatch, which still allows the School District Transportation Office the ability to monitor the situation.

1. The School District Transportation Office will notify the principal of the school(s).
2. The School District Transportation Office will send a representative to the scene as required.
3. The principal and/or senior site administrator from the school shall respond to the bus location.
4. Law enforcement officer(s) on scene will be in control of the situation and will determine the best course of action for gaining control of the weapon and disarming the student.
5. Refer media questions to the Office of Public Relations and Strategic Partnerships at (863-457-4708).
6. The School District Transportation Office and school staff will review the school bus video.
7. The principal will discipline the students according to the Code of Student Conduct if needed.

PCPS CIRP HOSTAGE

ADMINISTRATIVE ACTION

Remember that the job of terminating the siege belongs to police personnel. The administrator's job is to facilitate their efforts.

1. Assess the situation.
2. Contact the SRO/SRD.
3. **Call 9-1-1.**
4. Notify the Office of Safe Schools (863-534-0792).
5. **Emergency Team** reports.
6. Announce **HEIGHTENED SECURITY**. Follow Run/Hide/Fight procedures if necessary.
7. When the police arrive, be prepared to provide: When the police arrive, cooperate with and assist them. **They are in charge.**
 - the number of hostage-takers,
 - a description of hostage-takers,
 - the type of weapons hostage-takers have,
 - the number and names of hostages,
 - the demands and instructions hostage-takers have given,
 - describe the current geographic location of the hostage-takers and hostages.
8. Follow the same aforementioned procedures if the hostages are held in a school bus on the property. If the bus becomes mobile, notify the police the last direction of travel, the amount of students on the bus and a description of the bus.
9. Notify the Office of Public Relations and Strategic Partnerships at (863-457-4708).

HOSTAGE SITUATION ON SCHOOL TRANSPORTATION

An individual holds another person(s) on the bus against their will by using force or the threat of the use of force.

- The School Bus Driver shall notify law enforcement using the emergency bus radio, if possible.
- If possible, the School Bus Driver should stop the bus at a safe location.
- The School District Transportation Office will send assistance to the scene as required.
- The principal or designee is responsible for contacting the parents of all students involved using School Messenger.

If taken hostage:

- Do not attempt to escape unless you are 100 percent sure that you can get away. If you fail, your life is at risk.
- Accept the situation and do not become argumentative. Do not speak unless spoken to. Do as you are told, no more and no less. Do not make suggestions in case the suggestion does not work.
- Stay calm and try to calm the hostage taker. The calmer the hostage taker is, the safer you are. Do not lose hope and avoid displays of emotion.
- Request medication if you need it.
- Be observant. If you are released the police will need as much information as possible about the hostage taker.

INTERFERENCE WITH CUSTODY

RELEASE OF STUDENTS

Though almost exclusively an elementary school problem, interference with custody has occurred in middle and high schools. An interference with custody normally occurs when there is a divorce or separation occurring in a family. Typically, a non-custodial parent is denied access to the child by the court or the custodial parent refuses to comply with a court order to allow access to the child.

Any non-custodial adult who takes a child from the campus without the permission of the court ordered parent/guardian may be guilty of a felony.

PROCEDURES TO FOLLOW WHEN RELEASING STUDENTS TO PARENTS/GUARDIANS DURING THE SCHOOL DAY

1. All adults entering a school campus must sign in at a central area.
2. Visitor's passes must be worn by all campus visitors.
3. The name of the parent/guardian must be indicated on Emergency Card. The parent/guardian must present photo identification.
 - Parents are responsible to provide current court orders.
 - Court orders should be kept on file by the school. Consult PCPS legal department on guidance for questionable situations on the releasing of students.
4. The parent/guardian must sign the student out through the front office. Follow student sign out procedures.

ADMINISTRATIVE ACTION: IF A CHILD IS TAKEN FROM SCHOOL BY A NON-CUSTODIAL PARENT

1. Call the SRO/SRD/police (9-1-1).
2. Contact the custodial parent.
3. Notify the Office of Safe Schools (863-534-0792).
4. Obtain witness statements.
5. Assist the police in their investigation.

LONG TERM SCHOOL LOCKDOWN AND COMPREHENSIVE SEARCH PROCEDURE

- A. **Purpose:** The purpose of this procedure is to define the roles and responsibilities of school and district staff when conducting a long term lockdown. The goal is to ensure the safety of students and staff while providing the necessary services to ensure the safe and efficient operation of the affected site and to provide critical accurate information to all stakeholders.
- B. **Scope:** This procedure shall apply to all schools in the Polk County Public Schools (PCPS).
- C. **Discussion:** When initiated as the result of a viable threat, a lockdown and subsequent actions must take into account the physical, mental and educational goals and requirements of all involved. Taking into account that every threat to a school is unique, the response must be appropriate to the threat. The Incident Command System (ICS) will be used to coordinate the District's response to a critical incident. When the reason for the lockdown requires a law enforcement response where law enforcement will assume incident command because of the immediate and identifiable threat to the school, law enforcement will direct the actions of PCPS personnel.
- D. **Procedure:**
 - 1. It is all school personnel's responsibility to recognize when a threat necessitates heightened security or a lockdown in order to safeguard students and staff. When there is a question, an administrator may confer with the Director of Safe Schools keeping in mind that swift action is imperative to mitigate the potential effects of a threat. School staff shall follow the appropriate lockdown procedure within the Polk County Public School (PCPS) Critical Incident Response Plan (CIRP). The administrator must also identify sources of intelligence and when possible, separate them so school board or law enforcement personnel can interview them. The administrator must ensure that staff documents their preliminary observations, sources of information, tips, investigative steps, or other evidence that may lead to reasonable grounds for a lockdown as soon as it is practical to do so.
 - a. A school administrator is responsible for contacting law enforcement, usually through the critical incident response radio, 911 or a school resource officer and then, when possible, notifying the Director of Safe Schools regarding the initial information, and the school's response.
 - b. The Director of Safe Schools or their designee shall evaluate the purpose for any lockdown and when appropriate, respond to the site of the lockdown. All long-term lockdowns require the Director of Safe Schools or their designee to respond. The Director of Safe Schools or their designee shall notify the Deputy Superintendent and the appropriate Regional Assistant Superintendent.
 - 2. If the school maintains control of incident command during a lockdown, the following actions must be considered and applied where appropriate:
 - a. Each school must identify and keep readily available, a list of School personnel, from surrounding schools, who can respond to support an emergency operation and will be referred to in this procedure as the Field School Support Team (FSST). The FSST should consist of at least one person from five surrounding schools.
 - b. School administration must activate the Site-Based Emergency Response Team (SERT) and activate the FSST.
 - c. The Deputy Superintendent will be responsible to maintain an appropriate District Crisis Response Team (DCRT) that will respond to appropriate school emergencies when activated. The Director of Safe Schools or their designee will confer with the Deputy Superintendent to activate the DCRT.
 - d. The Office of Safe Schools shall request a law enforcement response to the affected site to assist with perimeter and internal/search team security, to supply an investigative/intelligence component, resource management and participate in a Unified Command with the school board.
 - e. The Principal or their designee shall identify an appropriate location for a unified command post. It must be easily accessible, contain electrical outlets, appropriate workspace and lighting.
 - f. The Director of Safe Schools may assume the role of incident command once they arrive.

- g. The PCPS Office of Public Relations and Strategic Partnerships shall also be notified by the Office of Safe Schools and respond to the affected site to coordinate the PCPS communications with news media, parents and other stakeholders.
 - h. The school principal or their designee shall notify district school nutrition staff who are responsible for the preparation and delivery of sufficient meals to distribute to students and staff. The incident commander shall designate a team to coordinate with school nutrition and the unified command to distribute the meals appropriately. When it is probable that a lockdown will be in effect past normal lunch times, the distribution of meals will begin as soon as possible directly to students and staff in their rooms or other designated location where it is reasonably safe to do so as outlined in section 4.
 - i. The incident commander shall designate a team responsible for first aid to coordinate medical support services for all students, faculty or incident personnel. The first aid team leader will be provided information on individuals who require medical assistance and coordinate the appropriate response. They must ensure individuals who require medical assistance are accompanied to the appropriate location to receive care.
 - j. The principal or their designee is responsible to notify the Senior Director of Support Services who shall respond to the site to prepare transportation for possible evacuation or early/normal dismissal procedures while coordinating with the Unified Command Post.
 - k. The incident commander shall designate a team to supply school-based communication systems, access to the camera and recording systems (if applicable) and manage all information requests on students.
3. When a comprehensive search of students and/or their belongings becomes necessary out of an abundance of caution to ensure safety for students and staff, the following actions must be considered and applied where appropriate:
- a. The principal must notify all staff and students that the school is on heightened security. The principal must notify all faculty within secured classrooms that have students to proceed with normal academic instruction and not to detract from the learning environment until a search team arrives at their respective classroom.
 - b. The principal is responsible for maintaining accurate student records. As soon as it is practical, the principal or their designee must compile a list of students and staff who arrived for school that day but are absent from their assigned area. The incident commander will assign appropriate personnel to attempt to identify the location of students or staff not accounted for.
 - c. The Director of Safe Schools or a designee, based on the information learned in the investigation, shall provide explicit instructions on the search parameters and the circumstances surrounding the necessity of a search. Strip searches are not authorized.
 - d. Upon conclusion of the search briefing, the search teams will be deployed systematically throughout the campus to create an efficient and effective search pattern that will reduce the duration of the heightened security.
 - e. Multiple search teams equipped with latex gloves and handheld metal detection wands shall perform searches of all students on campus. Each team shall have printed school maps with numeric classroom designations and handheld school two-way radios to communicate with PCPS members. A law enforcement officer should be assigned to each team for security purposes, communication to the Unified Command Post, and evidence collection, if needed.
 - f. Items retrieved from students, if not illegal, should be returned to students or their parents promptly. Illegal items should be presented to law enforcement personnel and parents notified.
 - g. The incident commander shall designate a team responsible for providing escorts to restroom facilities for those in need. The team shall be responsible for searching the restroom prior to anyone entering to include trash cans or other storage areas and to look for written threats. After each group leaves the restroom facility, the team is responsible for conducting a follow up search to confirm no contraband was left by the last group. If something is found, any individual who was in the previous group must be identified and the incident commander notified immediately.

- h. During the search, teachers and their students cannot leave the classroom unless they are provided an escort to their approved destination via the Unified Command Post (e.g. medical unit, restroom).
 - i. An administrator will provide frequent communications to the students and staff regarding the status of the heightened security and the need for continued cooperation.
 - j. The Director of Safe Schools or their designee shall request law enforcement conduct appropriate interviews and investigate identified crimes.
 - k. The Unified Command Post scribe, designated by the Director of Safe Schools or a designee, shall document all student movement, classrooms deemed safe, search teams makeup/movement and any incident occurrence that requires follow-up.
 - l. Upon notification to the incident commander that the search of the school has been completed, the incident commander shall confer with the members of the Unified Command and demobilize all resources.
- E. **Meal Service:** During a lockdown, school nutrition staff will follow the Standard Operating Procedure for Campus Emergency Meal Service as outlined in the School Nutrition Manager Guidebook. When it is reasonably safe, students will be offered a meal if the lockdown will stay in effect past normal meal service times.
- 1. At any given time, each cafeteria will have on hand a supply of disposable containers, meal kits and wet-naps to serve all students enrolled. Containers must have covers or lids.
 - 2. Each cafeteria will have adequate carts and coolers to transport pre-packaged meals. Milk and juice should be transported in a cooler.
 - 3. When a lock down or evacuation is declared the School Nutrition Manager will contact the School Nutrition Supervisor and/or School Nutrition Office.
 - 4. The Area Supervisor will review the menu and assist the School Nutrition Manager in developing a menu specific plan or meal service.
 - 5. Meals will be delivered to the designated area and students will be offered a meal.
 - 6. Additional trash bags will be delivered with meals for disposal.
 - 7. The School Nutrition Manager will request an additional dumpster pick-up if required after event.
- F. **Public and Media Relations:** The primary objectives and responsibilities for the Office of Public Relations and Strategic Partnerships at (863-457-4708) are as follows:
- 1. The Office of Public Relations and Strategic Partnerships will assist with communication efforts when schools or district properties experience a critical incident or emergency, including when such sites are placed on lockdown for an extended period of time.
 - 2. The Director of Communications and/or their designee will be deployed to the school site or district property to assist with media relations and other communication efforts.
 - 3. The Director of Communications and/or their designee will serve as district's Public Information Officer (PIO) and will be responsible for providing official updates and messages regarding the critical incident.
 - 4. The Director of Communications and/or their designee may assist with updating those waiting outside the school, including family members of students and news media covering the event.
 - 5. The Director of Communications and/or their designee will work with law enforcement and other emergency agencies when preparing news releases, updates or summaries of the critical incident.
 - 6. The Director of Communications and/or their designee will delegate Public Relations staff members to fulfill supporting communication roles and tasks.
 - 7. The goal of all Public Relations staff members will be to provide accurate, timely information to students' family members, the general public and the news media.
 - 8. Public Relations staff will be responsible for disseminating information through the district's official communication channels, including the district's automated call system, website, news releases, social media accounts and television channels.
 - 9. The district's messages must remain clear, concise, consistent, and factual. Messages should not include unverified information.
 - 10. Before releasing information publicly, Public Relations staff should check with law enforcement to ensure that the information does not jeopardize emergency response efforts, or the safety or welfare of parties involved in the critical incident.

MAJOR STUDENT DISRUPTION/DEMONSTRATION

ADMINISTRATIVE ACTION TO PREVENT DISRUPTION

NOTE: In situations that may result in major disruption and/or demonstration, prevention is the school's goal.

1. Alert the SRO/SRD and other administrators.
2. Attempt to defuse tensions by:
 - a. Investigate the incident (ensure the victim(s), suspect(s) and witnesses are interviewed separately).
 - b. Identifying key player(s) and concerns
 - c. Using diffusing techniques, isolate key player(s) in a neutral area
 - d. Conferencing with player(s) using de-escalation techniques
3. Alert parents of all parties involved.
4. If the situation cannot be diffused, separate and detain students, and solicit support of parents. HEIGHTENED SECURITY procedures may need to be employed. Based upon discretion of the administrators, determine the degree of support necessary to quell current disruption and prevent further escalation.
5. Notify the Office of Safe Schools (863-534-0792)

NOTE: A video camera can be very effective in deterring disruptive acts in disruptive situations, attempt to obtain footage of event(s).

ADMINISTRATIVE ACTION ONCE DISRUPTION OCCURS

1. Contact the SRO/SRD; if SRO/SRD is not available, call the police at **9-1-1**.
2. Clearly communicate to all students (via announcements or bull horn) in the presence of an adult witness, that students should either attend classes or move to safe, designated area. Inform students that they will be suspended or possibly arrested if they do not comply.
3. Do not release students from classes. Announce **HEIGHTENED SECURITY** and follow procedures.
4. Notify the Office of Safe Schools (863-534-0792).
5. If student(s) persists, after a second warning and after a reasonable period of time (not to exceed two or three minutes), notify student(s) of his/her suspension and direct him/her to leave campus. If student(s) continues to remain on campus, direct the SRO/SRD/police officer to arrest the student(s).
6. If a disruption escalates further, follow procedures.
7. Contact contiguous schools.

ADMINISTRATIVE ACTION AFTER DISRUPTION

1. Announce **ALL CLEAR**.
2. Use School Messenger to notify the parent(s) guardian(s).
3. Secure detailed written statement(s) from student(s) and any other witnesses, including involved staff members.
4. Take appropriate disciplinary action as determined by the Student Code of Conduct.

PHYSICAL ALTERCATION ON THE BUS

Driver Brings the Vehicle to a Safe Stop and Ensures Safety of Students

The School Bus Driver will contact dispatch which includes notification to the School District Transportation Office and law enforcement.

When a violent physical or verbal confrontation on a school bus that has the potential to escalate and result in injury to those directly involved or to others on the bus:

1. The School Bus Driver's initial obligation is to bring the vehicle to a safe stop and to maintain personal safety. The bus driver should work to maintain control of students.
2. School Bus Driver will notify dispatch or depending on the severity of the incident, utilize the emergency radio and follow proper emergency procedures.
3. Dispatch will notify School District Transportation personnel of the situation and the exact location of the bus and notify law enforcement.
4. Administer first aid to injured students as needed until emergency help arrives.
5. School administrators should respond to the scene or meet the bus at the curb if driven to the school.
6. Refer media questions to the Office of Public Relations and Strategic Partnerships at (863-457-4708).
7. The School District Transportation Office and school staff will review the school bus video.
8. The principal will take appropriate disciplinary action in accordance with the Code of Student Conduct.

PUBLIC HEALTH EMERGENCY

Schools and departments must endeavor to keep their community calm and reduce panic.

During Pandemic Flu, refer to the Polk County Schools Pandemic Response/Action Plan or PCPS website and Outlook Public Folders.

1. Activate health related emergency communication plan to provide up-to-date, accurate information to school personnel and community.
2. Make preparation for possible school closure.
3. Keep relevant groups informed in whatever manner possible.
4. Prepare staff and student contact lists for the Polk County Health Department.
5. Cancel all staff travel plans.
6. Manage care of staff and students showing symptoms.
7. Initiate rigorous cleaning policies and practices to reduce the spread of disease.

Closing Your School

1. Follow all directives from the Superintendent and the Polk County Health Department.
2. Provide previously identified educational opportunities to homebound students.
3. Secure premises.
4. Post closure notices at entry points.
5. Keep relevant groups informed by whatever method necessary.
6. Be prepared for another outbreak.

Recovery

Schools may reopen only after clearance by the Polk County Health Department.

1. Assess capacity of staff to resume normal school operations; provide appropriate staff coverage as necessary.
2. Clean and disinfect all affected areas.
3. Arrange debriefing – reassure parents and staff that the school environment is safe to resume operations.
4. Mobilize Crisis Intervention Services to address mental health needs of all stakeholders.
5. Keep relevant groups informed.

All suspected communicable diseases should be reported to the Mark Wilcox Center at 863-291-5355.

PUBLIC INFORMATION

MEDIA CRISIS COMMUNICATION GUIDELINES

The Office of Public Relations and Strategic Partnerships is responsible for providing timely information to the news media and community.

The Director of Communications and/or other designated staff member will serve as a Public Information Officer (PIO) during critical incidents and emergencies.

The PIO will work with school staff, district departments, law enforcement and other emergency agencies to create news releases, announcements, updates, and other mass messages related to the critical incident or emergency. The PIO will serve as the spokesperson for addressing the news media.

During an emergency or critical incident, news media are not allowed inside affected district facilities. Emergency response teams must be able to access the site without impediment. In addition, news media could be in danger when entering such areas involved in a critical incident or emergency. News media will be directed to a designated external area where briefings can take place.

The PIO and PR staff will provide clear, concise and consistent messages.

Rumors or misinformation can spread quickly, particularly on social media. The PIO and PR staff will make efforts to identify and combat misinformation whenever possible.

The PIO coordinates with law enforcement and emergency agencies in the release of information to ensure the dissemination of information does not jeopardize emergency response activities, conflict with state and federal privacy laws, or harm the safety and well-being of students and employees.

The following guidelines will promote clear communications with the news media and public:

- Instruct all staff to refer all requests for information and questions to the district's PIO.
- Remain in close contact with the PIO, providing updates on developments as quickly as possible.
- Assign sufficient staff to handle phones. Staff must be instructed to reiterate only the official messages and updates approved for release by the PIO. This is necessary to avoid conflicting messages and keep communication clear and consistent.

MEDIA BRIEFINGS

During the emergency or critical incident, the district will make every effort to release information to members of the news media in a timely, efficient, and consistent manner.

Media briefings are one available tool for quickly updating news media.

Media briefings should be scheduled in advance. News media should be given notice of where and when the media briefing will take place.

During prolonged emergencies or critical incidents that continue for multiple days, a media briefing schedule can be announced for the purpose of conducting regular updates.

The PIO should make sure any official speaking during a media briefing is knowledgeable and well briefed on the current state of the emergency or critical incident. Officials' remarks should be clear and succinct.

INTERVIEWS

All interviews must be scheduled through the district's Public Information Officer (PIO). The Director of Communications and/or their designee will serve as PIO.

Media requests for student interviews should be made through the PIO and require parental consent.

The PIO should be present during interviews. In-depth interviews may be recorded by the PIO or district staff member to assure accuracy in subsequent news media reporting.

All information will be "on the record." District staff will not provide "off the record" comments.

District staff should not serve as "unidentified sources" for information relating to the emergency or critical incident. Any source of information is to be identified by name to ensure that the information can be verified if there is a question about its accuracy.

PCPS CIRP RECOVERY

AREA COMMAND RESPONSIBILITIES

1. Use e-mail or telephone chain to notify schools within the district.
2. Walk the entire campus before faculty/students return.
3. If possible, have police crime tape removed and clean area before students return to campus.
4. Request support for secretary to handle phone calls, and parent requests for information. Prepare script or bullet points for accurate information.
5. Meet with the District Crisis Counseling Team before students return to the campus.
6. Conduct debriefing before schools re-open. Provide handout of recommendations for procedures for referring students for counseling.
7. Meet with support staff.
8. Keep staff updated on events and circumstances.
9. Emphasize the need to provide verified facts only to reduce rumors.
10. Be highly visible to show presence, support and control of situation.
11. Restrict campus visitors until crisis is resolved.
12. Provide appropriate information to entire district to reduce rumors.
13. Work with the Office of Public Relations and Strategic Partnerships to coordinate communication with parents/guardians.
14. Arrange selected class visits to speak to students.
15. Follow up with short meetings, planning period meetings or after-school meetings to review facts of incident and role of district in assisting with the situation. Allow others an opportunity to share their experiences and suggestions.
16. Make arrangements for rescheduling standardized testing programs or other canceled activities, which are required.
17. Make arrangements for excused absences; e.g., for student funeral visitations.
18. Conduct daily or after-crisis debriefings as appropriate.

COMMUNICATIONS/PUBLIC RELATIONS TEAM

1. Work with Office of Public Relations and Strategic Partnerships to prepare a script or talking points for secretaries or persons responsible for incoming calls.
2. Work with Office of Public Relations and Strategic Partnerships to prepare communication (letters, e-mails, etc.) for parents, employees and media.

DISTRICT CRISIS COUNSELING TEAM AND BUILDING COUNSELOR RESPONSIBILITIES

1. Establish an area for individual and group counseling.
2. Schedule day's activities depending upon the needs of the school. Cancel appointments and meetings not of an emergency nature.
3. Request transfer of additional secretarial help or volunteers from faculty to answer phones, etc.
4. Identify faculty or staff who are in need of mental health support services and utilize guidance, central office, community counseling or employee assistance program.
5. Identify and coordinate crisis intervention personnel who can work with groups or individuals. Maintain a list of students counseled. Make follow-up calls to parents of students in distress and provide parents strategies, information and available resources they can use to help their children.

FACULTY RESPONSIBILITIES

1. Identify students who would like an opportunity to attend a group or individual counseling session.
2. Identify students obviously in distress and talk with them or have another student escort them to a group or individual counseling activity.

3. If class has a large number of distressed students, send special notice to guidance counselor.
4. Shorten and structure assignments. Postpone and reschedule tests as needed.
5. Provide an opportunity for students to discuss the loss, stages of grief, sharing a loss and what they have learned. Seek support for students in need.
6. If students are restless, get them active and focused on a project for the family (books, letters, picture, ideas for a memorial service).
7. Encourage support network in school (peer counselors, club members). Acknowledge emotions through discussion and involvement in constructive activities in classroom.
8. Discuss funeral to prepare students who plan to attend (when applicable). Answer questions.
9. Rearrange seating in class if appropriate.

PCPS CIRP

SCHOOL MESSENGER

SchoolMessenger is the district's automated messaging system, which sends emails and telephone calls using contact information for students and employees.

Contact the Office of Public Relations and Strategic Partnerships (863-457-4708) for assistance with using SchoolMessenger and preparing messages.

When creating a SchoolMessenger message in response to an emergency or critical incident, remember that the telephone message should be 60 seconds in length or less if possible, but make sure you take enough time to say everything you need to about the incident.

Remember to identify yourself and your role at the school.

Give a concise, general description of the incident. The message should be factual. Do not include unverified information.

SchoolMessenger Desktop Alert

Desktop Alert is another feature of the SchoolMessenger system that provides information to employees should there be an incident that requires a lockdown or other emergency response.

This notification feature pushes a brief message to the desktops of district computers. When an alert is sent, it will appear as a pop-up message on employees' desktops.

Only certain SchoolMessenger users have permission and credentials to use the Desktop Alert feature.

Contact the Office of Public Relations and Strategic Partnerships (863-457-4708) for assistance with using SchoolMessenger's Desktop Alert feature.

PCPS CIRP

SEXUAL BATTERY

ADMINISTRATIVE ACTION

1. Assess the situation. Isolate and protect the victim.
2. Notify the SRO/SRD/law enforcement.
3. If immediate medical attention is necessary, **call 9-1-1**.
 - Do not allow the victim to wash, clean up, or use the restroom, if at all possible.
4. Assign an administrator to protect the crime scene by not allowing others in the room or area where the alleged sexual battery occurred.
5. Isolate the suspect. Allow law enforcement to conduct their criminal investigation prior to the questioning to include written statement(s) of any party involved.
6. Notify the Office of Safe Schools (863-534-0792).
7. Notify the family of the victim unless directed otherwise by law enforcement.
8. Notify the Department of Children and Families (DCF).
9. Take appropriate disciplinary action as determined by the Student Code of Conduct.
10. Debrief staff but maintain the privacy of the victim.
11. Refer media questions to the Office of Public Relations and Strategic Partnerships at (863-457-4708).

NOTE: After the incident, analyze the security of the area and the school activity/event to determine what security factors (or absence thereof) may have contributed to the crime/incident. After the investigation refer to Student Services in Public Folders for mental health follow-up. Public Folders >Student Services>Crisis Intervention.

PCPS CIRP

SHOOTING/STABBING

NOTIFICATION OF INCIDENT

1. Take cover, if necessary. USE CAUTION.
2. Assess the situation; provide for your own safety.
3. If there are witnesses or others present, direct one of those individuals to the office to summon immediate assistance.
4. **Call 9-1-1.**
5. If no one is available, personally notify office immediately, request medical assistance if necessary, and return to the victim.
6. Notify the Office of Safe Schools (863-534-0792).
7. If a vehicle is involved, attempt to identify (CYMBAL):
 - Color of vehicle
 - Year
 - Make
 - Body (two door, type of vehicle)
 - Anything else of importance (direction of travel, etc.)
 - License number
8. Attempt to identify the individuals in vehicle and/or the area.
9. Indicate the location of incident.
10. Do not disturb the crime scene.

ADMINISTRATIVE ACTION: SHOOTING (DRIVE BY) – NO INJURIES

1. Assess the situation.
2. **Call 9-1-1.**
3. Contact the SRO/SRD/Guardian
4. Initiate proper level of security (**Heightened Security, Lockdown or Lockdown – RUN/HIDE/FIGHT**)
Emergency Team reports.
5. Notify the Office of Safe Schools (863-534-0792).
6. Isolate the witness with an administrator. Gather information.
7. Secure the crime scene.
8. Reroute traffic from affected areas.
9. Refer callers/media to the Office of Public Relations and Strategic Partnerships at (863-457-4708).

NOTE: Allow law enforcement to handle any questions regarding criminal investigations. Administration should focus on what the school is doing and what is going to happen tomorrow.

10. When the area is clear and the emergency is over, announce **all clear**.
11. Prepare and send School Messenger message to parents.
12. Designate a place for parents who arrive on campus. Have an administrator on hand to answer questions.
13. Hold a faculty meeting at the end of day to inform and update the faculty staff.
14. Hold an administrative meeting to debrief and assess responses.

ADMINISTRATIVE ACTION: SHOOTING/STABBING – WITH INJURIES

1. Assess the situation.
2. Initiate proper level of security (**Heightened Security, Lockdown or Lockdown – RUN/HIDE/FIGHT**).
3. **Call 9-1-1.** Be prepared to:
 - describe the situation
 - indicate whether the perpetrator has been identified and/or isolated

- describe the medical injuries
4. Contact the SRO/SRD/Guardian
 5. Notify the Office of Safe Schools (863-534-0792).
 6. **Emergency Team** reports.
 7. Give medical assistance until help arrives.
 8. Isolate the witness with an administrator. Gather information.
 9. Secure the crime scene.
 10. Reroute traffic from affected areas.
 11. When the area is clear and the emergency is over, announce **all clear**.

See Witness Information Sheet in Part 3 - Forms for Offline Use

STUDENT ELOPEMENT/MISSING/LOST/ABDUCTION

Elopement is defined as when a student leaves a location and the care and control of a staff member, without permission or notification, and the actions taken by the student or the student's level of ability may result in the student being in a situation that is dangerous to themselves or others.

ADMINISTRATIVE ACTION: ELOPEMENT

All schools shall complete and have readily accessible an Elopement Response Plan (ERP). The plan shall include "Amber Team" members with their assigned search zones or areas. An editable Elopement Response Plan is located in the disaster preparedness plan that needs to be completed annually.

1. Activate the "Amber Team" to respond to their assigned zones/areas and begin a search. The search should expand outward from the school. **NOTE: water features are frequently areas of interest to students with elopement. As such, specific staff must always be assigned to search those areas immediately when the student's location is unknown.**
2. If the eloped student has an Individual Elopement Plan or Quick Reference sheet, pull the plan/sheet and review for key information.
3. Announce CODE AMBER as a general announcement so that all teachers and staff can be on the lookout for the student. All staff shall quickly look into hallways and out their windows and alert the office if the eloped student is seen.
4. Call the student's parent or guardian.
5. Initiate heightened security procedures until the student has been located (at the discretion of the administration).
6. Notify the Office of Safe Schools (863-534-0792)
7. Notify law enforcement (Call 9-1-1) if:
 - a. The student is believed to have left the school grounds and no one has the student within eyesight.
 - b. If the student has been visually located but is moving toward a dangerous situation. (e.g. busy intersection, expressway or body of water).

Teachers should remain with their classes until an "all clear" signal is sounded, or an administrator gives other instructions.

Each student prone to necessary CPI intervention and/or elopement needs will have on file a Quick Reference Sheet in the LEA Office. This should be compiled by the school with the assistance of parents and personnel who have worked with the child. It will contain the following information: child's identifying information, current photograph, child's current level of communication, child's documented interests, behaviors, preferences, aversions, etc., health considerations, and a list of possible places the child may go within the campus.

All school personnel involved in team should receive training in Crisis Prevention Intervention (CPI). The CPI team will meet on a monthly basis to review CPI techniques and protocols. CPI team members will be identified of who is needed at given locations based on the area of the crisis occurring.

ADMINISTRATIVE ACTION: MISSING/LOST CHILD

1. Alert the SRO/SRD and other administrators.
2. If deemed necessary, call 9-1-1.
3. Notify the Office of Safe Schools (863-534-0792)
4. Alert the **Emergency Team**: Alert parents of all parties involved.
 - Identify the last known location of the child
 - Perform a thorough search of the campus and all buildings then conduct a secondary search.
 - Interview the missing/lost child's friends/witnesses
5. Initiate heightened security procedures based upon discretion of the administrators.
6. Teachers should perform class roll/attendance to account for all students.

7. Teachers should ensure all students are in their classroom and search adjoining bathrooms for the missing/lost child.
8. Teachers should conduct a visual inventory of his/her classroom for the missing/lost child hiding in their classroom.
9. Teachers should remain with their classes until an “all clear” signal is sounded or an administrator gives other instructions.

ADMINISTRATIVE ACTION: CHILD ABDUCTION

1. **Call 9-1-1** and immediately contact an SRO/SRD for a critical response.
2. Follow the same procedures for a missing/lost child with the exception of a campus search.
3. In addition, if possible:
 - Provide the perpetrator’s description
 - A description of the perpetrator’s vehicle
 - Number of perpetrators
 - Type of weapon involved, if applicable
 - Is the perpetrator known
 - If appropriate, have any juvenile witness complete the Witness Information Sheet.

See Witness Information Sheet in Part 3 - Forms for Offline Use

PCPS CIRP

SUICIDE

SUICIDE THREAT WITHOUT ATTEMPT

1. Provide appropriate supervision of student. Do not allow the student to be alone or to leave school on the bus.
2. Administrator or designee contacts parents.
3. Consult with school counselor, and/or social worker for assistance with risk assessment and follow-up. **Risk Assessment Procedures:**
 - If the risk assessment level is **LOW**, document on the Case Record Form and contact the parent. Provide resources to parent and follow up if needed.
 - If the risk assessment level is **MODERATE**, contact the Peace River Crisis Response Team to provide additional information. After evaluation, the school-based mental health professional will notify the parent, provide resources and consider follow-up. If the assessment reveals a threat to anyone beside the assess, then the Director of Safe Schools will also be notified.
 - If the risk assessment level is **HIGH**, notify principal of the school (and the Director of Safe Schools, if there is a threat) of the need to Baker Act; and contact the School Resource Deputy/Officer (SRD/SRO) to make the determination and provide transport. The school-based mental health professional notifies the parent of the decision prior to transport. The SRO will provide the parent with location and contact information.
4. Continue to monitor student's progress when he/she returns to campus. *Thoroughly review the Threat Assessment/Intervention Procedures and Guidelines for follow-up procedures.*

SUICIDE ATTEMPT ON CAMPUS

1. **Call 9-1-1** for medical assistance.
2. Call School Resource Officer (SRO/SRD) or law enforcement.
3. Continue to request that student relinquish means of threatened suicide and try to prevent student from harming him/herself. Do not place yourself in harm's way.
4. Contact parents.
5. Continue to monitor student's progress when he/she returns to campus. *Thoroughly review the Threat Assessment/Intervention Procedures and Guidelines for follow-up procedures.*

SUICIDE COMPLETION – AFTERMATH

1. Contact law enforcement or medical examiner to verify and get the facts of death.
2. Contact School and/or District Crisis Intervention Team for counseling assistance and follow procedures for "Student Death".
3. Do not announce death over P.A. system.
4. Counseling sessions and meetings with students should be in small groups – avoid assemblies.
5. Avoid over-memorializing the deceased student – it should be consistent with other types of student deaths. Focus memorials on prevention, education, and living.

RESOURCES

Peace River Center – Crisis Line: 863-519-3744 or Toll Free 1-800-627-5906

Winter Haven Hospital Access Line: 1-800-723-3248

National Suicide Prevention Lifeline: 1-800-273-TALK (8255)

SUICIDE WARNINGS SIGNS:

- Difficulty in school
- Difficulty concentrating
- Withdrawal from friends and family

- Complaining of being a bad person
- Personality change and serious mood changes
- Rage, anger, anxiety, reckless behavior
- Increased alcohol and drug use
- Perception of being trapped or having no purpose in life, psychological pain
- Eating and/or sleeping problems

Please thoroughly review Threat Assessment/Intervention Procedures and Guidelines for suicidal indicators.

One sign may or may not signal trouble. More than one sign often means help is necessary. Notice how long and how intense the signs are and how many are present at one time.

Refer to Outlook Public Folders>Student Services>Crisis Intervention.

SUICIDE BOMBER

ADMINISTRATIVE ACTION: SUICIDE BOMBER

Unfortunately, in the world we live in today we have to address the concern of a possible terrorist attack, taking place on a school campus. A terrorist attack can be delivered in many forms from a “lone wolf” active shooter to a suicide bomber. These types of attacks, if they were to happen, would cause great fear throughout the United States and would greatly disrupt America’s education system. Because an attack of this nature would be viewed as such a major success for the terrorist is the exact reason why we must not underestimate the likelihood that it may happen in the future.

Possible Suicide Bomber Indicators

- Alone and nervous
- Loose and/or bulky clothing
- Exposed wires
- Rigid mid-section
- Tightened hands

A suspected suicide bomber would be handled in much the same manner as a suspicious person on campus unless the subject is able to carry out his intended objective before apprehension.

1. Assess the situation.
 - If surveillance cameras are available, monitor the subject’s actions from a safe location.
 - Are any of the above listed indicators present?
 - Is there an obvious weapon or suspicious package displayed?
 - Take note of body language (tense, appears angry, yelling, etc.).
 - **Call 9-1-1**
2. Initiate proper level of security (**Heightened Security, Lockdown or Lockdown – RUN/HIDE/FIGHT**). Follow procedures.
3. Contact the SRO/SRD/Guardian for a critical incident response. Be prepared to:
 - Describe the situation, provide as much information as possible (i.e. exact description of person, exact movements of person).
 - Indicate whether the perpetrator has been identified and/or isolated.
 - If known, indicate the number of perpetrators and types of weapons.
4. Keep surveillance of the subject as long as it is safely possible so that valuable information can be provided to the SRO/SRD/Guardian or responding law enforcement officer. Give the most current information as to the subject’s location and actions.
5. If the subject is determined to be an attacker or possible terrorist attempting to detonate an explosive device, announce a **RUN (RUN/HIDE/FIGHT)** if it has not already been done previously.
6. Make sure the responding SRO/SRD/Guardian or law enforcement is provided this additional information.
7. Notify the Office of Safe Schools (863-534-0792).
8. **Emergency Team** reports.
9. If attack has occurred, give medical assistance until help arrives without putting yourself in a dangerous situation.
10. Isolate the witness/witnesses with an administrator. Gather information.
11. Secure the crime scene.
12. Reroute traffic from affected areas.
13. Notify the appropriate personnel if emergency repairs are needed.
14. When the area is clear and the emergency is over, announce “**all clear**”.

See Witness Information Sheet in Part 3 - Forms for Offline Use

SUSPICIOUS PERSON ON CAMPUS

ADMINISTRATIVE ACTION: SUSPICIOUS PERSON ON CAMPUS

Unfortunately, in the world we live in today a suspicious person on campus can't just be viewed merely as an unauthorized person on campus. We live in a world where that suspicious person could be there to conduct any number of attacks on the students and administration. Therefore, it is more important than ever that each suspicious person incident on school campus is handled in the proper manner.

1. Assess the situation.
 - If surveillance cameras are available, monitor the subject's actions from a safe location.
 - Is there an obvious weapon or suspicious package displayed?
 - Take note of body language (tense, appears angry, yelling, etc.)
2. If deemed safe to approach based upon an administrator's assessment, the subject should be immediately identified through face-to-face contact with an administrator or a designee.
3. Initiate proper level of security (**Heightened Security, Lockdown or Lockdown – RUN/HIDE/FIGHT**) if you feel there is an immediate threat to students or faculty. Follow procedures.
4. Contact the SRO/SRD/Guardian to investigate or call 9-1-1 if the SRO/SRD is not on campus at the time. Be prepared to:
 - Describe the situation, provide as much information as possible (i.e. exact description of person, exact movements of person).
 - Indicate whether the perpetrator has been identified and/or isolated.
 - If known, indicate the number of perpetrators and types of weapons.
5. Keep surveillance of the subject as long as it is safely possible so that valuable information can be provided to the SRO/SRD/Guardian or responding law enforcement officer. Give the most current information as to the subject's location and actions. (If the campus is equipped with video surveillance, have someone monitor and give updates to responding units and units once on scene.)
6. If the subject is determined to be an attacker or possible terrorist attempting to detonate an explosive device, implement **Lockdown** or **Lockdown – RUN/HIDE/FIGHT** if it has not already been done previously.
7. Make sure the responding SRO/SRD/Guardian or law enforcement is provided this additional information.
8. Notify the Office of Safe Schools (863-534-0792).
9. **Emergency Team** reports.
10. If attack has occurred, give medical assistance until help arrives without putting yourself in a dangerous situation.
11. Isolate the witness(es) with an administrator. Gather information.
12. Secure the crime scene.
13. Reroute traffic from affected areas.
14. Notify the appropriate personnel if emergency repairs are needed.
15. When the area is clear and the emergency is over, announce "**all clear**".

See Witness Information Sheet in Part 3 - Forms for Offline Use

TERRORIST ATTACK ON CAMPUS

ADMINISTRATIVE ACTION: TERRORIST ATTACK ON CAMPUS (POTENTIAL WMD [WEAPONS OF MASS DESTRUCTION] LOCATED)

Unfortunately, in the world we live in today we have to address the concern of a possible terrorist attack, taking place on a school campus. A terrorist attack can be delivered in many forms from a “lone wolf” active shooter to a suicide bomber. These types of attacks, if they were to happen, would cause great fear throughout the United States and would greatly disrupt America’s education system. Because an attack of this nature would be viewed as such a major success for the terrorist is the exact reason why we must not underestimate the likelihood that it may happen in the future.

1. **DO NOT MOVE, TOUCH or APPROACH** the suspected device.
2. **Call 9-1-1** and notify your SRO/SRD/Guardian.
3. Initiate the appropriate level of security (**Heightened Security/Lockdown**) if you feel there is an immediate threat to students or faculty. Follow procedures.
4. Make sure that assembly area is upwind from the device location.
5. Avoid using cell phone, radios, etc., within 300 ft. of the suspected device. (Ensure that students are also made aware not to use cell phones.)
6. Make sure the responding SRO/SRD/Guardian or law enforcement is provided all information pertaining to the device (i.e. location, description, possible suspects, etc.).
7. Notify the Office of Safe Schools (863-534-0792).
8. **Emergency Team** reports.
9. If device detonates, give medical assistance until help arrives without putting yourself in a dangerous situation.
10. Do not allow victims to self-evacuate themselves from the campus due to possible contamination concerns.
11. Secure the crime scene.
12. Reroute traffic from affected areas.
13. Notify the appropriate personnel if emergency repairs are needed.
14. When the area is clear and the emergency is over, announce **“all clear”**.

THREAT ASSESSMENT – NO KNOWN WEAPON

Review PCPS Threat Assessment Manual (available on Outlook under Student Services) for more detailed information, including data collection and documentation forms. **Public Folders>Student Services>Crisis Intervention.**

STEPS:

1. School administrator conducts an initial inquiry. Verify that the student does not have access to a weapon (SRO/SRD/Guardian will assist when needed).
2. Assemble a site Threat Assessment Team and conduct an assessment.
3. Screen and collect data. Also notify parent.
4. Student Services or mental health professional conducts an individual mental health assessment.
5. Site Team reconvenes to make disposition/recommendations/case plan.
6. Document actions taken and determine appropriate consequences (see Code of Conduct).

PCPS CIRP

TORNADOES

PREPARATION

Principals and facility managers should evaluate the physical plant and develop plans for secure areas for the student/employee population. The following guidelines should be used in formulating school plans:

1. Utilize lower floors and interior areas.
2. Do not use gyms and other areas with wide roof spans.
3. Develop a special alarm system for tornado warnings. Use of the fire alarm system could be construed as the wrong signal.
4. Keep first aid supplies current and convenient.

TORNADO WATCH

Weather conditions are right for the formation of tornadoes.

1. Monitor weather advisories.
2. Prepare for shelter areas on the lower floors and toward the interior.
3. Move students and faculty from locatable (portable) classrooms and outside locations to permanent facilities.
4. Make plans to evacuate large areas with wide-open roof spans.
5. Close windows and outside doors.

TORNADO WARNING

A tornado has been sighted in the area visually and/or on radar.

1. Monitor progress of the storm.
2. Evacuate portable classrooms and take shelter in permanent facilities.
3. Close windows and outside doors.
4. Direct everyone to seek cover where floors and walls meet and take a protective seated position with hands/arms covering the head and face (Duck and Cover).

SCHOOL BUS

During a tornado sighting, bus drivers should take the following steps:

1. Stop at the closest available building, which can be used as a shelter. Shelter students until the “all clear” is announced.
2. Advise students to seek cover and place themselves in a protected position, covering their head and face (Duck and Cover).
3. If suitable shelter is not available, have the students disembark and lie flat in the lowest area available.

PCPS CIRP

VEHICLE CRASH

When you are notified that your students have been involved in a vehicle crash/bus crash:

1. Go to the scene – assess the situation. Students are reassured once they see “their” Principal or Assistant Principal.
2. Consult with responsible authorities prior to issuing further instructions to school-based staff.
3. Go to hospital to check on needs of injured students.
4. Notify parents of injured students – advise hospital location, etc.
5. Update school contact with necessary information to answer calls related to the accident.
6. Apprise Crisis Team of situation if necessary.
7. **Give every student an opportunity to contact their parent as soon as practical.**

NOTE: Law enforcement will release students from the scene.

VISITOR PROCEDURES

RAPTOR GENERAL PROCEDURES

1. All front office staff will receive training on visitor check-in procedures to ensure that all persons who are not assigned to the campus have a visitor's badge or employee ID card visible. Any person who does not have a campus visitor badge with the current date displayed, or an employee ID badge, should be immediately escorted to the office.
2. At all schools, signs shall be placed at doors and potential entry points directing visitors to the front office to sign in.
3. When the visitor arrives, they will be greeted and asked for a valid government issued photo identification.
4. The designated staff member will scan, or manually enter the visitor's identification, and issue a badge with the visitor's destination, if there is no alert indicated on the database. The staff member will keep the individual's identification in plain view, to reduce concerns that anyone might be copying personal information. The visitor's identification will immediately be returned to the visitor when the badge is handed to them. At no time will the attendant keep a visitor's identification.
5. The visitor will return to the office to checkout when they are leaving the campus. The visitor will be instructed to give the badge back to designated office personnel to check them out of the system. Once the visitor has been signed out of the system, the badge should be torn thoroughly so it cannot be reused. If a visitor forgets to check out, the attendant will attempt phone contact. If contact is made, the attendant will educate the visitor as to proper check in and checkout procedures. If contact is not made by the end of the day, the visitor will be checked out automatically and educated the next time he/she checks in.

POLK COUNTY PUBLIC SCHOOLS EMPLOYEES (NON-DELIVERY PERSONNEL)

When the visitor arrives, they will be greeted and asked for their Polk County Public School issued photo identification. A check of the employee's identification badge should be verified with the photograph. District staff not assigned to the school will be entered into the Raptor system manually using a generic date of birth of 01/01/01.

POLK COUNTY PUBLIC SCHOOLS EMPLOYEES (DELIVERY PERSONNEL)

Delivery drivers that do not enter onto campus do not need to check in through the front office prior to making their delivery. If a delivery needs to be made onto the campus where students are present, the employee must check in through the front office and present their employee identification badge as stated above. They will be entered using the generic date of birth 01/01/01.

It should be noted that all PCPS employees making deliveries who drive District assigned vehicles equipped with GPS will be monitored through the transportation department.

VENDORS/CONTRACTORS

All vendors and contractors not assigned to the particular school and not issued a district contractor or vendor badge will be scanned into the system using their driver's license. School personnel conducting visitor check-in and scan processes will verify scan results and verify the nature of the visit. If the scan is negative and the visit meets school/site criteria, the visitor will be allowed appropriate access.

If vendors/contractors are issued a district contractor or vendor badge, they may be entered manually using the generic date of birth, 01/01/01, once the badge is verified.

Vendors: if the scan of the database comes back with a positive match, a school administrator will accompany the vendor while the delivery is made. The vendor will then be asked to provide contact information for his/her supervisor and asked to leave the campus. The accompanying administrator will then follow up with the supervisor and advise him/her that the particular vendor will not be allowed to make deliveries.

Contractors: All contractors working on campus must meet Level 2 screening requirements. Raptor is not a substitute for compliance with the Jessica Lunsford Act.

PARENTS

All parents/guardians attempting to gain access to the school/facility for the first time will present a valid driver's license from any state, an official state photo identification card from any state, or military identification card for scanning. Other acceptable forms of photo identification may be manually entered into the system to include passports, or consular-issued identification. Parents/guardians refusing to produce such ID may be asked to remain in the office or leave the school/site, as their identity cannot be verified.

School staff members conducting visitor check-in and scan processes will verify scan results and verify the nature of the visit. If the scan is negative and the visit meets school/site criteria, the visitor will be allowed appropriate access after receiving an appropriate visitor's badge.

The visitor will be requested to return to the office to check out when their visit is completed to be logged out of the system. Each visitor will be asked to surrender the badge. The badge will be thoroughly torn, so that it cannot be reused.

LAW ENFORCEMENT/FIRST RESPONDERS/GOVERNMENT OFFICIALS

Law enforcement and other first responders are expected to bypass the sign-in process if responding to an emergency. Law enforcement and other government personnel on official business (non-emergency) must present their credentials and be entered into the Raptor system using the generic date of birth, 01/01/01. (This includes DCF).

MATCH WITH THE DATABASE

The database will show a match if the visitor has the same name and birthdate/year as that of a registered sex offender. In some cases, the match will be the visitor in front of you and at times, it may register a false positive. To determine if this match is a false positive, please do the following:

- Compare the picture from the identification to the picture from the database. If the potential match is unclear, check the date of birth, middle name, and other identifying information, such as height and eye color.

The Raptor system will have a screen for you to view and compare the photo of the visitor with the photo of the person on the sex offender registry.

If the pictures or identifying characteristics are clearly not of the same person, press NO on the screen.

The person will then be issued a badge and general procedures will be followed.

NOTE: If there is a false positive, the alert will come up the first time the person visits each campus in the district.

If it appears, there is a match:

- Compare the ID with the database. If they appear to be the same person, press YES. A screen that says, "Are you sure?" will pop up, press YES again.
- Remain calm and ask the person to take a seat, as school officials must approve the visit. Do not go into detail or give further explanations.

The visitor may ask for his/her ID back and want to leave. Schools should comply with this request.

Appropriate parties (the School Resource Officer, Law Enforcement, and district/campus administrators) will automatically be notified by e-mail and/or text message of the problem and will respond. Stand by for further instructions and assistance from the responding administrator.

If the individual becomes agitated or you fear for your safety, follow your normal emergency procedures for summoning assistance.

The alert notification on the visitor will be sent to the School Resource Officer and listed school administrators.

PARENTS/LEGAL GUARDIANS WHO ARE REGISTERED SEX OFFENDERS

In the event an identified parent or legal guardian of a student is listed on the database, he/she can still be granted limited access to the campus, while being escorted by school district personnel. The campus administrator will decide when and where this person can go and who will supervise his/her visit.

Campus administrators will privately notify the parent or guardian that they appear to be matched with a person on the Raptor database.

The assigned SRO/SRD for that campus or the Office of Safe Schools will be contacted to determine the status of this individual and if there are any conditions of their probation or parole that affect their access to the campus. The parent or guardian will not be permitted to mingle with students or walk through the school unescorted.

Parents or guardians who require a teacher conference shall be encouraged to do so when other children are not in class and separated from the student population.

Failure to follow these procedures may result in parents or guardians being banned from the campus.

CUSTOMIZED ALERTS

There may be situations where certain visitors can be flagged as posing a danger to students or staff. One of the features of the Raptor is the ability to program customized alerts. These alerts seek to help school personnel identify and avoid dangerous situations.

Examples of persons that can be entered into a Customized Alert are:

- Non-custodial parents or family members
- Parents or other family members with restraining orders banning contact with a student or staff member
- Parents with very limited visitation of students
- Expelled students
- Persons who have threatened students or faculty members
- Persons who have committed crimes on or near a campus
- Persons trespassed from PCPS property
- Volunteers that have had their privileges revoked
- Former PCPS employees

Types of acceptable government issued identification:

- Driver's License
- State Identification Card
- S. Military Identification Card
- Passport
- Consular-Issued Identification Card

PCPS CIRP WEATHER

THUNDERSTORMS AND/OR LIGHTNING PROTECTIVE ACTION

1. School Grounds
 - Get out of open areas and into an enclosed building as quickly as possible upon the approach of a storm.
 - Do not seek shelter under isolated trees or close to metal fences, playground equipment, or shelters in exposed locations.
2. School Buildings
 - Stay indoors. Do not venture outside unless absolutely necessary.
 - Stay away from open doors and windows, metal objects, electrical appliances and plumbing until the storm has passed.
 - Keep telephone use to a minimum.
 - Do not handle flammable liquids in open containers.
 - TV sets, computer equipment, all electrical equipment and appliances should be unplugged, if possible.
3. Swimming Areas
 - Leave the water and go to the closest shelter, preferably enclosed.
4. Athletic Events
 - Seek shelter in buildings.
 - Avoid open fields and high objects in the area where there is no shelter.
 - Stay twice as far from isolated trees or objects, as they are tall.
 - Get into a crouching position if open areas cannot be avoided.
 - Avoid open spaces, metal fences, sheds or unenclosed shelters.
 - Avoid electrically conductive overhead objects (i.e. wires).
 - Do not use metal objects such as fishing rods or golf clubs.
 - Remove metal-cleated shoes.
5. In Transit
 - Stay inside vehicles. DO NOT TOUCH EXPOSED METAL PARTS.
 - Do not park vehicles under electrical lines or trees.
 - Persons using scooters, motorcycles, bicycles and other open vehicles should seek protected shelter.
6. Field Trips or Hiking
 - Move from high ground and avoid lone trees and small sheds.
 - Stay away from metal fences.
 - Seek shelter in thick timber, ravine, ditch, or in an enclosed vehicle or building.

LIGHTNING STEPS OF ACTION

The 30-30 Rule

Employ the “30-30 Rule” to know when to seek a safer location. The “30-30 Rule” states that when you see lightning, count the time until you hear thunder. If this time is 30 seconds or less, then all personnel should proceed to and remain indoors. Those outside of the school facility should seek the nearest available covered shelter. Even if you can’t see the lightning, just hearing the thunder means lightning is likely within striking range, and all personnel should once again proceed and remain indoors. After the storm appears to have dissipated, or moved on, wait 30 minutes or more after hearing the last thunder before leaving the safer location.

30 Seconds: Count the seconds between seeing lightning and hearing thunder. If this time is less than 30 seconds, lightning is still a potential threat. Proceed to and remain indoors. If movement indoors is not an option, seek the nearest available covered shelter.

30 Minutes: After hearing the last thunder, wait 30 minutes before leaving shelter. Half of all lightning deaths occur after the storm passes. Stay in a safe area until you are sure the threat has passed.

The "30-30 Rule" is best suited for existing thunderstorms moving into the area. However, it cannot protect against the first lightning strike. Be alert to changes in sky conditions portending thunderstorm development directly overhead.

Larger outdoor activities, with longer evacuation times, may require a longer lead-time than implied by the "30-30 Rule".

SOMEONE STRUCK BY LIGHTNING

If someone is struck by lightning, what should you do?

In the event that a person is struck by lightning, medical care will be needed immediately to save the person's life. With proper treatment, including CPR if necessary, most victims survive a lightning strike.

Call 9-1-1. Provide directions and information about the likely number of lightning strike victims. The first rule of emergency care is "make no more casualties." Be aware that rescuers must stay aware of the continuing danger that a lightning storm poses; this is done to ensure the safety of the rescuers and victim(s).

DISMISSAL WITH LIGHTNING

In the event that there is lightning during school dismissal, students should be held until conditions are safe.

REMEMBER: Please use common sense when allowing outdoor activities during on-coming inclement weather.

WORKING WITH MEDIA

NOTE: While schools are public buildings, they are not necessarily open to the general public. Administrators do not have to allow the media on campus. **Permission must be granted by administration for members of the press to be on campus.**

1. Act as or designate a school spokesperson.
2. Contact the Office of Public Relations and Strategic Partnerships at (863-457-4708) for questions/issues related to media.
3. Direct all media to the school spokesperson in order to maintain consistency.
4. In cooperation with the Office of Public Relations and Strategic Partnerships at (863-457-4708), prepare factual, written statements for the press. Coordinate with the police. As soon as possible provide updates. The senior Director of Office of Public Relations and Strategic Partnerships should authorize all press releases.
5. Be certain that every media member receives the same information.
6. Be accurate. If uncertain of the facts, don't release information. If necessary, refer media to appropriate sources.
7. Set limits for time and location.
8. When handling interviews: Emphasize positive actions being taken. Turn negative questions into simple, positive statements.
 - Ask in advance what specific questions will be asked.
 - Don't say "no comment". If an answer is not known, offer to get information and get back with them.
 - Don't speak "off the record".
 - Keep answers brief and to the point.
 - Be aware of confidentiality issues with emphasis on ESE placements, personal history, health issues, etc.
9. Emphasize positive actions being taken. Turn negative questions into simple, positive statements.
10. Ensure that the reporters respect the feelings of those touched by the crisis.
11. Before agreeing to have staff members interviewed, obtain their consent.
12. Students under the age of 18 may not be interviewed on campus without parental permission.
13. Yearbook and school newspaper photographs are public documents. Access to them must be provided.

NOTE: Let the police handle any questions regarding criminal investigations. Administration should focus on what the school is doing and what is going to happen tomorrow.

PCPS CIRP
PART 3 – FORMS FOR OFFLINE USE

BOMB THREAT REPORT FORM

School: _____ Date Call Received: _____ Time Call Received: _____

Phone Number Call Received On: _____ Trapped Phone Number: _____

Was the phone number successfully traced: Yes / No (circle one) Time Caller Hung Up: _____

Exact Words of Caller: _____

QUESTIONS TO ASK THE CALLER	CALLER'S ANSWER
What is your name?	
When is the bomb set to explode?	
What will make the bomb explode?	
Precisely where is the bomb located?	
What kind of bomb is it?	
What does it look like?	
Why did you place the bomb?	
Where are you calling from?	

DESCRIPTION OF CALLER'S VOICE (CHECK ALL THAT APPLY)

Gender: Male Female Unknown **Accent:** Yes No If yes, what kind: _____

Age: Child Young Adult Middle Aged Old Unknown

Caller's Tone of Voice: Serious Joking Laughing Tense Calm Angry
 Sounded Sure/Confident Sounded Unsure/Nervous

Familiar Voice: Yes No If yes, who: _____

Other Voice Characteristics: _____

BACKGROUND NOISES (CHECK ALL THAT APPLY)

House Noises Street Noises Office Noises Conversation Music PA System

Car Motor Factory Machinery Other: (please explain) _____

Print Name: _____ **Title:** _____

Signature: _____

GO KIT CONTENTS CHECKLIST

- SERT organization chart with updated plan including suggested staging areas
- Keys which are labeled
- Vests (labeled with roles if possible)
- Whistles
- Gloves for protection against biohazards
- First aid kit with instructions
- Current school map (30 copies)
- Aerial color photographs as large as possible
- Local area street map
- Map with the location of hazardous chemicals
- Master schedule
- List of teachers on planning
- Staff/Student emergency phone numbers
- Bell schedule
- 3 or more battery operated flashlights w/ extra batteries
- Lists of students with special needs (name/need/class schedule)
- Current student rosters and attendance logs
- A method to transport student medications during evacuation
- List of area hospitals
- Emergency Student Checkout Forms

Reunification Card

Have photo identification ready to show school district personnel.

Student Name: _____

Student Grade: _____ Student Cell Phone Number: _____

Name of person picking up student: _____

Signature of person picking up student: _____

Relationship to Student: _____

Does the photo identification match the name of person picking up student? **Y** or **N**

Sent for Release: Teacher Initials: _____ Time: _____

School Personnel Completes Upon Release of Student

TIME: _____ INITIALS: _____

Reunification Card

Have photo identification ready to show school district personnel.

Student Name: _____

Student Grade: _____ Student Cell Phone Number: _____

Name of person picking up student: _____

Signature of person picking up student: _____

Relationship to Student: _____

Does the photo identification match the name of person picking up student? **Y** or **N**

Sent for Release: Teacher Initials: _____ Time: _____

School Personnel Completes Upon Release of Student

TIME: _____ INITIALS: _____

Tarjeta de Reunificación

Tenga lista una identificación con foto para mostrar al personal del distrito escolar.

Nombre del/de la Estudiante: _____

Grado del/de la Estudiante: _____

Número del teléfono celular del estudiante: _____

Nombre de la persona que viene a recoger al/a la estudiante: _____

Firma de la persona que viene a recoger al/a la estudiante: _____

Relación con el Estudiante: _____

Does the photo identification match the name of person picking up student? **Y or N**

Sent for Release: Teacher Initials: _____ Time: _____

School Personnel Completes Upon Release of Student

TIME: _____ INITIALS: _____

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Sent for Release: Teacher Initials: _____ Time: _____

School Personnel Completes Upon Release of Student

TIME: _____ INITIALS: _____

Kat Reyinifikasyon

Pare yon foto idantifikasyon e mete li sou men pou montre pesonel distri-a.

Non Etidyan-an: _____

Nivo Klas Etidyan-an: _____ Nimewo Telefon Potab Etidyan-an: _____

Non moun k'ap pran etidyan-an: _____

Syati/Paraf moun k'ap pran etidyan-an: _____

Lyen relasyon moun nan ak etidyan-an: _____

Does the photo identification match the name of person picking up student? **Y or N**

Sent for Release: Teacher Initials: _____ Time: _____

School Personnel Completes Upon Release of Student

TIME: _____ INITIALS: _____

Kat Reyinifikasyon

Pare foto idantifikasyon e mete li sou men pou montre pesonel distri-a.

Non Etidyan-an: _____

Nivo Klas Etidyan-an: _____ Nimewo Telefon Potab Etidyan-an: _____

Non moun k'ap pran etidyan-an: _____

Syati/Paraf moun k'ap pran etidyan-an: _____

Lyen relasyon moun nan ak etidyan-an: _____

Does the photo identification match the name of person picking up student? **Y or N**

Sent for Release: Teacher Initials: _____ Time: _____

School Personnel Completes Upon Release of Student

TIME: _____ INITIALS: _____

REUNIFICATION PARENT LETTER EXAMPLE

In our continuing efforts to be prepared for various kinds of emergency events, we would like to inform you about a procedure regarding the possible evacuation of a school. Circumstances may occur at the school that requires parents to pick up their students in a formalized, controlled release. The process of controlled release is called a reunification and may be necessary due to weather, a power outage, hazmat situation or if a crisis occurs at the school. In most small emergency events, the students are evacuated out of their classrooms to a central location away from the affected classroom building. This procedure works very well for the short duration/minor emergencies that we could experience, and we have practiced this procedure on a regular basis. After the emergency has been corrected, the students are released back into the classrooms and our normal school day resumes.

However, in a larger event, we have instituted a program of evacuation that corresponds with the increased potential threat to the safety of the students. In the event of a significant emergency, we are going to be moving the students out of harm's way to another nearby campus or other suitable location. This action will allow us to safeguard the welfare of the students by removing them to a safer area further away from any dangerous or hazardous incident. Reunification of students with their primary caregivers following a crisis event is of critical importance. These procedures help to ensure that all students are accounted for and can establish a sense of safety and security.

The following are some helpful reunification tips:

- A. Please understand the reunification process **may** take up to eight hours to complete
- B. **DO NOT** come to the school because you may impede emergency responders
- C. **DO NOT** call the school because you will tie up the phone lines
- D. Wait for notifications to be pushed out through the District or local news
- E. Keep your mobile device with you to receive messages from the school
- F. Please be patient
- G. Parents/guardians will need a government photo identification to pick up their child



Sheriff Grady Judd
Polk County Sheriff's Office

Frederick Heid, Superintendent
Polk County Public Schools



WITNESS INFORMATION SHEET

SUBJECT DESCRIPTION:

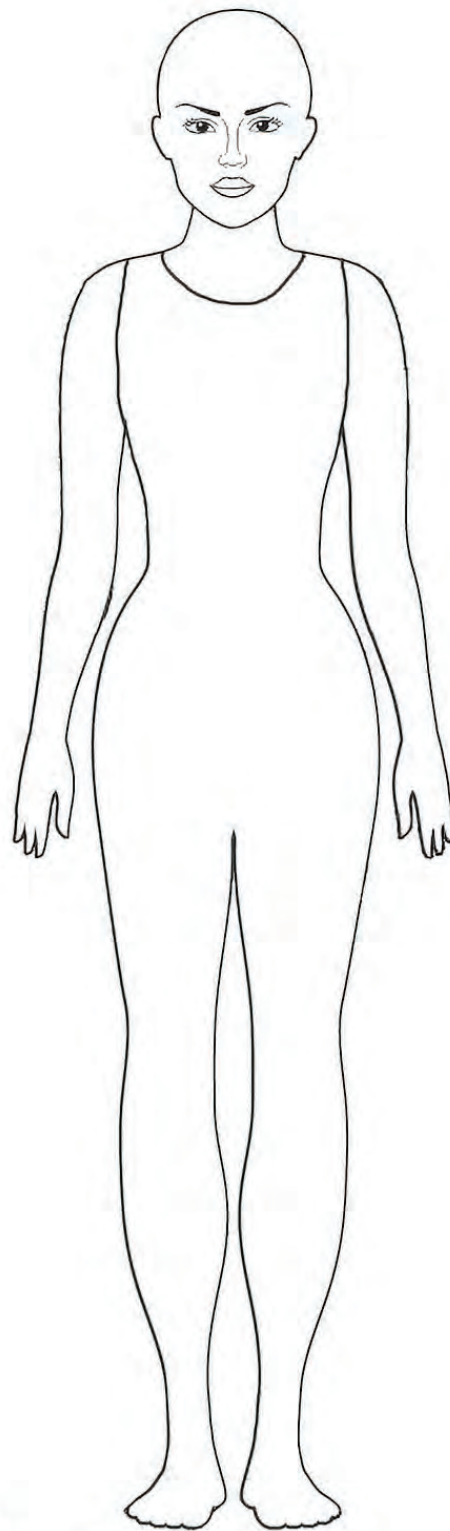
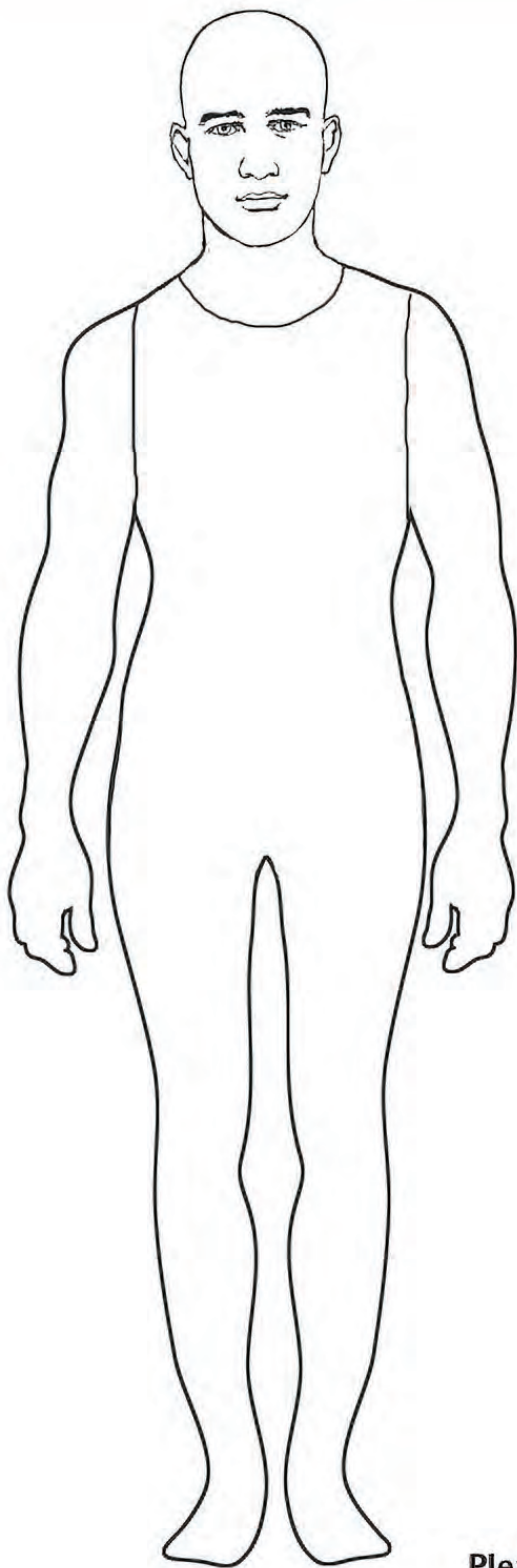
Sex	Age	Complexion	Race
Speech	Height	Weight	Build
Hair color	Hair length	Facial hair	Eyes/Glasses
Tattoos/Scars/Marks		Hat (color/type)	
Coat/Jacket	Shirt	Pants/Dress/Skirt	
Shoes	Posture	Additional Information	

VEHICLE DESCRIPTION:

Year	Make	Model	Color (top and bottom)
License Plate No.	County	Additional Information	

WEAPON TYPES:





Please color

PAGE 2 OF 2



FIVE YEAR BUDGET PROJECTIONS

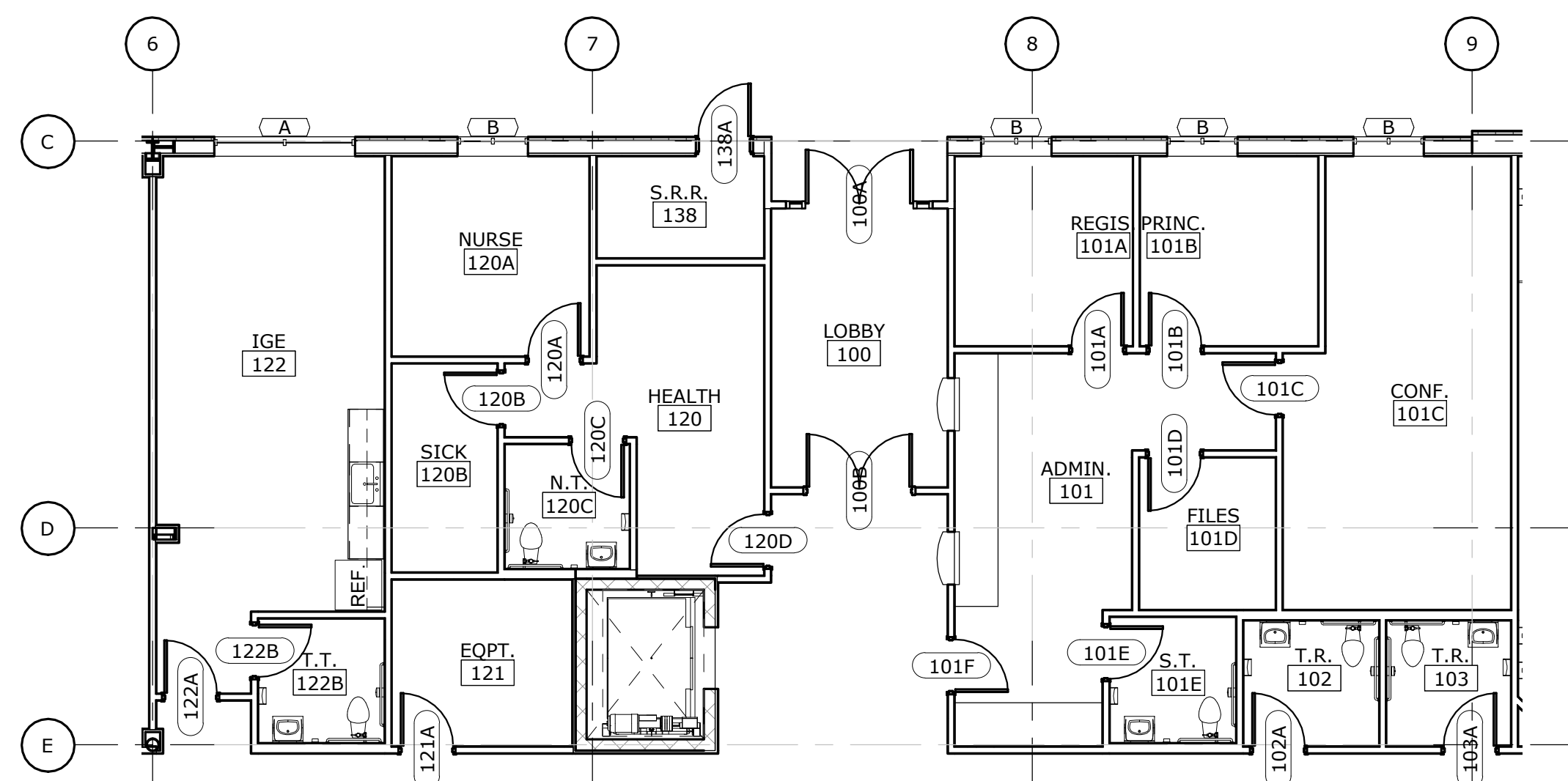
NAL-003

495 Holly Hill Rd.
Davenport, FL 33837

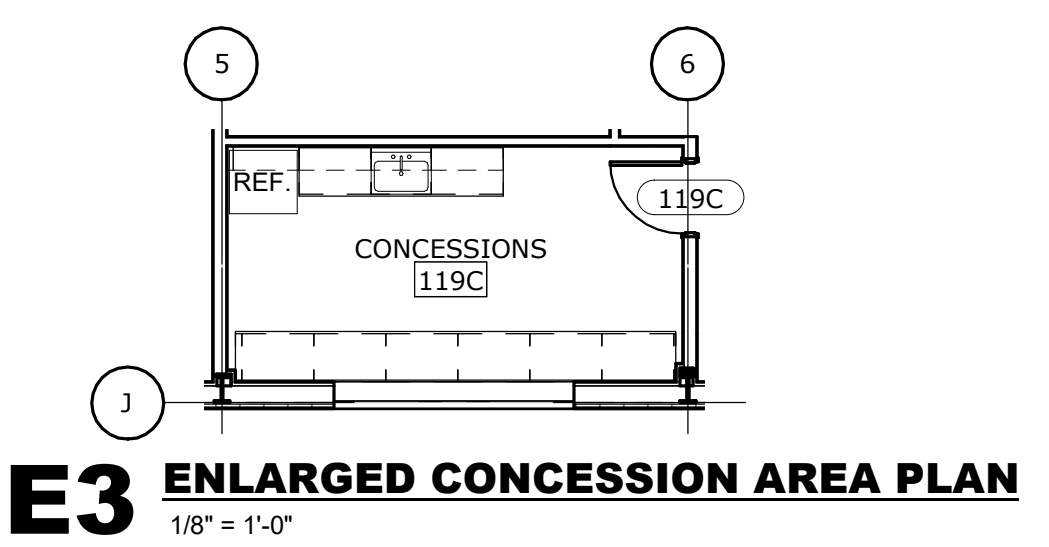
ENROLLMENT ESTIMATES	PLANNING YEAR					
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	
	250	375	500	625	650	
5100 - 100 - Salaries	\$ -	\$ 533,500	\$ 825,470	\$ 1,214,459	\$ 1,411,939	\$ 1,463,457
5100 - 210 - Retirement	\$ -	\$ 20,000	\$ 25,000	\$ 30,000	\$ 50,000	\$ 50,000
5100 - 220 - FICA	\$ -	\$ 58,152	\$ 89,976	\$ 132,376	\$ 153,901	\$ 159,517
5100 - 230 - Group Insurance	\$ -	\$ 71,250	\$ 94,050	\$ 122,550	\$ 133,950	\$ 136,800
5100 - 320 - Insurance & Bond Premiums (Student Accident Insurance)	\$ -	\$ 4,650	\$ 6,900	\$ 9,150	\$ 11,400	\$ 11,850
5100 - 330 - Travel (Field Trips)	\$ -	\$ 3,000	\$ 6,000	\$ 9,000	\$ 12,500	\$ 12,500
5100 - 360 - Rentals (Educational Software)	\$ -	\$ 28,000	\$ 28,000	\$ 28,000	\$ 28,000	\$ 28,000
5100 - 510 - Supplies	\$ -	\$ 9,120	\$ 13,680	\$ 18,240	\$ 22,800	\$ 23,712
5100 - 520 - Textbooks	\$ -	\$ 100,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 20,000
5100 - 570 - Food	\$ -	\$ 300	\$ 600	\$ 750	\$ 1,000	\$ 1,000
5100 - 590 - Other Materials and Supplies	\$ -	\$ 1,375	\$ 2,750	\$ 3,575	\$ 4,675	\$ 4,813
5100 - 641 - Furniture, Fixtures & Equipment	\$ -	\$ 150,000	\$ 125,000	\$ 25,000	\$ 25,000	\$ 25,000
5100 - Subtotal	\$ -	\$ 979,347	\$ 1,267,426	\$ 1,643,100	\$ 1,905,165	\$ 1,936,649
5200 - 100 - Salaries	\$ -	\$ 48,500	\$ 145,500	\$ 147,440	\$ 150,389	\$ 153,397
5200 - 220 - FICA	\$ -	\$ 9,291	\$ 16,968	\$ 23,906	\$ 28,843	\$ 29,040
5200 - 510 - Supplies	\$ -	\$ 750	\$ 1,000	\$ 1,250	\$ 1,250	\$ 1,250
5200 - Subtotal	\$ -	\$ 58,541	\$ 163,468	\$ 172,596	\$ 180,482	\$ 183,687
6100 - 130 - Guidance Counselor	\$ -	\$ 48,500	\$ 49,470	\$ 98,959	\$ 125,939	\$ 128,457
6100 - 220 - FICA	\$ -	\$ 5,287	\$ 5,392	\$ 10,787	\$ 13,727	\$ 14,002
6100 - 510 - Supplies	\$ -	\$ 500	\$ 500	\$ 750	\$ 1,000	\$ 1,000
6130 - Health Services	\$ -	\$ 19,275	\$ 28,913	\$ 38,550	\$ 48,188	\$ 50,115
6140 - Psychological Services	\$ -	\$ 5,000	\$ 5,000	\$ 8,930	\$ 11,163	\$ 11,609
6100 - Subtotal	\$ -	\$ 78,562	\$ 89,275	\$ 157,976	\$ 200,016	\$ 205,183
6400 - 220 - Travel	\$ -	\$ 2,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
6400 - 390 - Other Purchased Services	\$ -	\$ 12,500	\$ 17,000	\$ 17,000	\$ 17,000	\$ 17,000
6400 - 510 - Supplies	\$ -	\$ 250	\$ 250	\$ 500	\$ 500	\$ 500
6400 - 570 - Food	\$ -	\$ 500	\$ 750	\$ 2,000	\$ 2,500	\$ 2,500
6400 - Subtotal	\$ -	\$ 15,250	\$ 21,000	\$ 22,500	\$ 23,000	\$ 23,000
7100 - 310 - Professional & Technical Services (Board, Accounting & Legal)	\$ -	\$ 10,000	\$ 12,000	\$ 15,000	\$ 15,000	\$ 15,000
7100 - 330 - Travel (Board)	\$ -	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500
7100 - 510 - Materials and Supplies	\$ -	\$ 250	\$ 300	\$ 300	\$ 300	\$ 300
7100 - 570 - Food	\$ -	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500
7100 - Subtotal	\$ -	\$ 11,250	\$ 13,300	\$ 16,300	\$ 16,300	\$ 16,300
7200 - 310 - Professional & Technical services	\$ -	\$ 68,936	\$ 102,567	\$ 136,645	\$ 170,388	\$ 177,784
7200 - Subtotal	\$ -	\$ 68,936	\$ 102,567	\$ 136,645	\$ 170,388	\$ 177,784
7300 - 100 - Salaries	\$ 31,362	\$ 243,750	\$ 303,740	\$ 309,215	\$ 314,799	\$ 320,495
7300 - 220 - FICA	\$ 3,418	\$ 26,569	\$ 33,108	\$ 33,704	\$ 34,313	\$ 34,934
7300 - 360 - Rentals (Copier)	\$ -	\$ 4,800	\$ 4,800	\$ 4,800	\$ 4,800	\$ 4,800
7300 - 510 - Supplies	\$ -	\$ 1,000	\$ 2,500	\$ 3,000	\$ 3,250	\$ 3,250
7300 - 690 - Computer Software	\$ -	\$ 4,500	\$ 4,500	\$ 4,500	\$ 4,500	\$ 4,500
7300 - 730 - Dues & Fees	\$ -	\$ 10,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
7300 - 750 - SRO and Other Fees	\$ -	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000
7300 - 790 - Misc Expenses	\$ -	\$ 500	\$ 750	\$ 1,000	\$ 1,250	\$ 1,500
7300 - Subtotal	\$ 34,780	\$ 321,119	\$ 399,398	\$ 406,219	\$ 412,912	\$ 419,479
7500 - 110 - Salaries	\$ -	\$ 36,000	\$ 36,720	\$ 37,454	\$ 38,203	\$ 38,968
7500 - 220 - FICA	\$ -	\$ 3,924	\$ 4,002	\$ 4,083	\$ 4,164	\$ 4,247
7500 - 310 - Professional Services	\$ -	\$ 56,402	\$ 83,919	\$ 111,801	\$ 139,409	\$ 145,459
7500 - Subtotal	\$ -	\$ 96,326	\$ 124,641	\$ 153,338	\$ 181,776	\$ 188,674
7600 - 160 - Salaries	\$ -	\$ 77,600	\$ 79,152	\$ 80,735	\$ 82,350	\$ 83,997
7600 - 220 - FICA	\$ -	\$ 8,458	\$ 8,628	\$ 8,800	\$ 8,976	\$ 9,156
7600 - 390 - Other Purchase Services	\$ -	\$ 500	\$ 500	\$ 750	\$ 850	\$ 1,000
7600 - 510 - Supplies	\$ -	\$ 750	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
7600 - 570 - Food	\$ -	\$ 62,500	\$ 93,750	\$ 125,000	\$ 156,250	\$ 162,500
7600 - 690 - Computer Software - Lunchtime	\$ -	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
7600 - 730 - Dues and Fees	\$ -	\$ 250	\$ 500	\$ 750	\$ 1,000	\$ 1,000
7600 - Subtotal	\$ -	\$ 152,058	\$ 186,030	\$ 219,535	\$ 252,926	\$ 261,152
7900 - 160 - Salaries	\$ -	\$ 40,000	\$ 40,624	\$ 41,248	\$ 41,872	\$ 42,496
7900 - 220 - FICA	\$ -	\$ 4,360	\$ 4,428	\$ 4,496	\$ 4,564	\$ 4,632
7900 - 370 - Communications	\$ -	\$ 7,000	\$ 7,175	\$ 7,354	\$ 7,538	\$ 7,727
7900 - 380 - Public Utilities	\$ -	\$ 17,143	\$ 17,572	\$ 18,011	\$ 18,461	\$ 18,923
7900 - 430 - Public Electricity	\$ -	\$ 52,000	\$ 53,300	\$ 54,633	\$ 55,998	\$ 57,398
7900 - 510 - Supplies	\$ -	\$ 7,500	\$ 7,500	\$ 7,500	\$ 10,000	\$ 10,000
7900 - 730 - Dues and Fees	\$ -	\$ 2,700	\$ 5,400	\$ 5,400	\$ 7,000	\$ 7,000
7900 - Subtotal	\$ -	\$ 130,703	\$ 135,999	\$ 138,642	\$ 145,434	\$ 148,176
8100 - 320 - Insurance & Bond Premiums	\$ -	\$ 57,000	\$ 57,000	\$ 57,000	\$ 57,000	\$ 57,000
8100 - 350 - Repairs & Maintenance	\$ -	\$ 80,000	\$ 156,200	\$ 156,200	\$ 175,000	\$ 175,000
8100 - 510 - Supplies	\$ -	\$ 9,800	\$ 19,600	\$ 19,600	\$ 21,000	\$ 21,000
8100 - 690 - Computer Software - EZ Inventory	\$ -	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
8100 - Subtotal	\$ -	\$ 147,800	\$ 233,800	\$ 233,800	\$ 254,000	\$ 254,000
8200 - 310 - Administrative Technology Services	\$ -	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
8200 - 360 - Rentals (Annual Software Licenses and subscriptions)	\$ -	\$ 10,028	\$ 15,000	\$ 15,000	\$ 18,000	\$ 18,000
8200 - 641 - Computers for Students and Staff	\$ -	\$ 163,000	\$ 81,500	\$ 81,500	\$ 77,500	\$ 26,000
8200 - Subtotal	\$ -	\$ 193,028	\$ 116,500	\$ 116,500	\$ 115,500	\$ 64,000
9100 - 360 - Rentals	\$ -	\$ 1,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
9100 - 390 - Other Purchased Services	\$ -	\$ 15,000	\$ 30,000	\$ 35,000	\$ 37,500	\$ 38,250

9100 - 510 - Supplies	\$ -	\$ 1,500	\$ 3,000	\$ 3,000	\$ 3,500	\$ 3,500
9100 - 570 - Food	\$ -	\$ 250	\$ 500	\$ 750	\$ 1,000	\$ 1,000
9100 - 590 - Other Materials and Supplies	\$ -	\$ 500	\$ 750	\$ 1,000	\$ 1,000	\$ 1,000
9100 - 730 - Dues and Fees	\$ -	\$ 500	\$ 750	\$ 1,000	\$ 1,000	\$ 1,000
9100 - Subtotal	\$ -	\$ 18,750	\$ 37,000	\$ 42,750	\$ 46,000	\$ 46,750
9200 - Debt Service	\$ -	\$ 225,000	\$ 337,500	\$ 450,000	\$ 687,500	\$ 780,000
9200 - Subtotal	\$ -	\$ 225,000	\$ 337,500	\$ 450,000	\$ 687,500	\$ 780,000
District Fee	\$ -	\$ 95,000	\$ 95,000	\$ 95,000	\$ 95,000	\$ 95,000
EXPENSE ESTIMATES	\$ 34,780	\$ 2,591,669	\$ 3,322,903	\$ 4,004,901	\$ 4,686,399	\$ 4,799,834
3310 - FEFP Calculations	\$ -	\$ 1,685,064	\$ 2,509,909	\$ 3,344,143	\$ 4,120,040	\$ 4,299,783
3310 - Teacher Salary Increase Allocation	\$ -	\$ 60,617	\$ 90,196	\$ 120,133	\$ 201,075	\$ 206,996
3334 - Teacher Lead	\$ -	\$ 3,795	\$ 6,900	\$ 9,660	\$ 11,040	\$ 11,385
3397 - Capital Outlay	\$ -	\$ 137,135	\$ 205,703	\$ 274,270	\$ 342,838	\$ 356,551
3250 - CSP	\$ -	\$ 250,000	\$ 250,000	\$ -	\$ -	\$ -
3261 - NSLP & Lunch Collections	\$ -	\$ 89,283	\$ 133,924	\$ 178,565	\$ 223,206	\$ 232,135
3479 - Technology Fee (\$150 per student)	\$ -	\$ 37,500	\$ 56,250	\$ 75,000	\$ 93,750	\$ 97,500
3495 - Other Miscellaneous Local Sources (Fundraisers, After School Programs, etc.)	\$ -	\$ 60,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000
Project Advance from Development	\$ 75,000	\$ 275,000	\$ -	\$ -	\$ -	\$ -
INCOME ESTIMATES	\$ 75,000	\$ 2,598,394	\$ 3,352,881	\$ 4,101,771	\$ 5,091,949	\$ 5,304,350
NET REVENUE	\$ 40,220	\$ 6,725	\$ 29,978	\$ 96,870	\$ 405,550	\$ 504,515

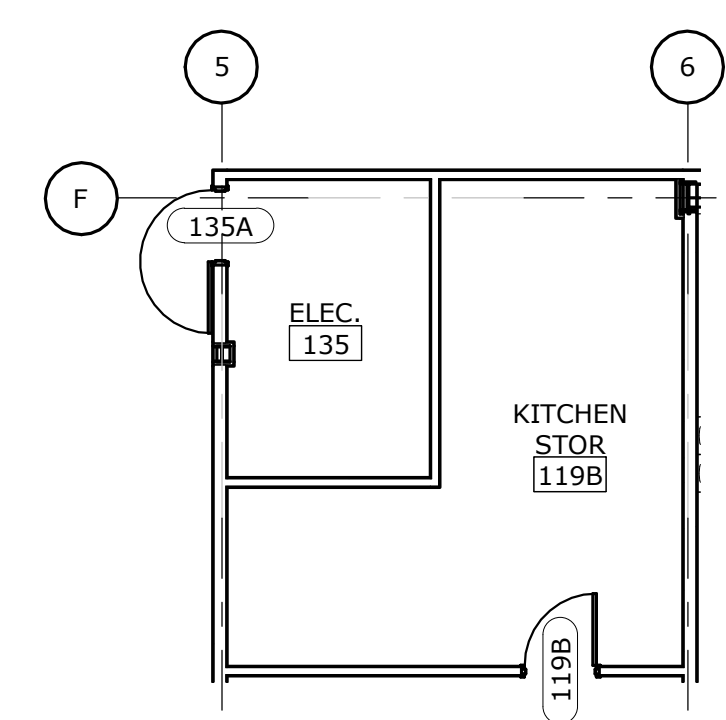
7900 - Subtotal	\$ 130,703	\$ 12,483	\$ 10,437	\$ 12,143	\$ 10,437	\$ 10,437	\$ 10,437	\$ 10,437	\$ 10,437	\$ 10,437	\$ 12,143	\$ 10,437	\$ 10,437	\$ 10,437
8100 - 320 - Insurance & Bond Premiums	\$ 57,000	\$ 4,750	\$ 4,750	\$ 4,750	\$ 4,750	\$ 4,750	\$ 4,750	\$ 4,750	\$ 4,750	\$ 4,750	\$ 4,750	\$ 4,750	\$ 4,750	\$ 4,750
8100 - 350 - Repairs & Maintenance	\$ 80,000	\$ 6,667	\$ 6,667	\$ 6,667	\$ 6,667	\$ 6,667	\$ 6,667	\$ 6,667	\$ 6,667	\$ 6,667	\$ 6,667	\$ 6,667	\$ 6,667	\$ 6,667
8100 - 510 - Supplies	\$ 9,800	\$ 817	\$ 817	\$ 817	\$ 817	\$ 817	\$ 817	\$ 817	\$ 817	\$ 817	\$ 817	\$ 817	\$ 817	\$ 817
8100 - 690 - Computer Software - EZ Inventory	\$ 1,000	\$ 1,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8100 - Subtotal	\$ 147,800	\$ 13,233	\$ 12,233	\$ 12,233	\$ 12,233	\$ 12,233	\$ 12,233	\$ 12,233	\$ 12,233	\$ 12,233	\$ 12,233	\$ 12,233	\$ 12,233	\$ 12,233
8200 - 310 - Administrative Technology Services	\$ 20,000	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667
8200 - 360 - Rentals (Annual Software Licenses and subscriptions)	\$ 10,028	\$ 10,028	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8200 - 641 - Computers for Students and Staff	\$ 163,000	\$ 163,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8200 - Subtotal	\$ 193,028	\$ 174,695	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667
9100 - 360 - Rentals	\$ 1,000	\$ 83	\$ 83	\$ 83	\$ 83	\$ 83	\$ 83	\$ 83	\$ 83	\$ 83	\$ 83	\$ 83	\$ 83	\$ 83
9100 - 390 - Other Purchased Services	\$ 15,000	\$ -	\$ 1,364	\$ 1,364	\$ 1,364	\$ 1,364	\$ 1,364	\$ 1,364	\$ 1,364	\$ 1,364	\$ 1,364	\$ 1,364	\$ 1,364	\$ 1,364
9100 - 510 - Supplies	\$ 1,500	\$ 750	\$ 68	\$ 68	\$ 68	\$ 68	\$ 68	\$ 68	\$ 68	\$ 68	\$ 68	\$ 68	\$ 68	\$ 68
9100 - 570 - Food	\$ 250	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 125	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 125	\$ -
9100 - 590 - Other Materials and Supplies	\$ 500	\$ 42	\$ 42	\$ 42	\$ 42	\$ 42	\$ 42	\$ 42	\$ 42	\$ 42	\$ 42	\$ 42	\$ 42	\$ 42
9100 - 730 - Dues and Fees	\$ 500	\$ 42	\$ 42	\$ 42	\$ 42	\$ 42	\$ 42	\$ 42	\$ 42	\$ 42	\$ 42	\$ 42	\$ 42	\$ 42
9100 - Subtotal	\$ 18,750	\$ 917	\$ 1,598	\$ 1,598	\$ 1,598	\$ 1,598	\$ 1,723	\$ 1,598	\$ 1,598	\$ 1,598	\$ 1,598	\$ 1,598	\$ 1,723	\$ 1,598
9200 - Debt Service	\$ 225,000	\$ 18,750	\$ 18,750	\$ 18,750	\$ 18,750	\$ 18,750	\$ 18,750	\$ 18,750	\$ 18,750	\$ 18,750	\$ 18,750	\$ 18,750	\$ 18,750	\$ 18,750
9200 - Subtotal	\$ 225,000	\$ 18,750	\$ 18,750	\$ 18,750	\$ 18,750	\$ 18,750	\$ 18,750	\$ 18,750	\$ 18,750	\$ 18,750	\$ 18,750	\$ 18,750	\$ 18,750	\$ 18,750
District Fee	\$ 95,000	\$ 8,636	\$ 8,636	\$ 8,636	\$ 8,636	\$ 8,636	\$ 8,636	\$ 8,636	\$ 8,636	\$ 8,636	\$ 8,636	\$ 8,636	\$ 8,636	\$ 8,636
EXPENSE ESTIMATES	\$ 2,591,669	\$ 639,059	\$ 169,510	\$ 221,324	\$ 169,510	\$ 169,510	\$ 169,635	\$ 170,510	\$ 169,510	\$ 169,510	\$ 216,506	\$ 169,510	\$ 169,635	\$ 158,447
3310 - FEFP Calculations	\$ 1,685,064	\$ 153,188	\$ 153,188	\$ 153,188	\$ 153,188	\$ 153,188	\$ 153,188	\$ 153,188	\$ 153,188	\$ 153,188	\$ 153,188	\$ 153,188	\$ 153,188	\$ -
3310 - Teacher Salary Increase Allocation	\$ 60,617	\$ 5,511	\$ 5,511	\$ 5,511	\$ 5,511	\$ 5,511	\$ 5,511	\$ 5,511	\$ 5,511	\$ 5,511	\$ 5,511	\$ 5,511	\$ 5,511	\$ -
3334 - Teacher Lead	\$ 3,795	\$ -	\$ -	\$ -	\$ 3,795	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3397 - Capital Outlay	\$ 137,135	\$ 12,467	\$ 12,467	\$ 12,467	\$ 12,467	\$ 12,467	\$ 12,467	\$ 12,467	\$ 12,467	\$ 12,467	\$ 12,467	\$ 12,467	\$ 12,467	\$ -
3250 - CSP	\$ 250,000	\$ 250,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3261 - NSLP & Lunch Collections	\$ 89,283	\$ 7,440	\$ 7,440	\$ 7,440	\$ 7,440	\$ 7,440	\$ 7,440	\$ 7,440	\$ 7,440	\$ 7,440	\$ 7,440	\$ 7,440	\$ 7,440	\$ 7,440
3479 - Technology Fee (\$150 per student)	\$ 37,500	\$ -	\$ 37,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3495 - Other Miscellaneous Local Sources (Fundraisers, After School Programs, etc.)	\$ 60,000	\$ -	\$ 5,455	\$ 5,455	\$ 5,455	\$ 5,455	\$ 5,455	\$ 5,455	\$ 5,455	\$ 5,455	\$ 5,455	\$ 5,455	\$ 5,455	\$ 5,455
Project Advance from Development	\$ 275,000	\$ 275,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
INCOME ESTIMATES	\$ 2,598,394	\$ 703,605	\$ 221,560	\$ 187,855	\$ 184,060	\$ 184,060	\$ 184,060	\$ 184,060	\$ 184,060	\$ 184,060	\$ 184,060	\$ 184,060	\$ 184,060	\$ 12,895
NET REVENUE	\$ 6,725	\$ 65,546	\$ 52,049	\$ (33,469)	\$ 14,549	\$ 14,549	\$ 14,424	\$ 13,549	\$ 14,549	\$ (32,446)	\$ 14,549	\$ 14,424	\$ (145,552)	



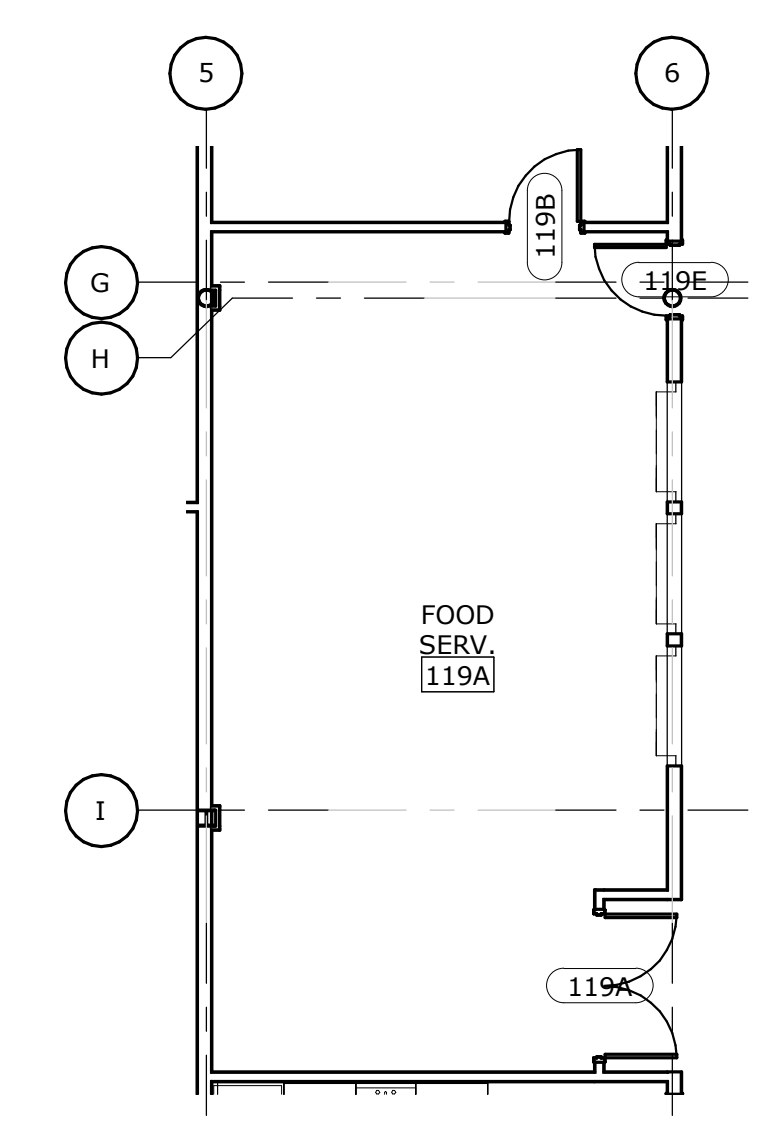
D1 ENLARGED ADMIN AREA PLAN
1/8" = 1'-0"



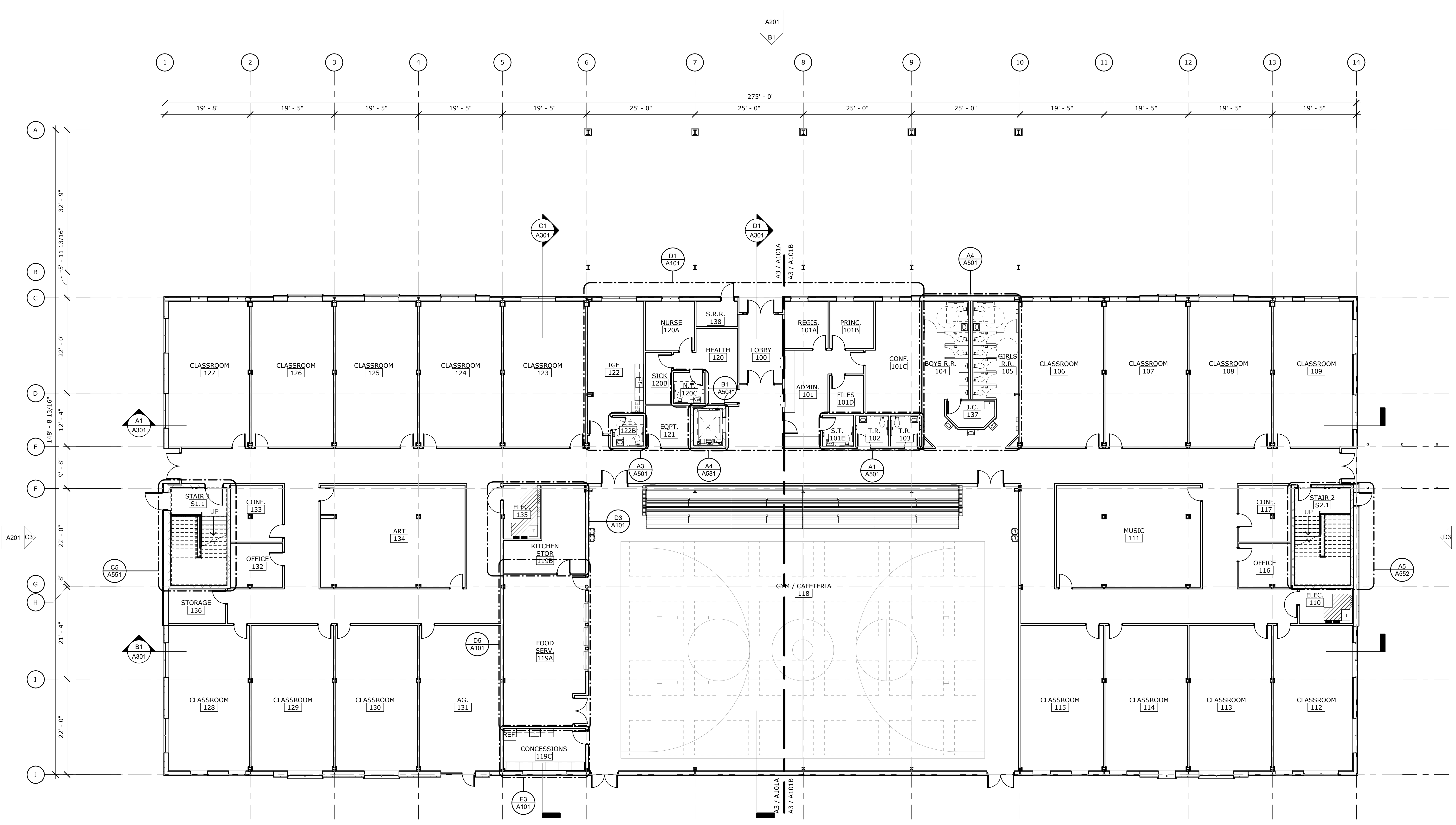
E3 ENLARGED CONCESSION AREA PLAN
1/8" = 1'-0"



D3 ENLARGED KITCHEN STORAGE AREA PLAN
1/8" = 1'-0"



D5 ENLARGED FOOD SERVICE AREA PLAN
1/8" = 1'-0"



A1 OVERALL FLOOR PLAN - LEVEL 1
3/32" = 1'-0"

LEVEL 1 - 0'-0" = REFER TO CIVIL

GENERAL NOTES

- SEE ENLARGED UNIT PLANS FOR INTERIOR UNIT PARTITION TAGS AND DIMENSIONS, UNIT DOOR TAGS.
- SEE SHEET G013 FOR DIMENSION CONVENTIONS.
- SEE SHEET G101 FOR LIFE SAFETY PARTITION LEGEND.
- ALL SMOKE ENCLOSURES, INCLUDING BUT NOT LIMITED TO, EXIT STAIRWAYS, ELEVATORS & SHAFTS SHALL COMPLY W/ NFPA 101, SECTIONS 7.2.3.3.1 - 7.2.3.13
- OPEN AIR CORRIDORS TO HAVE A TRAFFIC COATING ON FLOORS WITHING 10'-0" OF AN OPEN END.

A	B
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KEY PLAN OVERALL

ALL IDEAS, DESIGN, ARRANGEMENTS AND PLANS INDICATED OR REPRESENTED BY THIS DRAWING ARE OWNED BY AND THE PROPERTY OF BAKER BARRIOS ARCHITECTS, INC. AND WERE CREATED, EVOLVED, AND DEVELOPED FOR USE ON AND IN CONNECTION WITH THE SPECIFIED PROJECT. NONE OF THE IDEAS, DESIGN, ARRANGEMENTS OR PLANS SHALL BE USED BY OR DISCLOSED TO ANY PERSON, FIRM, OR CORPORATION FOR ANY PURPOSE WHATSOEVER WITHOUT THE WRITTEN PERMISSION OF BAKER BARRIOS ARCHITECTS, INC. ANY REPRODUCTION HEREOF IS A CRIMINAL OFFENSE UNDER 18 U.S.C. SEC. 505 UNAUTHORIZED DISCLOSURE MAY CONSTITUTE TRADE SECRET MISAPPROPRIATION IN VIOLATION OF F.C.P.S. 21-31.1 ET. SEC. AND OTHER LAWS. THE IDEAS, ARRANGEMENTS AND DESIGNS DISCLOSED HEREIN MAY BE PATENTED OR BE THE SUBJECT OF PENDING PATENT APPLICATION.

NO DATE	REVISION/ SUBMISSION

TO THE BEST OF THE ARCHITECTS OR ENGINEERS' KNOWLEDGE AND ABILITY, THE PLANS AND SPECIFICATIONS COMPLY WITH THE APPLICABLE MINIMUM BUILDING CODES.

Baker Barrios

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DAVENPORT CHARTER SCHOOL
TYPE OWNER NAME HERE
DAVENPORT, FL 33837

FLOOR PLAN - LEVEL 1
PROJECT NO: 200141.00 SHEET NUMBER: **A101**

2/21/2022 10:39:25 AM

FLORIDA STATEWIDE ASSESSMENT PROGRAM

2023–2024 SCHEDULE*

The testing windows below denote the amount of time provided for districts and schools to select test administration days; they do not represent the amount of time students spend taking the assessments. The windows are established to provide maximum flexibility to efficiently deliver these important measurements of student progress and performance and maximize student learning and instructional time.

Writing	
Dates	Assessment
April 1–12, 2024	Grades 4–10 B.E.S.T. Writing
English Language Arts (ELA) Reading and Mathematics	
Dates	Assessment
May 1–31, 2024	Grades 3–10 FAST ELA Reading & Grades 3–8 Mathematics End-of-Year Progress Monitoring Assessment (Third Administration, PM3)
Statewide Science Assessment	
Dates	Assessment
May 6–17, 2024	Grades 5 & 8 Science
End-of-Course (EOC) Assessments	
Dates	Assessment
September 11–October 6, 2023 November 27–December 15, 2023 May 1–31, 2024 July 15–26, 2024	B.E.S.T. Algebra 1 & Geometry Biology 1, Civics, & U.S. History
Retake Assessments	
Dates	Assessment
September 11–29, 2023	FSA Grade 10 ELA Reading Retake FSA Grade 10 ELA Writing Retake FSA Algebra 1 Retake
February 19–March 8, 2024	FSA Grade 10 ELA Writing Retake FSA Grade 10 ELA Reading Retake FSA Algebra 1 Retake

*School districts establish daily testing schedules within these windows according to state-provided guidance. For more detailed scheduling information for a specific school or district, please visit that organization’s website.

FLORIDA STATEWIDE ASSESSMENT PROGRAM

2023–2024 SCHEDULE

The windows below denote the amount of time provided for districts and schools to select progress monitoring administration days; they do not represent the amount of time students spend taking progress monitoring assessments. The windows are established to provide maximum flexibility to efficiently deliver these important measurements of student progress and performance and maximize student learning and instructional time.

Florida Assessment of Student Thinking (FAST)	
Dates	Grade Levels and Subjects
First Administration (PM1): August 7–September 29, 2023 Second Administration (PM2): December 4, 2023–January 26, 2024 Third Administration (PM3): April 15–May 31, 2024	Grades K–2* FAST Reading & Mathematics
First Administration (PM1): August 14–September 29, 2023 Second Administration (PM2): December 4, 2023–January 26, 2024 Third Administration (PM3): May 1–May 31, 2024	Grades 3–10 FAST ELA Reading, Grades 3–8 FAST Mathematics, & Grade 10 FAST ELA Reading Retake

*Assessment calendar guidance for VPK programs is available at <http://www.floridaearlylearning.com/vpk/fast>.

Florida Alternate Assessment	
Dates	Grade Levels and Subjects
September 25–October 13, 2023	FSAA—Performance Task Grade 10 ELA Makeup Algebra 1 Makeup
February 26–April 12, 2024	Alternate Assessments*—Performance Task Grades 3–8 ELA & Mathematics Grades 4–8 Writing Grades 5 & 8 Science End-of-Course Assessment (Civics)
March 11–April 26, 2024	Alternate Assessments*—Performance Task Grades 9 & 10 ELA Grades 9 & 10 Writing End-of-Course Assessments (Algebra 1, Biology 1, Geometry & U.S. History)
Data Collection Periods: September–October 2023 November–December 2023 March–April 2024	Alternate Assessments*—Datafolio Grades 3–10 ELA (Reading & Writing) Grades 3–8 Mathematics Grades 5 & 8 Science End-of-Course Assessments (Algebra 1, Biology 1, Civics, Geometry & U.S. History)

*Aligned to Access Points for B.E.S.T.

FLORIDA STATEWIDE ASSESSMENT PROGRAM 2023–2024 SCHEDULE

Other Statewide Assessments	
Dates	Assessment
September–December 2023	Preliminary ACT (PreACT)
TBD	Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)
November 6–December 15, 2023 April 15–May 31, 2024	Florida Civic Literacy Exam
January–March 2024	National Assessment of Educational Progress (NAEP) Mathematics (Grades 4, 8 & 12) Reading (Grades 4, 8 & 12) Science (Grade 8)
January 22–March 15, 2024	ACCESS for ELLs Alternate ACCESS for ELLs
March–April 2024	ACT*
March–April 2024	SAT*
May 2024	Advanced Placement (AP) Exams

*Districts will select either ACT or SAT to administer to all Grade 11 students in the district.



JANUARY 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
29	30	31	1 New Year's Day	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17 WIDA Training Due	18
19	20 M L King Day No School	21	22	23	24	25
29	WIDA 27 Tier A 1 st Grade (7) Torres Tier A 3 rd Grade (4) Perez	WIDA 28 Tier A 5-8 Grades (7) Torres	WIDA 29 Tier B 1 st Grade (13) Torres Tier B 2 nd Grade (10) Perez	WIDA 30 Tier B 2 nd Grade (13) Torres Tier B 3 rd Grade (9) Perez	WIDA 31 Tier B 5 th Grade (2) Torres Tier B 6-8 Grade (10) Perez	

DRAFT



February 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	WIDA 3 Speaking 1 st (7) Torres Speaking 1 st (6) Perez	WIDA 4 Speaking 1 st (7) Torres Speaking 1 st (6) Perez	WIDA 5 Speaking 2 nd (7) Torres Speaking 2 nd (7) Perez	WIDA 6 Speaking 2 nd -3 rd (7) Torres Speaking 2 nd (7) Perez	WIDA 7 Speaking 3 rd (6) Torres Speaking 3 rd (6) Perez	8
9	WIDA 10	WIDA 11 Speaking 3 rd (6) Torres Speaking 3 rd (6) Perez	WIDA 12 Speaking 4 th - 5 th (6) Torres Speaking 4 th (6) Perez	WIDA 13 Speaking 5 th (6) Torres Speaking 5 th (6) Perez	WIDA 14 Valentine's Day	15
16	17 Presidents' Day No School	WIDA 18 Speaking 6 th (6) Torres Speaking 6 th (6) Perez	WIDA 19 Speaking 6 th -7 th (6) Torres Speaking 6 th (6) Perez	WIDA 20 Speaking 7 th (6) Torres Speaking 7 th (6) Perez	WIDA 21 Speaking 8 th (6) Torres Speaking 8 th (6) Perez	22
23	WIDA 24	25	26	27	28	1



MARCH 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
2	3	4	WIDA 5 MAKEUP TESTING	WIDA 6 MAKEUP TESTING	WIDA 7 MAKEUP TESTING	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
	Spring Break	Spring Break	Spring Break	Spring Break	Spring Break	
23	24	25	26	27	28	29
30	31					

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APRIL 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4 FAST Classroom Checks	5
6	7	8	9	10	11	12
13	14	15	16	17	18 Good Friday	19
20 Easter Sunday	21	22	23	24	25	26
27	28	29	30			

*** Information regarding student testing/assessment dates (FL Assessment of Student Thinking (FAST), End-of-Course (EOC) Assessments, etc.) have not been released.



MAY 2025

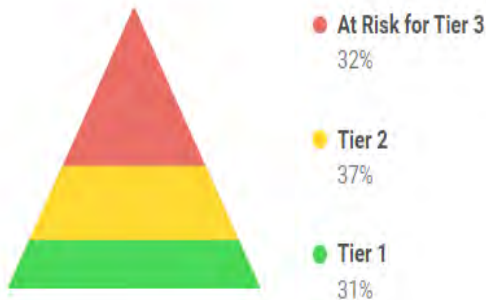
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
Mother's Day						
18	19	20	21	22	23	24
25	26	27	28	29	30	31
	Memorial Day			Last Day of School/Students	Last Day of School/Teachers	

** Information regarding student testing/assessment dates (FL Assessment of Student Thinking (FAST), End-of-Course (EOC) Assessments, etc.) have not been released.

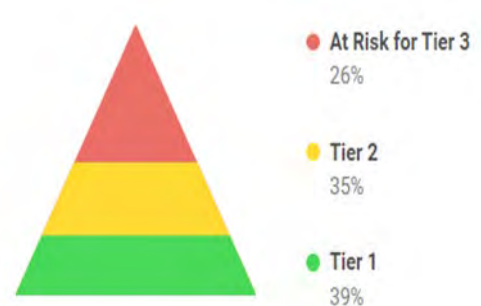
SAMPLE PROGRESS MONITORING DATA



ELA AP1

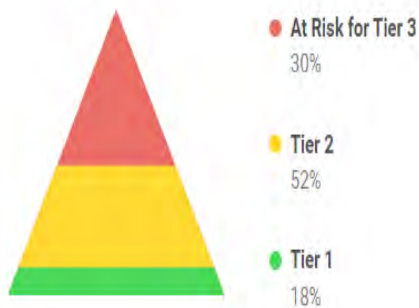


ELA AP2

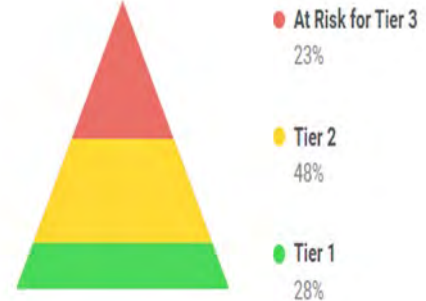


In ELA, Navigator Academy of Leadership Davenport has decreased the percentage of students that are 2 or more grade levels below by 6 percentage points. We have decreased the percentage of students 1 year below grade level by 2 percentage points. We have increased the number of students at or above grade level by 8 percentage points.

Math AP1

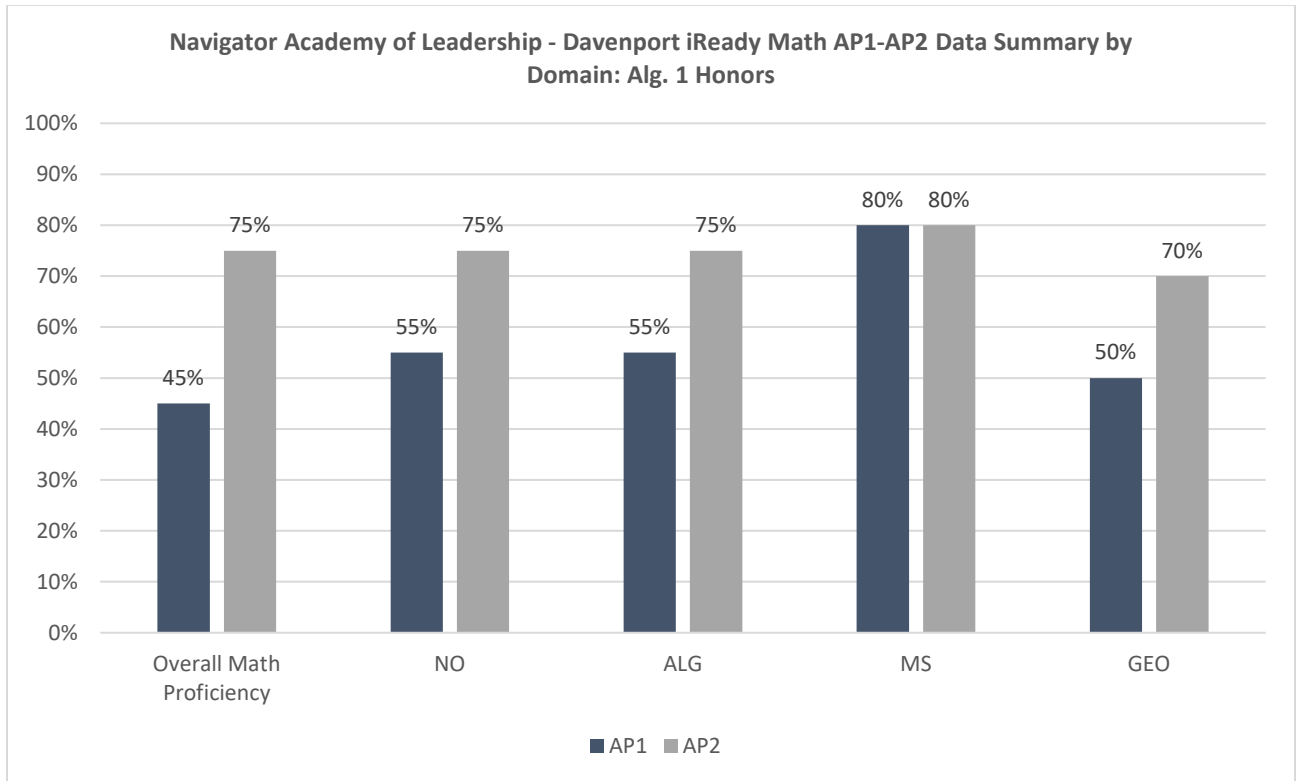


Math AP2



In Math, Navigator Academy of Leadership Davenport has decreased the percentage of students that are 2 or more grade levels below by 7 percentage points. We have decreased the percentage of students 1 year below grade level by 4 percentage points. We have increased the number of students at or above grade level by 10 percentage points.

SAMPLE PROGRESS MONITORING DATA



Geometry MYA Data	AP1 % Proficiency	AP1 Overall Math Scale Score Avg.	AP2 % Proficiency	AP2 Overall Math Scale Score Avg.	% Proficiency Growth AP1 to AP2
A. Joseph P2 (Geo)	62%	532	92%	541	30%

IV. Statement of Assurances

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

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

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

The governing board, at its discretion, allows Jeremy Calkins (name), ESP (title) to sign as the legal correspondent for the school.


Signature

Manuel Delgado Ruiz

Printed Name

4/18/2023
Date

Attachment L

-
6. What is your understanding of the appropriate role of a public charter school board member? As a board member, our responsibility is to provide guidance to the principals and their staffs in the proper direction in terms of policy, fiscal and legal acumen. The board must create an environment that allows our teaching professionals to maximize the learning environment and allow for a positive and creative journey for the children.

 7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. I have served as an advisory board member for the Polk County School District for a number of years. As a grandparent now, I would strongly encourage my children to send their children to charter schools.

 8. Describe the specific knowledge and experience that you would bring to the board. I have served in many boards in my local community, from education, medical, business and non profit organizations. I bring a strong sense of business sense to any organization. As one of the Vice Presidents for Rooms To Go, for the last 20 years, and 23 years of active Naval Service as a Civil Engineer Officer, I do possess strong disciplined skills.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? Promote the SMART educational concept with emphasis in the Leader in Me character education program.

2. What is your understanding of the school's proposed educational program? Focus on the Leader in Me character approach within the SMART educational program.

3. What do you believe to be the characteristics of a successful school? Creation of a positive learning environment that allows creativity in learning from both the students and the teaching staff. The board must govern and protect, but must also foster excellence in the teaching staff that will carry on to the children's educational development.

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

5. What do you see as your role regarding the school leaders? Foster professional accountability at all levels and provide guidance from a financial and business perspective, for a successful entity.

Governance

1. Describe the role that the board will play in the school's operation. With board consensus, the board will ensure all policies, procedures and fiscal accountability is in place at all times.

 2. How will you know if the school is successful at the end of the first year of operation? Academic growth with strong retention and sound survey results along with sound financial posture.

 3. How will you know at the end of four years of the school is successful? Positive student growth and community reputation.
-

IV. Board Member Information Form

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

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

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

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

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve NAL-003, Inc
2. Full name Manual Delgado Ruiz
Home Address 7127 Hileman Drive, Lakeland, FL. 33810
Business Name and Address NA
Phone Number (863) 559-2050
E-mail address Manny@nalboard.com

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

Attachment L

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
 Yes No
4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
 Yes No
5. Why do you wish to serve on the board of the proposed charter school? I believe parents should have choices in their children's education, a charter school such as Navigator Academy of Leadership is an excellent choice. The quality of education is critical for a child's development and places them on a better foundation to become tomorrow's leaders.

-
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? Provide surgical guidance where needed for governance but foster a professional environment for principals and staff to excel and develop for improved performance.
-
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? Immediate resolution in a transparent process under the guidance of legal council.
-
6. If your school intends to contract with a third-party ESP:
- Summarize your involvement in the selection process;
 - Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
 - Indicate whether you have been involved in the review/negotiation of the management agreement.

The ESP was selected prior to my becoming a school board member. Legally, the ESP is an entity utilized for the success of the school. As a board member I have the essential same relationship responsibilities with the ESP as I do with the school educator, administrators and leadership staff. That is to monitor and facilitate compliance with all Federal, State and local mandated laws, rules and regulations, in the interest of the school's success.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
- Yes No

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

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) *A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.312(2), (3), (7), and (12) and 112.3143(3).*

(b) *A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.*

(c) *An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.*

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) *This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:*

1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

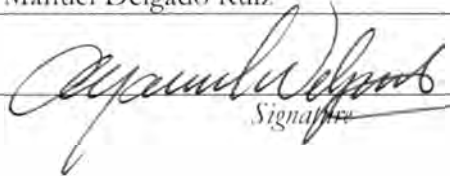
(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Manuel Delgado Ruiz


Signature

Jan 25, 2023

Date

BIO

Manuel Delgado Ruiz

A 26 year resident of Lakeland Florida. For the last 21 years, Manuel is Vice President of Facilities Engineering for Rooms To Go, responsible for managing and maintaining all facility assets, energy negotiations and energy programs, and OSHA management. Sits on design review board for all large construction projects. He holds Master degrees in Urban & Regional Planning (University of Florida), Architecture (University of Wisconsin) and a bachelor's degree in Civil Engineering (University of Wisconsin). He also holds the rank of Commander (now retired) in the US Naval Civil Engineering Corps and most recent tours while in active duty, he served in Iraq, as Deputy Chief of Operations for Civil Military Operations, Multi National Force Iraq. Held numerous commands throughout his naval service as Resident Officer in Charge of Construction, Staff Civil Engineer for numerous bases and Officer in Charge of numerous detachment commands in the Naval Construction Force (Seabees). Now near retirement, he held various positions in the local community as Board of Trustee member for the Lakeland Volunteers in Medicine (LVIM), Board member of Lakeland Economic Development Council (LEDC), Board member for Junior Achievement Polk County and member for North Lakeland Elementary School Advisory Committee (SAC). He is married to Lola Delgado of Wisconsin and they both have 6 children and enjoying the grandchildren.

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

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

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve NAL-003, Inc.
2. Full name Jesse Price
Home Address 5342 Silver Sun Drive Apollo Beach, Florida 33572
Business Name and Address 235 West Brandon Blvd. Suite 634 Brandon, FL 33511
Phone Number 760-445-1984
E-mail address jesse@nalboard.com
 Resume and professional bio are attached here.
 Resume and professional bio are attached elsewhere in the application (specify). Attachment L
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
 Yes No
4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
 Yes No
5. Why do you wish to serve on the board of the proposed charter school?
I want to make a positive contribution to the development of youth that will soon become adult citizens.
6. What is your understanding of the appropriate role of a public charter school board member?

To be an invested, committed and active member of the board. Doing so entails strategic planning, reviewing, well as monitoring of school operations and finances. Being a board member means being part of the team that provides oversight to ensure school success.

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

I have twenty plus years of military experience that encompassed leadership responsibilities for individuals and groups of active duty members. My military leadership responsibilities entailed welfare of personal, equipment and facilities. I also have a career (18 yrs) of experience as a leader in the mental health field. In the mental health field, I have experience as leader at the team, supervisor, manager and director levels.

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

My military experience encompassed being able to think (for self with consideration of others) and perform in life threatening situations. The same included prolonged periods of time in varied environmental situations. I've worked with a variety of personalities and characters of people, throughout my career experiences. So, learning to work within a team and develop a team was always par for course. My career success has been achieved through being able to focus on and follow an established mission and vision.

School Mission and Program

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

To enable students to be independent learners and leaders by developing their intellectual curiosity & thirst for discovery through a cross-curricular integration (SMART) concept. To nurture their minds to be SMART critical thinkers & problem solvers & CEO's of their own learning.

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

It is a cross-cultural science, math, art, reading technology (SMART) approach to teaching.

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

A successful school is one that prioritizes and focuses on the child/student. It utilizes a staff of professional educators that are unified with a heartfelt investment and commitment to the education and healthy individual development of each child/student. It also partners with the parents and caretakers to develop a unified foundation of support for the success of each child/student.

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

Through attending and being actively involved during scheduled board meetings; and consistently communicating with fellow board members, well as school staff and all other administrative and financial supports. I will also establish and maintain connections with parents/caretakers and students, as is appropriate.

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

To provide a sound investment and commitment to formulating, monitoring and maintaining of school policies. Well as working as a team member establishing strategic plans that are potential and practical for overall school success and adherence to the same.

Governance

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

Working with school educators, administrators and leadership to facilitate compliance with all Federal, State and local mandated laws, rules and regulations.

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

By monitoring and reviewing established strategic goals.

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

By monitoring and reviewing established strategic goals and determining a consistent pattern of the goals being met.

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

Schedule and meet regularly. Be invested and committed to making periodic decisions (changes) that are necessary for the success of the school.

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

Work with other board members and/or other responsible entities as maybe appropriate to review and resolve the issue.

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

- a. Summarize your involvement in the selection process;
- b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
- c. Indicate whether you have been involved in the review/negotiation of the management agreement.

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Disclosure

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

Yes No

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

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Name: Jesse C Price

Jesse C. Price

Signature

24 Jan 2023

Date

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Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve. NAL-003, Inc.
2. Full name Paul A. Bello
Home Address 11608 Fringetree Ct. Riverview FL 33579
Business Name and Address N/A
Phone Number 813-298-2359
E-mail address paul@nalboard.com
 Resume and professional bio are attached here.
 Resume and professional bio are attached elsewhere in the application (specify). Attachment L
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
X Yes No
New Castle School Board, Indiana Vocational School Board, Various Church Boards
4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
X Yes No
School District Director of Curriculum, District Federal Programs Director, School Faculty Leadership Team Chair, Chair Indiana School Accrediation Inspection Team,
5. Why do you wish to serve on the board of the proposed charter school?
My grandchildren attend the school and I believe my experience provides me with something to offer educationally.
6. What is your understanding of the appropriate role of a public charter school board member?

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Name: Paul A. Bello

Paul A. Bello

Signature

25 January 2023

Date

JESSE C. PRICE

Email: jcjesus@aol.com · (760) 445-1984

SUMMARY

A seasoned Substance Abuse professional with over 15 years of experience. Professionally credentialed Alcohol and Drug Counselor (ADC II) and Master Addiction Counselor (MAC). Proficient in developing, organizing and conducting and providing education for conditions and problems relating to drug and alcohol abuse. Extensive knowledge and success conducting individual and group counseling sessions; utilizing evidence-based practices.

WORK EXPERIENCE

Feb 2019

Retired from government civil service employment; after eighteen and a half years.

05/2011 - Feb 2019

Program Director

Manages, coaches and directs the duties of clinical counselors, prevention specialists and administrative staff members conducting mental health intakes, screenings, assessments, treatment/treatment planning & substance abuse prevention outreach education. Establishes performance goals, executes and delivers in conjunction with team. Plans, prioritizes, assigns and supervises duties of counselors, prevention specialists and administrative personnel; in accordance with establish program objectives and individual performance goals; and assess progress toward their achievement. Guides, coordinates and maintains daily quality of substance abuse activities and maintenance of a therapeutic environment setting by ensuring quality of life, health and safety of employees as well as clients (Active duty military members and their families). As a member of the center's management team, responsible for ensuring that the team's quality and timeliness of service meets performance indicator goals. Coaches, develops and effectively manages a team of diverse employees administering performance improvement; while ensuring and maintains a safe work environment. Develops and manages the center's annual budget; producing cost-effective use of people and financial resources. Plans and makes appropriate adjustments to work operations during emergencies or programming changes or production requirements; effectively utilizing available resources and with minimum sacrifice of quantity or quality of work.

09/2005 - 05/2011

Senior Counselor

Responsible for conducting substance abuse screenings, assessments, treatment/treatment planning & outreach education. Responsible for providing services to military healthcare beneficiaries and maintaining professional quality of life, health and safety for all clients. Responsible for participation in center's management team, administration of performance improvement functions and maintenance of safe work environment.

2/2002 - 09/2005

Senior Counselor

Responsible for coordinating and maintaining daily quality of addictions rehabilitation activities performed by ten to fifteen addictions counselors; activities including patient education, assessments and counseling services to military healthcare beneficiaries; and maintenance of a therapeutic clinic setting by ensuring quality of life, health and safety. Responsible for assigning and

reviewing work, training and working effectively with subordinates from a variety of backgrounds and with different levels/areas of training. Responsible for overseeing program services, staff duties, participation in clinic's management team, administration of performance improvement functions and maintenance of safe work environment.

EDUCATION

Profession Counseling licensure (In progress) attending Liberty University's Professional Counselor graduate degree program; completed 45 of 60 require credits.

MA, Human Behavior, National University

BA, Human Development, Christian Heritage

University of California, San Diego

Relevant Coursework, Licensures and Certifications:

Alcohol and Drug Abuse Counselor Certificate

ADDITIONAL RELEVANT TRAINING

Advanced Alcohol and Drug Counseling training

Alcohol and Drug Abuse Managers and Supervisors Facilitators Course, Department of the Navy

Professional in-Residence Program, Hazelden Foundation

Institute on Black Chemical Abuse Regional Training, New Orleans, LA

Southeastern Conference on Alcohol and Drug Abuse, Atlanta, GA

Family Program for Professionals, Hazelden Foundation

American Society of Addictions Medicine Conference

Addressing Difficult Ethical Issues in Chemical Dependency

McAllister Institute; County of San Diego Health and Human Services, Substance

Abuse Summit IV Advanced Alcohol and Drug Counseling training

Alcohol and Drug Abuse Managers and Supervisors Facilitators Course, Department of the Navy

ADDITIONAL INFORMATION

Qualified professional background encompassing over 26000 clinically supervised hours of counseling; and supervising individuals and groups in social related problems, including multi-cultural environments. Demonstrated success in dealing with language barrier situations. Extensive years of experience interpreting, rules and/or regulations and the auditing and analyzing documents to determine quality assurance. Thorough knowledge, skills and experience guiding and counseling employees on technical and administrative matters. Excellent experience in producing quality and quantity of work within set time limits; resulting in decreased time and direct funds. Proficient writing and speaking skills. Demonstrated proficiency interviewing and assessing the needs and problems of military members and their families and developing appropriate plans of action and timely and economical solutions. History of experience working independently developing, planning and carrying out assignments effectively. Worked internally and externally developing and establishing relationship that support and accomplish overall goals of the organization. Knowledgeable of multi-media equipment, computers, and the internet. Proficiency in Microsoft Office Suite.

PAUL A. BELLO

11608 FRINGETREE COURT • RIVERVIEW, FLORIDA 33579

CELL: (813) 298-2359

E-MAIL: paul.bello@adp.com

SKILLS

Proficient with Microsoft Office Suite: Word, Excel, PowerPoint, Outlook, Internet Explorer, dependable, team oriented, self-motivated, and ability to multi-task.

EXPERIENCE

05/2011-Present: ADP

05/11-Present: SBS & Middle Market Consultant (CPA CENTRIC)

- *Graduated from LDP Program 2018 (Leadership Program)*
- *In SBS for 8 years (4 years as a Trad, 4 Years as a CPA Centric)*
- *Helped develop the Apprentice Program for WFL*
- *I mentored 24 mentees while in SBS developing their skills and knowledge*
- *Created and facilitated Friday Trainings for the ADMs*
- *Interviewed multiple candidates and hired*
- *Made 1 Presidents Club*
- *Develops and grow relationships with National CPA firms*
 - *Sold the first logo from a MAS firm ever in FL*
- *Develops and grow relationships with National brokers (Insurance)*
- *Develops and grow relationships with National banks*
- *President of the social committee for social and hamartian events*

03/2008-5/2011: SYKES Enterprises

2008-2011: Business Development Analyst

- *Cultivating relationships in the Financial Services sector*
- *Mentored new analysts to become sales rep*
- *Managed 4 associates my last 2 years*
- *On board for philanthropic committee events for Lance Zingale (Executive)*
- *Created a sales process for the new analysts*

09/2005-8/2008: Pepsico/Frito Lay

2008-2011: Senior District Manager

- *Managed 7 sales representatives (Hillsborough County)*
- *Helped facilitate programs and store displays within Publix and Walmart*
- *Developed sales representatives to become managers*
- *Developed a mentoring program that they still use today*
- *On committee for hamartian events and fundraisers*

EDUCATION/ACCOMPLISHMENTS

2000-2004: University of Tampa
Bachelors of Science - College of Business
Major: Marketing Minor: Advertising

Tampa, FL

- Team Captain of the University of Tampa Golf Team (2000-2004)
- 9U Baseball coach (#1 team in the state)
- Coached 16U Softball (2004-2009)
- Tutored for Entrepreneurship (2001-2004)
- Licensed Real Estate Agent and Property Manager
- Committee member of the Cystic Fibrosis Foundation, Tampa Chapter (2004-Present)
- Rotary Member (2002-2008)
- Member of Feeding America (2005-2010)

References Available Upon request

LAND AND BUILDING LEASE AGREEMENT

LANDLORD:

TBD

TENANT:

NAVIGATOR ACADEMY OF LEADERSHIP
POLK

PREMISES LOCATION:

TBD

SAMPLE DRAFT

LAND AND BUILDING LEASE AGREEMENT

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Exhibit “A” - Legal Description of Real Property

Exhibit “B” - Memorandum of Lease

Exhibit “C” - Work Letter

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SAMPLE DRAFT

LAND AND BUILDING LEASE AGREEMENT

This Land and Building Lease Agreement (this “Lease”), dated for reference purposes only as of _____, is made by and between **TBD** (“Landlord”) and NAVIGATOR ACADEMY OF LEADERSHIP POLK, a Florida nonprofit public benefit corporation and operator of public charter schools (“Tenant”), with reference to the recitals set forth below.

RECITALS

A. Landlord is the owner of that certain real property, together with all the improvements now or subsequently located thereon and all easements, rights, privileges and appurtenances thereunto belonging, including a two story building containing approximately 40,000 square feet suitable for occupancy by not less than 650 public school students attending a public charter school (the “**Building**”) to be constructed on the real property by Landlord pursuant to that certain Work Letter attached hereto as **Exhibit “C”** and made a part hereof (the real property and any such improvements and appurtenances to be referred to herein collectively as the “**Premises**”). The legal description of the real property is attached hereto and incorporated herein as **Exhibit “A.”** and the Premises shall be a site to be determined.

B. Landlord desires to lease the Premises to Tenant, and Tenant desires to lease the Premises from Landlord pursuant to the provisions of this Lease.

1. PREMISES

1.1 Demising

Landlord hereby leases the Premises to Tenant, and Tenant hereby rents the Premises from Landlord, subject to the terms and conditions herein. Such lease is upon, and subject to, the terms, covenants and conditions herein set forth, and each party covenants, as a material part of the consideration for this Lease, to keep and perform their respective obligations under this Lease.

1.2 Landlord’s Work

Landlord, at its own expense and cost, shall construct and complete “**Landlord’s Work**” (as defined in the Work Letter) with diligence and in accordance with all the plans and specifications referenced in the Work Letter and in compliance with applicable laws, regulations and ordinances. Upon completion of Landlord’s Work, Landlord shall provide to Tenant “as-built” plans, copies of all construction cost schedules, construction contracts, building permits, inspection reports and proof of payment of all labor and materials.

1.3 Warranty

Landlord shall deliver the Premises to Tenant on the Commencement Date (as defined in Section 2.1 of the Lease) clean and free of debris with all items of Landlord’s Work completed, in accordance with the terms of the Work Letter. Landlord warrants to Tenant that

the Building is in compliance with all governmental laws, ordinances and codes (including, without limitation, all building codes and zoning ordinances) applicable to the Building for the use described in paragraph 4 hereof and that the roof, plumbing, fire sprinkler system, lighting, heating, ventilation and air conditioning systems and electrical systems in the Premises, shall be in good operating condition on the Commencement Date and during the initial twelve (12) months of the Term. In the event of a non-compliance with such warranty, Landlord shall, except as otherwise provided in this Lease, promptly after receipt of written notice from Tenant setting forth the nature and extent of such non-compliance, rectify same at Landlord's cost and expense. Further, in connection with the construction of the Building and the items of Landlord's Work, Landlord shall obtain customary warranties and guaranties from the contractor(s) performing such work and/or the manufacturers of equipment installed therein, but shall be under no obligation to incur additional expense in order to obtain or extend such warranties. If Tenant is required to make repairs to any component of the Premises or any of its systems not covered by the Landlord's warranty contained in this Section 1.3 but for which Landlord has obtained a contractor's or manufacturer's warranty, then Landlord shall, upon request by Tenant, use its good faith efforts to pursue its rights under any such warranties for the benefit of Tenant. Tenant's acceptance of the Premises shall be subject to the foregoing and to the provisions of this Lease regarding delivery of possession and completion by Landlord of all Punch-list items.

2. TERM

2.1 Primary Term

This Lease shall be effective (the "**Effective Date**") as of the date of full execution and delivery of same by Landlord and Tenant. The "**Delivery Date**" shall be the latter of the date upon which (i) Landlord's Work, including all signage, is substantially complete pursuant to the terms of such Work Letter, except for such items as may be set forth on the "**Punchlist**" (as defined in the Work Letter), and (ii) Landlord has delivered possession of the Premises to Tenant. The "**Commencement Date**" shall be the date of issuance of a final certificate of occupancy by the governmental authority having jurisdiction over the Premises. The expiration date of the term (the "**Term**") shall be last day of the month Twenty (20) Lease Years (as defined below) following the Commencement Date. On or after the Commencement Date, a Memorandum of Lease, the form of which is attached hereto and incorporated herein as Exhibit "**B**" shall be recorded by Tenant. For the purposes of this Lease, the term "Lease Year" shall mean the first twelve (12) full calendar months after the "commencement date" and each subsequent twelve (12) month period thereafter during the term and any extensions. If the Commencement Date is other than the first day of the month, then the first Lease Year also will include the partial month in which the Commencement Date occurs.

2.2 Surrender of Premises

On the expiration or earlier termination of this Lease, Tenant shall quit and surrender the Premises, together with all alterations, vacant and free of all tenancies and any leasehold rights therein and in good condition and repair, normal wear and tear and depreciation arising from lapse of time without fault or liability of Tenant, including without limitation damage by fire or other casualty as well as condemnation excepted. Tenant shall remove all Tenant's equipment (excluding telecommunications wiring and cabling), trade fixtures, furniture, supplies, wall decorations and other personal property from the Premises. Tenant shall surrender all keys for the Premises to Landlord at the place then fixed for the payment of rent and shall inform Landlord of all combinations of locks, safes and vaults, if any, in the Premises. If Tenant does not do so, then

after expiration of this Lease, it will be a tenancy at will upon the applicable conditions of this Lease. Tenant's obligations under this Section shall survive the expiration or earlier termination of this Lease.

3. BASE MONTHLY RENT

3.1 Net-Net-Net Lease

This is a net-net-net lease. Except as otherwise specifically set forth in this Lease, it is the intention of Landlord and Tenant that the “Base Monthly Rent” and all other sums and charges provided herein shall be absolutely net to Landlord, and that Tenant shall pay, as additional rent, all costs, charges, obligations, assessments, and expenses of every kind and nature against or relating to the Premises or the use, occupancy, area, possession, leasing, operation, management, maintenance or repair thereof, which may arise or become due during the term hereof, or which may pertain to this transaction, whether or not now customary or within the contemplation of the parties hereto, and which, except for the execution and delivery of this Lease, would have been payable by Landlord.

3.2 Base Monthly Rent

Tenant shall pay to Landlord as base monthly rent (“**Base Monthly Rent**”) as set forth below.

<u>Term</u>	<u>Monthly Rent</u>
Commencement Date to the last day of the First Lease Year	\$35,700.00
First day of the Second Lease Year to the Last day of the Second Lease Year	\$54,166.67
First day of the Third Lease Year to the Last day of the Third Lease Year	\$55,791.67

Base Monthly Rent shall be payable by Tenant to Landlord in advance in equal monthly installments commencing upon the Commencement Date and on the first day of each calendar month thereafter, without prior notice, invoice, demand, deduction, or offset whatsoever. Landlord shall have the right to accept all rent and other payments, whether full or partial, and to negotiate checks and payments thereof without any waiver of rights, irrespective of any conditions to the contrary sought to be imposed by Tenant. All rent shall be paid to Landlord at the address to which notices to Landlord are given. Base Monthly Rent for any partial month shall be prorated based upon a thirty (30) day month. Any amounts payable to by Tenant to Landlord under this Lease other than Base Monthly Rent shall be designated as “**Additional Rent**”. Notwithstanding anything herein, both parties agree that rent shall not commence prior to the receipt by the Tenant of the initial Florida Education Finance Program (FEFP) revenues from enrolled students. Should rent be delayed as a result of a delay in FEFP payments to the Tenant by the Sponsor then Tenant shall accelerate rent in subsequent months to amortize the annual rent over the remaining months of the first year.

In addition to the remedies available to the Landlord in the event of default, if the Landlord has not received any rental payment by the 10th of any month during the term of this

Lease, or if any other payment required under this Lease is not paid when due, Tenant shall pay Landlord, together with next installment of rent, a late charge in an amount equal to five percent (5%) of the rental payment due to cover the extra expense in handling delinquent payments. The parties agree that this is not a penalty, but is a reasonable estimate of the additional expense Landlord will incur in the event of Tenant's late payment.

4. USE OF THE PREMISES; COMPLIANCE

4.1 Use of the Premises

Tenant shall use the Premises for the operation of a charter school, in compliance with all the rules and regulations governing charter schools. Notwithstanding any provision in this Lease to the contrary, it is expressly acknowledged by Landlord that this Lease contains no implied or express covenant for Tenant to conduct business in the Premises, continuously or otherwise, or to operate during any particular hours or in any particular manner. Furthermore, Landlord represents to Tenant that as of the Commencement Date, the Premises are located within a zoning and land use classification which permits Tenant's intended use of the Premises.

4.2 Compliance

As of the Commencement Date, Landlord represents that the Premises comply in all material respects with all applicable statutes, ordinances, rules, regulations, orders, covenants, restrictions of record, and requirements in effect which regulate the use of the Premises, including without limitation, the Americans with Disabilities Act. Subject to Landlord's representation, Tenant, at Tenant's sole expense, promptly shall comply with all applicable statutes, ordinances, rules, regulations, orders, covenants and restrictions of record, and requirements in effect during the term or any part of the term hereof, regulating the use by Tenant of the Premises.

4.3 Capital Expenditures Relating to Compliance

Notwithstanding the foregoing, in the event Tenant's obligations under Section 4.2 require Tenant to make a capital expenditure to the Premises, and providing the capital expenditure is not required for reasons primarily relating to Tenant's use of the Premises, and no uncured Event of Default exists under the Lease, Tenant shall receive a credit upon the expiration of the Lease, which credit shall be calculated by: (i) dividing the remaining useful life of the capital improvement upon Lease expiration by the total useful life of the capital improvement, and then (ii) multiplying the result obtained in (i) above by the reasonable and actual cost of the capital expenditure. "Capital expenditure" as used herein shall mean those expenditures which, in accordance with generally accepted accounting principles are not fully chargeable to current expense in the year the expenditure is incurred. Any credit due Tenant pursuant to the terms hereof shall be paid by Landlord to Tenant within sixty (60) days of the expiration of the Lease. Landlord's obligations under this Section shall survive the expiration or earlier termination of this Lease.

5. PROPERTY TAXES, OTHER CHARGES, ASSESSMENTS AND UTILITIES

5.1 Tenant's Required Payments

Tenant shall, commencing on the Commencement Date, (i) pay before the date of delinquency and as additional rent, all "**Property Taxes**" (as defined in Section 5.1.1) and "**Other Charges**" (as defined in Section 5.1.2) that accrue during or are otherwise allocable to the term of this Lease; and (ii) concurrently provide Landlord with evidence of payment thereof. Property taxes and Other Charges together are referred to herein as "**Taxes**".

5.1.1 "**Property Taxes**" shall mean all taxes, assessments, excises, levies,

fees, and charges (and any tax, assessment, excise, levy, fee, or charge levied wholly or partly in lieu thereof or as a substitute therefor or as an addition thereto) of every kind and description, general or special, ordinary or extraordinary, foreseen or unforeseen, secured or unsecured, whether or not now customary or within the contemplation of Landlord and Tenant, that are levied, assessed, charged, confirmed, or imposed on or against, or otherwise with respect to, the Premises or any part thereof or any personal property used in connection with the Premises. It is the intention of Landlord and Tenant that all new and increased taxes, assessments, levies, fees and charges be included within the definition of Property Taxes for the purpose of this Lease.

5.12 **“Other Charges”** shall mean all taxes, assessments, excises, levies, fees, and charges (including common area maintenance charges, charges relating to the cost of providing facilities or services), whether or not now customary or within the contemplation of Landlord and Tenant, that are levied, assessed, charged, confirmed, or imposed upon, or measured by, or reasonably attributable to (a) the Premises; (b) the cost or value of Tenant's furniture, fixtures, equipment, or personal property located in the Premises or the cost or value of any leasehold improvements made in or to the Premises by or for Tenant, regardless of whether title to such improvements is vested in Tenant or Landlord; (c) Base Monthly Rent and additional rent payable under the Lease, including, if applicable, Property Taxes, Other Charges, insurance, maintenance, and other costs incurred by Tenant by which Landlord may benefit, including sales and use tax, but excluding any gross income tax or excise tax levied by any public or government authority with respect to the receipt of any such rents and costs; and (d) the possession, leasing, operation, management, maintenance, alteration, repair, use, or occupancy by Tenant of the Premises.

5.2 Utility Payments

Tenant shall promptly pay when due all charges for water, gas, electricity, and all other utilities furnished to or used upon the Premises, including all charges for installation, termination, and relocations of such service. Landlord, at its option, may require Tenant to furnish Landlord with evidence of payment of such charges.

5.3 Monthly Installments of Property Taxes

In the event Tenant fails to timely pay an installment of Taxes due, then at Landlord's option, at any time upon written notice to Tenant and without in any way limiting Tenant's obligations under this Lease, Property Taxes shall be paid by Tenant as additional rent to Landlord in monthly installments for the remaining Term of this Lease on the same day that Base Monthly Rent is due hereunder. Such monthly installments shall be an estimated amount equal to one-twelfth (1/12) of the Property Taxes for the immediate preceding year, subject to adjustment when the actual amount of Property Taxes is determined. At such time as the actual amount of Property Taxes is determined, Landlord shall furnish to Tenant a statement indicating the actual amount of Property Taxes. Within thirty (30) days after receipt of such statement by Tenant, Tenant shall pay to Landlord any deficiency due. Any surplus paid by Tenant shall, at Tenant's option, be credited against the next installment(s) of Base Monthly Rent or other charges due from Tenant or be

refunded to Tenant forthwith. Landlord's obligation to refund any surplus of Property Taxes paid by Tenant pursuant to this Section 5 shall survive expiration or termination of this Lease.

6. FURNITURE, FIXTURES AND EQUIPMENT

6.1 Furniture, Fixtures, and Equipment

During the term Tenant may, at Tenant's expense, place or install such furniture, trade fixtures, equipment, machinery, furnishings, face plates of signage and other articles of movable personal property (collectively, "**Tenant's Personal Property**") on the Premises as may be needed for the conduct of Tenant's business. It is expressly understood that the term Tenant's Personal Property as used herein shall in no event extend to leasehold improvements, fixtures or similar "vanilla shell" items such as light fixtures, HVAC equipment, or other fixtures and equipment which are permanently affixed to the Premises.

6.2 Landlord's Lien Waiver

Landlord acknowledges Tenant's right to finance and to secure under the Uniform Commercial Code, inventory, furnishings, furniture, equipment, machinery, leasehold improvements and other personal property located in or at the Premises, and Landlord agrees to execute waiver forms releasing liens in favor of any purchase money seller, lessor or lender who has financed or may finance in the future such items. Without limiting the effectiveness of the foregoing, provided that no default shall have occurred and be continuing, Landlord shall, upon the request of Tenant, and at the Tenant's sole cost and expense, execute and deliver any instruments necessary or appropriate to confirm any such grant, release, dedication, transfer, annexation or amendment to any person or entity permitted under this paragraph including landlord waivers with respect to any of the foregoing.

6.3 Removal of Tenant's Personal Property at Expiration of Lease

At the expiration or earlier termination of the Lease, providing there is no material uncured Event of Default, Tenant's Personal Property may be removed at the option of Tenant. In the alternative, at the expiration or earlier termination of the Lease, Landlord may require Tenant to remove Tenant's Personal Property within a reasonable time following receipt of written notice from Landlord. Tenant immediately shall make such repairs and restoration of the Premises as may be necessary to repair any damage to the Premises from the removal of Tenant's Personal Property, provided that Landlord does not intend to demolish the Premises at the expiration or termination of this Lease. Any of Tenant's Personal Property not so removed shall be deemed abandoned, and Landlord may cause such property to be removed from the Premises and disposed of, but the reasonable cost of any such removal shall be borne by Tenant. The provisions of this paragraph shall survive the expiration or termination of this Lease.

6.4 Right to Affix Signs

Tenant shall have the right to decorate the Premises and affix signs customarily used in its business upon the windows, doors, interior and exterior walls of the Premises. Landlord shall install those pylon and/or monument free-standing signs that constitute a portion of Landlord's Work, if any. Upon the expiration or earlier termination of the Lease, Tenant shall remove its signage plates within a reasonable time following receipt of written notice from Landlord. Tenant promptly shall make such repairs and restoration of the Premises as are necessary to repair any damage to the Premises from the removal of the signs.

6.5 Limitation on Landlord

Landlord acknowledges that Tenant shall have exclusive possession and control of the Premises during the term of this Lease, therefore, Landlord shall have no right to place or install any Landlord-revenue generating improvements, signage or equipment on the Premises, including but not limited to, cell towers, communication devices, public telephones, newspaper machines or vending machines.

7. MAINTENANCE AND REPAIRS OF THE PREMISES

7.1 Maintenance and Repair of the Premises

7.1.1 Tenant shall, at all times during the Term hereof and at Tenant's sole cost and expense, keep the Building and every part thereof (except as provided in subparagraph (b) below) in good and sanitary condition and repair. Without limiting the generality of the foregoing:

- (i) Tenant shall maintain in good condition and to the highest standard of cleanliness its signs (whether within or outside Of the Premises), metal work, walls, partitions, floors, doors and the interior and exterior of all windows in the Premises.
- (ii) Tenant shall provide its own janitorial service at its sole cost and expense. Tenant shall store all refuse and other waste materials within the Premises in closed containers and shall cause such refuse and waste materials to be removed from the Premises daily to such location in the Building as may be designated from time to time by Landlord. Tenant shall not place or discard waste materials in any part of the Building, except the designated collection area.
- (iii) Tenant shall retain the services of a licensed pest control contractor to maintain the Premises free of rodents, roaches and other vermin and to maintain in the same condition adjacent areas affected by rodents, roaches and other vermin attracted to the Premises.

7.2 Capital Expenditures

Notwithstanding the foregoing, in the event Tenant makes a capital expenditure pursuant to its maintenance and repair obligations under Section 7.1, Tenant shall receive a credit upon the expiration of the Lease, which credit shall be calculated by: (i) dividing the remaining useful life of the capital improvement upon Lease expiration by the total useful life of the capital improvement and then (ii) multiplying the result obtained in (i) above by the reasonable and actual cost of the capital expenditure. Any credit due Tenant pursuant to the terms hereof shall be paid by Landlord to Tenant within sixty (60) days of the expiration of the Lease. Landlord's obligations to credit Tenant pursuant to this Section 7.2 shall survive expiration or termination of this Lease.

7.3 Obligation to Keep the Premises Clear

Tenant shall keep the Premises, including sidewalks adjacent to the Premises and loading area allocated for the use of Tenant, clean and free from rubbish and debris at all times.

Tenant shall store all trash and garbage within the Premises and arrange for regular pickup and cartage of such trash and garbage at Tenant's expense.

8. INDEMNITY AND INSURANCE

8.1 Indemnification

A. Tenant Indemnity. Tenant shall indemnify, defend, and protect Landlord, and hold Landlord harmless from any and all loss, cost, damage, expense and/or liability (including court costs and reasonable and actual attorneys' fees) incurred in connection with or arising at any time and from any cause whatsoever on the Premises which occurs during the term of this Lease, other than damages proximately caused by reason of the negligence or willful misconduct of Landlord or its agents, contractors and employees, including, without limiting the generality of the foregoing: (i) any default by Tenant in the observance or performance of any of the terms, covenants, or conditions of this Lease on Tenant's part to be observed or performed; (ii) the use or occupancy of the Premises by Tenant or any person claiming by, through, or under Tenant; (iii) the condition of the Premises or any occurrence or happening on the Premises from any cause whatsoever; or (iv) any acts, omissions, fraud or negligence of Tenant or any person claiming by, through, or under Tenant, or of the contractors, agents, servants, employees, visitors, or licensees of Tenant or any such person on the Premises, including any acts, omissions, or negligence in the making or performance of any alterations. Tenant further agrees to indemnify and hold harmless Landlord, Landlord's agents, and the landlord or landlords under all ground or underlying leases, from and against any and all loss, cost, liability, damage, and expense (including reasonable and actual attorneys' fees) incurred in connection with or arising from any claims by any persons by reason of injury to persons or damage to property occasioned by any use, occupancy, condition, occurrence, happening, act, omission, or negligence referred to in the preceding sentence. The provisions of this Section shall survive the expiration or sooner termination of this Lease with respect to any claims or liability occurring prior to such expiration or termination, and shall not be limited by reason of any insurance carried by Landlord and Tenant.

B. Landlord Indemnity. Except to the extent of any loss or damage resulting from the acts or omissions of Tenant, its agents, contractors, licensees or employees, Landlord shall indemnify, defend, and protect Tenant, and hold Tenant harmless from any and all loss, cost, damage, expense and/or liability (including court costs and reasonable and actual attorneys' fees) incurred in connection with: (i) a breach of this Lease by Landlord; (ii) the negligence, fraudulent or intentional misconduct of Landlord; (iii) the condition of the Premises or any occurrence or happening on the Premises from any cause whatsoever that occurs prior to the Delivery Date. The provisions of this Section shall survive the expiration or sooner termination of this Lease with respect to any claims or liability occurring prior to such expiration or termination, and shall not be limited by reason of any insurance carried by Landlord and Tenant.

8.2 Insurance Certificate Requirements

8.2.1 Tenant shall deliver to Landlord evidence of the existence and amounts of the insurance with additional insured endorsements and loss payable clauses as required herein. Tenant shall deliver to Landlord certificates of insurance in connection with Tenant's liability policy (ies), and evidence of property insurance in a form reasonably acceptable to Landlord in connection with Tenant's property policy (ies). No policy shall be cancelable or subject to reduction of coverage or other modification except after at least ten (10) days' prior notice to Landlord. Neither the issuance of any insurance policy required hereunder, nor the minimum limits

specified herein with respect to any insurance coverage, shall be deemed to limit or restrict in any way the liability of Tenant arising under or out of this Lease.

8.2.2 The insurance required to be maintained herein may be carried under blanket policies. The insurance shall provide for payment of loss jointly to Landlord and Tenant.

8.3 Minimum Acceptable Insurance Coverage Requirements

8.3.1 Tenant shall, at Tenant's expense, obtain and keep in full force during the term of this Lease a policy of combined single limit bodily injury and property damage insurance written on an occurrence basis insuring Tenant (with Landlord as an additional insured) against any liability arising out of ownership, use, occupancy, or maintenance of the Premises and all of its appurtenant areas. The insurance shall be in an amount not less than Two Million Dollars (\$2,000,000) per occurrence; provided however, following receipt of notice from Landlord the limits of such insurance shall be increased from time to time during the term of the Lease to such amount as may be commercially reasonable. The policy shall provide blanket contractual liability coverage. However, the limits of the insurance shall not limit the liability of Tenant. In addition, Tenant shall, at Tenant's expense, obtain and keep in full force during the term of this Lease an umbrella liability policy in an amount not less than Two Million Dollars (\$2,000,000) in excess of primary insurance. The insurance to be maintained by Tenant shall be primary and not contributory to any other insurance maintained by Landlord.

8.4 Additional Insureds

Tenant shall name as additional insureds and loss payees on all insurance, Landlord, and to the extent acceptable to the insurance carrier(s), Landlord's successor(s) and/or, assignee(s) and any lender whose name and contact information has been provided in writing to Tenant.

8.5 Mortgage Endorsement

If requested by Landlord, the policies of insurance required to be maintained hereunder shall bear a standard first mortgage endorsement in favor of any holder or holders of a first mortgage lien or security interest in the property with loss payable to such holder or holders as their interests may appear.

8.6 Renewals, Lapses or Deficiencies

Tenant shall, at least thirty (30) days prior to the expiration of such policies, furnish Landlord with renewal certificates of insurance or renewal binders. Should Tenant fail to provide to Landlord the renewals or renewal binders, or in the event of a lapse or deficiency of any insurance coverage specified herein for any reason, Landlord may immediately replace the deficient insurance coverage with a policy of insurance covering the Premises of the type and in the limits set forth above. Upon notice from Landlord of the placement of insurance, Tenant shall immediately pay to Landlord, as additional rent, an amount equal to the total cost of premiums and expense of such insurance placement. Tenant shall not do or permit to be done anything which shall invalidate the insurance policies. If Tenant does or permits to be done anything which shall increase the cost of the insurance policies, then upon Landlord's demand Tenant shall immediately pay to Landlord, as additional rent, an amount equal to the additional premiums attributable to any acts or omissions or operations of Tenant causing the increase in the cost of insurance.

9. DEFAULT AND TERMINATION

9.1 Event of Default

If the Lease is terminated on account of default by Tenant, Landlord may recover from Tenant as damager (all of which shall be immediately due and payable from Tenant to Landlord), in addition to its other remedies:

- A. The worth at the time of judgement of any unpaid Rent which has been earned at the time such termination; plus
- B. The worth at the time of judgment of the amount by which the unpaid Rent which would have been earned after termination until the time of judgment exceeds the amount of Rent actually collected unless Tenant proves that such rental loss could have been reasonably avoided; plus
- C. The worth at the time of judgment of the amount by which the unpaid Rent for the balance of the Term after the time of judgment exceeds the amount of Rent actually collected unless Tenant proves that Landlord could reasonably avoid such rental loss; plus
- D. Any other amount necessary to compensate Landlord for all the detriment proximately caused by Tenant's failure to perform Tenant's obligations under this Lease or which in the ordinary course of things would be likely to result therefrom including, without limitation, the cost of renovating the Premises and reasonable attorney's fees; plus
- E. At Landlord's election, such other amounts in addition to or in lieu of the foregoing as may be permitted from time to time by applicable Florida law.

10. RIGHT OF INSPECTION

Landlord and Landlord's authorized representatives shall have the right (but not the obligation) after forty-eight (48) hours prior notice to Tenant, to enter upon the Premises at all reasonable hours for the purpose of inspecting the Premises or of making repairs, additions, or alterations in or upon the Premises, and, for the purpose of exhibiting the Premises to prospective tenants in the last six (6) months of the terms, prospective purchasers, and/or lenders; provided that Landlord shall comply with applicable laws regarding confidentiality of student records. Provided Tenant is not in default beyond any applicable cure period, Landlord shall not exhibit any "for sale" or "for lease" signs during the term of the Lease. Tenant's authorized representatives shall have the right but not the obligation to accompany Landlord or Landlord's representatives during any entry by Landlord or its authorized representatives unto the Premises and Landlord and its authorized representatives shall strictly comply with any of Tenant's risk management procedures (for example sign-in procedures).

11. WAIVER OF BREACH

No waiver by either party of any breach of any one or more of the terms, covenants, conditions, or agreements of this Lease shall be deemed to imply or constitute a waiver of any succeeding or other breach. Failure of either party to insist upon the strict performance of any of the terms, conditions, covenants, and agreements of this Lease shall not constitute or be considered as a waiver or relinquishment of the party's rights to subsequently enforce any default, term, condition, covenant, or agreement, which shall all continue in full force and effect. The rights and remedies of the parties under this Lease shall be cumulative and in addition to any and all other

rights and remedies which each party has or may have.

12. NOTICES

12.1 Notice Requirements

All notices, requests, consents, approvals or demands herein provided to be given or made, or which may be given or made by either party to the other, shall be given or made only in writing and shall be deemed to have been duly given: (i) when delivered personally at the address set forth below, or to any agent of the party to whom notice is being given, or if delivery is rejected when delivery was attempted; or (ii) on the date delivered when sent via Overnight Mail, properly addressed and postage prepaid; or (iii) on the date sent via facsimile transmission; or (iv) upon delivery, or if delivery is rejected when delivery was attempted of properly addressed first class mail, postage prepaid with return receipt requested. The proper address to which notices, requests, or demands may be given or made by either party shall be the address set forth at the end of this Section or to such other address or to such other person as any party shall designate. Such address may be changed by written notice given to the other party in accordance with this Section.

If to Landlord:

TBD

Attn: _____

Phone: _____

Fax: _____

SAMPLE DRAFT

If to Tenant:

NAVIGATOR ACADEMY
OF LEADERSHIP POLK
Location to be determined
Phone: _____
Fax: _____

With a copy to:

TBD

12.2 Payments Under Lease

Rent and all other payments due to Landlord under this Lease shall be paid in lawful money of the United States of America without offset or deduction except as set forth herein, to the name and at the address set forth in Section 12.1 above or to such other persons or parties or at such other places as Landlord may from time to time designate in writing.

13. RELATIONSHIP OF THE PARTIES

This Lease shall not be deemed or construed by the parties, nor by any third party, as creating the relationship of (i) principal and agent, (ii) partnership, or (iii) joint venture between the parties. Neither the method of computation of rent nor any other provision of this Lease, nor any acts of the parties are other than in the relationship of landlord and tenant.

14. HAZARDOUS MATERIAL

14.1 Environmental Compliance

To Landlord's actual knowledge as of the date of this Lease, Landlord represents that there are no Hazardous Materials (as the same is defined under "Laws" defined below) on the Premises. Landlord shall indemnify and hold Tenant harmless from any and all claim, loss or damage incurred by Tenant, due to Landlord's breach of the foregoing representation. From and after the date of delivery of possession of the Premises to Tenant, (i) Landlord shall be responsible for its own acts relating to Hazardous Materials on the Premises; and (ii) Tenant shall be responsible for its own acts relating to Hazardous Materials on the Premises. Each party shall indemnify and hold harmless the other party from any and all loss and damage arising from such party's acts relating to Hazardous Materials on the Premises.

Landlord and Tenant shall at all times and in all respects comply with all Laws (as defined below) relating to industrial hygiene, environmental protection, and the use, analysis, generation, emission, manufacture, storage, disposal or transportation of any Hazardous Material in, on, under or about the Premises, respectively.

Without limiting the foregoing, if the presence of any Hazardous Material on the Premises is caused or permitted by Tenant and results in any contamination of the Premises, Tenant shall promptly take all actions at its sole expense as are necessary to return the Premises to the condition existing prior to the introduction of any such Hazardous Material. Provided, however, Tenant shall not take any remedial action in response to the presence of any Hazardous Materials

in or about the Premises nor enter into any settlement agreement, consent decree or other compromise in respect to any claims relating to any Hazardous Materials in any way connected with the Premises, without first notifying Landlord of Tenant's intention to do so and affording Landlord ample opportunity to appear, intervene or otherwise appropriately assert and protect Landlord's interest with respect thereto.

THE REMAINDER OF THIS PAGE WAS LEFT BLANK INTENTIONALLY.

SAMPLE DRAFT

Counterparts

This Lease may be executed in any number of counterparts, each of which shall be deemed an original. The counterparts shall together constitute but one agreement. Any signature on a copy of this Lease or any document necessary or convenient thereto sent by facsimile shall be binding upon transmission by facsimile and the facsimile copy may be utilized for the purposes of this Lease.

LANDLORD:

TBD

TENANT:

NAVIGATOR ACADEMY OF
LEADERSHIP POLK
a Florida nonprofit public benefit
Corporation and public charter school

By: _____

Name: _____

Its: _____

Date: _____

By: _____

Its: _____

Name: _____

Date: _____

SAMPLE DRAFT

**WORK LETTER
EXHIBIT "C"**

To be attached.

SAMPLE DRAFT

Navigator Academy of Leadership

LEGAL / ETHICAL QUESTIONS

If you answer “Yes” to any of the following questions, please provide a written explanation for the issue as a separate attachment to this application.

Do or will you or your spouse have any contractual agreements with the school? No

Do or will you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider/management company or any other company contracting with the school?..... No

Did or will you or your spouse lease or sell property to the school? No

Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the school? No

Are or will you, your spouse or any member of your immediate family be employed by the school, its educational service providers or other contractors? No

Did, or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer “Yes” to any of the above questions? No

Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a member of the school’s Board? No

Do you currently serve as a member of any public school district or charter school other than the school’s Board for which you are applying?..... No

Do you currently serve as a public official in a role other than on a charter school Board? No

To the best of your knowledge, are there situations not described above which may give the appearance of a conflict of interest between you and the school, or would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the school? No

Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group? No



Navigator Academy of Leadership

Are you presently, or have you ever been involved in an administrative agency proceeding or civil litigation during the past five years? No



Navigator Academy of Leadership

CRIMINAL BACKGROUND CHECK

Members of the Board of Directors are public officials appointed by the Charter School as part of their charter which is approved by the school district. A criminal background check is required for every board member prior to their serving on the Board.

Please check which of the following three choices best describes your situation. If you choose options 1 or 2, please provide, on a separate attachment, what the charges were and which courts were involved:

- 1. I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.
- 2. I am currently charged with one or more crimes.
- 3. I have not been convicted, pled guilty or nolo contendere (no contest) to any crimes.

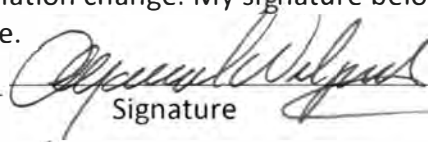
I understand that:

- I will be required to work with the school staff to schedule and attend a finger printing session with the school district;
- The school district must request or cause a criminal records check to be performed on me from local, state, and/or federal law enforcement agencies;
- My term on the school's Board of Directors will not commence until that report is received and reviewed by the school district;
- If the report received from local, state, and/or federal law enforcement agencies is not the same as my representation(s) above or attached hereto respecting either the absence of any conviction(s) or any crimes of which I have been convicted, my appointment to the Board of Directors is voided at the sole discretion of the school district or its designee.

DISCLOSURE VERIFICATION

I recognize that all information submitted with this disclosure form or gathered the school district as a result of this disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the school district, its School Board, staff, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations or resulting from this process.

I understand that if I am appointed, I will be required and agree to complete during the first year of my term, four (4) hours of board orientation. I understand that it is my obligation to notify the school's administration should any information change. My signature below certifies that all information provided in this disclosure is true and complete.


Signature

January 25, 2023



ANNUAL CONFLICT OF INTEREST STATEMENT

PERSONAL INFORMATION

Mr.	Manuel		Delgado-Ruiz
<i>Title/Prefix</i>	<i>First Name</i>	<i>Middle Initial</i>	<i>Last Name</i>
7127 Hileman Dr E		Lakeland	FL 33810
<i>Home Address</i>		<i>City</i>	<i>State</i> <i>ZipCode</i>
N/A	863-559-2050	863-616-6811	N/A
<i>Home Phone</i>	<i>Cell Phone</i>	<i>Work Phone</i>	<i>Fax Number</i>
Mdelgado82@verizon.net			
<i>Email Address</i>			

ANNUAL DISCLOSURE

Consistent with the school's Board Policy each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

1. Has received a copy of the conflict of interest policy,
2. Has read and understands the policy,
3. Has agreed to comply with the policy, and
4. Understands the organization is (i) charitable and, in order to maintain its federal tax exemption, it must engage primarily in activities that accomplish one or more of its tax-exempt purposes and is (ii) a public charter school subject to applicable state and federal laws and regulation.

If there are any changes to your responses to the conflict of interest policy with regards to your members on the school's Board of Directors, please submit as an attached disclosure of the conflict for appropriate annual documentation.


Signature

24 Jan 2023

Date



Navigator Academy of Leadership

LEGAL / ETHICAL QUESTIONS

If you answer “Yes” to any of the following questions, please provide a written explanation for the issue as a separate attachment to this application.

Do or will you or your spouse have any contractual agreements with the school? **No**

Do or will you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider/management company or any other company contracting with the school?..... **No**

Did or will you or your spouse lease or sell property to the school?..... **No**

Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the school? **No**

Are or will you, your spouse or any member of your immediate family be employed by the school, its educational service providers or other contractors? **No**

Did, or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer “Yes” to any of the above questions? **No**

Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a member of the school’s Board? **No**

Do you currently serve as a member of any public school district or charter school other than the school’s Board for which you are applying? **No**

Do you currently serve as a public official in a role other than on a charter school Board? **No**

To the best of your knowledge, are there situations not described above which may give the appearance of a conflict of interest between you and the school, or would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the school? **No**

Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group? **No**



Navigator Academy of Leadership

Are you presently, or have you ever been involved in an administrative agency proceeding or civil litigation during the past five years? **No**



Navigator Academy of Leadership

CRIMINAL BACKGROUND CHECK

Members of the Board of Directors are public officials appointed by the Charter School as part of their charter which is approved by the school district. A criminal background check is required for every board member prior to their serving on the Board.

Please check which of the following three choices best describes your situation. If you choose options 1 or 2, please provide, on a separate attachment, what the charges were and which courts were involved:

- 1. I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.
- 2. I am currently charged with one or more crimes.
- 3. I have not been convicted, pled guilty or nolo contendere (no contest) to any crimes.

I understand that:

- I will be required to work with the school staff to schedule and attend a finger printing session with the school district;
- The school district must request or cause a criminal records check to be performed on me from local, state, and/or federal law enforcement agencies;
- My term on the school's Board of Directors will not commence until that report is received and reviewed by the school district;
- If the report received from local, state, and/or federal law enforcement agencies is not the same as my representation(s) above or attached hereto respecting either the absence of any conviction(s) or any crimes of which I have been convicted, my appointment to the Board of Directors is voided at the sole discretion of the school district or its designee.

DISCLOSURE VERIFICATION

I recognize that all information submitted with this disclosure form or gathered the school district as a result of this disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the school district, its School Board, staff, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations or resulting from this process.

I understand that if I am appointed, I will be required and agree to complete during the first year of my term, four (4) hours of board orientation. I understand that it is my obligation to notify the school's administration should any information change. My signature below certifies that all information provided in this disclosure is true and complete.

Jesse C. Price

Signature

24 Jan 2023

Date



Navigator Academy of Leadership

ANNUAL CONFLICT OF INTEREST STATEMENT

PERSONAL INFORMATION

Mr.	Jesse	C	Price	
<i>Title/Prefix</i>	<i>First Name</i>	<i>Middle Initial</i>	<i>Last Name</i>	
5342 Silver Sun Drive		Apollo Beach FL	33572	
<i>Home Address</i>		<i>City</i>	<i>State</i>	<i>ZipCode</i>
N/A	760-445-1984	N/A	N/A	
<i>Home Phone</i>	<i>Cell Phone</i>	<i>Work Phone</i>	<i>Fax Number</i>	
jcjesus@aol.com				
<i>Email Address</i>				

ANNUAL DISCLOSURE

Consistent with the school's Board Policy each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

1. Has received a copy of the conflict of interest policy,
2. Has read and understands the policy,
3. Has agreed to comply with the policy, and
4. Understands the organization is (i) charitable and, in order to maintain its federal tax exemption, it must engage primarily in activities that accomplish one or more of its tax-exempt purposes and is (ii) a public charter school subject to applicable state and federal laws and regulation.

If there are any changes to your responses to the conflict of interest policy with regards to your members on the school's Board of Directors, please submit as an attached disclosure of the conflict for appropriate annual documentation.

Jesse C Price

Signature

24 Jan 2023

Date



Navigator Academy of Leadership

LEGAL / ETHICAL QUESTIONS

If you answer “Yes” to any of the following questions, please provide a written explanation for the issue as a separate attachment to this application.

Do or will you or your spouse have any contractual agreements with the school? **No**

Do or will you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider/management company or any other company contracting with the school?..... **No**

Did or will you or your spouse lease or sell property to the school?..... **No**

Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the school? **No**

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To the best of your knowledge, are there situations not described above which may give the appearance of a conflict of interest between you and the school, or would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the school? **No**

Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group? **No**



Navigator Academy of Leadership

Are you presently, or have you ever been involved in an administrative agency proceeding or civil litigation during the past five years? **No**



Navigator Academy of Leadership

CRIMINAL BACKGROUND CHECK

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- The school district must request or cause a criminal records check to be performed on me from local, state, and/or federal law enforcement agencies;
- My term on the school's Board of Directors will not commence until that report is received and reviewed by the school district;
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DISCLOSURE VERIFICATION

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I understand that if I am appointed, I will be required and agree to complete during the first year of my term, four (4) hours of board orientation. I understand that it is my obligation to notify the school's administration should any information change. My signature below certifies that all information provided in this disclosure is true and complete.

Paul Belle

Signature

January 24, 2023

Date



Navigator Academy of Leadership

ANNUAL CONFLICT OF INTEREST STATEMENT

PERSONAL INFORMATION

Mr	Paul	A.	Bello
<i>Title/Prefix</i>	<i>First Name</i>	<i>Middle Initial</i>	<i>Last Name</i>
11608 Fringetree Ct.	Riverview, FL	33579	
<i>Home Address</i>	<i>City</i>	<i>State</i>	<i>ZipCode</i>
N/A	813-298-2539	N/A	N/A
<i>Home Phone</i>	<i>Cell Phone</i>	<i>Work Phone</i>	<i>Fax Number</i>
paul@nalboard.com/paul.bello@adp.com			
<i>Email Address</i>			

ANNUAL DISCLOSURE

Consistent with the school's Board Policy each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

1. Has received a copy of the conflict of interest policy,
2. Has read and understands the policy,
3. Has agreed to comply with the policy, and
4. Understands the organization is (i) charitable and, in order to maintain its federal tax exemption, it must engage primarily in activities that accomplish one or more of its tax-exempt purposes and is (ii) a public charter school subject to applicable state and federal laws and regulation.

If there are any changes to your responses to the conflict of interest policy with regards to your members on the school's Board of Directors, please submit as an attached disclosure of the conflict for appropriate annual documentation.

Paul Bello

Signature

24 Jan 2023

Date



MANAGEMENT AGREEMENT

THIS MANAGEMENT AGREEMENT is made and entered into as of the **April 14, 2023**, by and between Compass Charter Schools, LLC, and Navigator Academy of Leadership, Inc. doing business as Navigator Academy of Leadership, Inc. a Florida non-for profit corporation (the “Charter School”).

RECITALS

WHEREAS, the Charter School already has, or will have, an approved charter application (the “Charter Application”) for the operation of Navigator Academy of Leadership High School located at **495 Holly Hill Road Davenport, Florida** to The School Board of Polk County (the “Sponsor”) to operate the public charter school; and

WHEREAS, the Charter School has determined that it is in its best interest to contract with a qualified and competent educational service provider to operate the Charter School; and

WHEREAS, Compass Charter Schools is in the business of, organizing, managing and operating public charter schools for non-profit boards; and

WHEREAS, The Charter School wishes to hire Compass Charter Schools, LLC and Compass Charter Schools LLC wishes to be hired by the Charter School to organize, manage, and operate the Charter School upon the terms and conditions set forth herein; and

NOW, THEREFORE, for mutual and valuable consideration, the receipt and adequacy of which is hereby acknowledged, the parties agree with each other as follows:

ARTICLE I: CONTRACTING RELATIONSHIP

- A. AUTHORITY:** The Charter School represents that it is an authorized by law to contract with Compass Charter Schools, LLC and for Compass Charter Schools, LLC to provide educational management services to the Charter School. The Charter School further represents that it has or will have an approved application with the sponsor to organize and operate a public charter school. The Charter School either has already or will enter into charter school contract with the Sponsor (the “Charter Contract”). The Charter School is therefore authorized by the Charter Application, invested with all powers necessary or desirable for carrying out the educational program contemplated in this Agreement.
- B. AGREEMENT.** The Charter School hereby contracts Compass Charter Schools, LLC to the extent permitted by law, for the organization, management, operation, and assist the school principal in the maintenance of the Charter School in accordance with educational goals, curriculum, methods of pupil assessment, admission policy and criteria, school calendar and schedule, age and grade range of pupils to be enrolled, goals and method to be used to monitor compliance with performance of targeted educational outcomes, all as adopted by the Charter School’s Board of Directors (the “Board”) and included in the Charter Contract



between the Charter School and the Sponsor. Compass Charter Schools, LLC's obligation to the Charter School shall be only as expressly set forth in this Agreement. Duties required to be carried out for the operation of the Charter School which are not expressly set forth herein as being Compass Charter Schools, LLC's responsibility shall remain the Board's sole responsibility.

- C. DESIGNATION OF AGENTS.** The Board designates the employees of Compass Charter Schools as agents of the Charter School having a legitimate educational interest such that they are entitled to access to educational records under 20 U.S.C. 1232g, the Family Rights and Privacy Act ("FERPA") and other applicable law. The Board, subject to its discretion, hereby authorizes Compass Charter Schools, LLC to communicate with and negotiate on the Board's behalf with all state and governmental agencies, as directed by the Board.
- D. STATUS OF THE PARTIES.** Compass Charter Schools, LLC is a Florida company, and is not a division or a part of the Charter School. The Charter School is a Florida non-profit corporation with 501(c) (3) IRS designation authorized by the Charter Contract, and is not a division or part of Compass Charter Schools, LLC. The parties to this Agreement intend that the relationship created by this Agreement intend that the relationship created by this Agreement is that of an independent contractor and does not create an employer-employee relationship. Except as expressly provided in this Agreement, no agent or employee of Compass Charter Schools, LLC shall be deemed to be the agent or employee of the Charter School. Compass Charter Schools, LLC shall be solely responsible for its acts and the acts of its agents, employees and subcontractors. The relationship between Compass Charter Schools, LLC and the Charter School is based solely on the terms of this Agreement, and the terms of any other written agreement between Compass Charter Schools, LLC and the Charter School.

ARTICLE II: TERM

This Agreement shall be effective as of the date first written above and shall continue for an initial term of 5 years or consistent with the term of the Charter Contract, whichever is less, unless terminated or cancelled earlier in accordance with this Agreement, or for good cause, as agreed by Compass Charter Schools, LLC and the Charter School. After the initial term, then the term of Agreement shall be extended (i) to the extent Compass Charter Schools, LLC performs in accordance with the terms of this Agreement, (ii) in the event that the Charter Contract is extended or replaced, or (iii) in the event that the Board approves the extension by express vote. The term of the extension of the Agreement shall also be for a term of five years or correspond to the length of the Charter Contract, whichever is less, unless this Agreement is otherwise terminated or cancelled earlier in accordance with this Agreement, or for good cause, as agreed by Compass Charter Schools, LLC and the Charter School. Nothing contained in this Agreement shall be construed to restrict or prevent the Charter School from entering into a Management Agreement with any other party for any other school other than the Charter School that is the subject of this Agreement.



ARTICLE III: FUNCTIONS OF COMPASS CHARTER SCHOOLS, LLC

- A. RESPONSIBILITY.** Compass Charter Schools, LLC shall be responsible and accountable to the Board for the operation and performance of the Charter School in accordance with the Charter Contract. Compass Charter Schools, LLC's responsibility is expressly limited by: (i) the Charter School's Annual Budget, which is to be submitted and approved by the Board as provided in this Agreement, and (ii) the availability of state funding to pay for said services in excess of the amount which shall be delegate the ultimate authority of the Charter School.
- B. EDUCATIONAL PROGRAM.** Compass Charter Schools, LLC agrees to implement the Charter School's educational program. In the event Compass Charter Schools, LLC determines that it is necessary to modify the educational program, Compass Charter Schools, LLC shall inform the Board of the proposed changes and obtain board approval, and if required under the Charter Contract, approval of the Sponsor. The parties hereto acknowledge that an essential principle of the educational program is its flexibility, adaptability, and capacity to change in the interest of continuous improvement and efficiency, and that the Charter School and Compass Charter Schools, LLC are interested in results and not in inflexible prescriptions. Not less than annually, and otherwise requested, Compass Charter Schools, LLC will provide the Board with updated reports on progress towards implementing each of the Charter School's educational goals in the educational program.
- C. SPECIFIC FUNCTIONS.** Compass Charter Schools, LLC shall be responsible for the organization, management, operation, accounting, and educational program at the Charter School. Such functions include:
1. Perform management support of the Charter School, in accordance with this Agreement, the non-profit purpose of the Charter School, the Charter School Contract and subject to the direction given by the Charter School;
 2. Implement and administer the educational program, including the selection of instructional materials, equipment, technology and supplies, and the administration of extra-curricular and co-curricular activities and programs approved by the Charter School and personnel recruiting. Perform repeated evaluation, assessment and continuous improvement of the educational curriculum and program development and report findings to the Charter School upon its request;
 3. Management, selection, and application of technology services required to facilitate operation of the school;
 4. Manage personnel functions, including professional development for the Charter School Administrator and the instructional personnel and the personnel functions outlined in Article VI of this Agreement including drafting operations manuals, forms (including teacher offer letters, applications, enrollment and similar forms), and management procedures, as the same are from time to time developed by Compass Charter Schools, LLC and as approved or requested by the Charter School;
 5. Management of the business administration of the Charter School;
 6. Management of the accounting operation, including general ledger management and financial reporting including identifying and applying for grants, spending and administering any grant funding obtained in compliance with the specific terms and conditions of said grants and participating in any audits related thereto, and preparing the proposed annual budget for presentation to the Charter School for modification, amendment or approval; provided that any modifications or amendments shall be



approved by express vote of the Charter School and be consistent with the staffing and educational models set forth in the Charter Contract; and;

7. Any other function necessary or expedient for the administration of the Charter School pursuant to the Charter Contract.
- D. PURCHASES.** Purchases made by Compass Charter Schools, LLC on behalf of the Charter School's funds, such as non-proprietary instructional and/or curriculum materials, books and supplies, and equipment will be the property of the Charter School. Compass Charter Schools, LLC shall own all proprietary rights to, and the Charter School's proprietary interest shall not include, curriculum or educational materials that are developed or copyrighted or similarly protected by Compass Charter Schools, LLC, including without limitation curriculum or educational materials that are developed by Compass Charter Schools, LLC with funds from the Charter School. Compass Charter Schools, LLC's educational material and teaching techniques used by or at the Charter School shall be subject to disclosure to the extent required by law. This provision does not apply to any capital items leased or purchased by Compass Charter Schools, LLC with Compass Charter Schools, LLC's own funds.
- E. SUBCONTRACTS.** Compass Charter Schools, LLC shall not subcontract the management, oversight or operation of the teaching and instructional program, except as specifically permitted in this Agreement or with approval of the Board. Compass Charter Schools, LLC reserves the right to subcontract any and all aspects of all services it agrees to provide to the Charter School.
- F. PLACE OF PERFORMANCE.** Compass Charter Schools, LLC reserves the right to perform functions other than instruction, such as purchasing, professional development, and administrative functions, off-site, unless prohibited by state or local law.
- G. ONGOING STUDENT RECRUITMENT.** Compass Charter Schools, LLC shall develop and manage ongoing recruitment of students subject to general recruitment and admission policies of the Charter School. Students shall be selected in accordance with the procedures set forth in the Charter Contract and in compliance with applicable laws. Compass Charter Schools, LLC shall present a plan to the Charter School to solicit and recruit enrollment of students by various means, which may include but shall not be limited to the following: paid and unpaid media advertisements in a newspaper or general circulation, mailings to parents/guardians of prospective students, word-of-mouth and presentations to interested groups and distribute information through advertisements.
- H. DUE PROCESS HEARINGS.** Compass Charter Schools, LLC shall, at the Board's discretion, provide student due process hearings in conformity with the requirements of the state and federal law regarding discipline, special education, confidentiality and access to records, to an extent consistent with the Charter School's own obligations, and if necessary, retain counsel on behalf of the school. The Board shall retain the right to provide due process as required by law.
- I. LEGAL REQUIREMENTS.** Compass Charter Schools, LLC shall provide educational programs that meet federal, state and local requirements, and the requirements imposed under applicable laws and the Charter Contract, unless such requirements are or have been waived.
- J. RULES AND PROCEDURES.** Compass Charter Schools, LLC shall recommend reasonable rules, regulations and procedures applicable to the Charter School and is authorized and directed to enforce such rules, regulations and procedures adopted by the Charter School.
- K. SCHOOL YEAR AND SCHOOL DAY.** The school year and the school day shall be as required by law and as determined annually by the Board.



- L. PUPIL PERFORMANCE STANDARDS AND EVALUATION.** Compass Charter Schools, LLC shall be responsible and accountable to the Board for the performance of students who attend the Charter School. Compass Charter Schools, LLC will utilize assessment strategies required by terms of the Charter Contract. The Board and Compass Charter Schools, LLC will cooperate in good faith to identify measures of and goals for the Charter School students and school performance, including but not limited to academic achievement and parent satisfaction. Compass Charter Schools, LLC shall perform its duties and responsibilities as set forth in this Agreement to the reasonable satisfaction of the Board.
- M. SERVICES TO DISABLED STUDENTS AND SPECIAL EDUCATION.** Compass Charter Schools, LLC shall provide special education services to students who attend the Charter School in conformity with the requirements of state and federal law. Compass Charter Schools, LLC may subcontract, if necessary and appropriate for the provision of services to students whose special needs cannot be met within the Charter School's program, subject to approval of the Board. Such services shall be provided in a manner that complies with local, state and federal laws and applicable regulations and policies. Consistent herewith, the Board acknowledges the individualized nature of services that may need to be provided to disabled and special needs students and the impact that the provision of such individualized services may have on the Annual Budget. The Board and Compass Charter Schools, LLC mutually agree to adjust the Annual Budget as deemed necessary with respect to the provision of services to disabled and special needs students under this paragraph, as required by law.
- N. CONTRACT BETWEEN THE CHARTER SCHOOL AND THE SPONSOR.** Compass Charter Schools, LLC will not act in the manner that will cause the Charter School to breach of its Charter Contract with the Sponsor.
- O. UNUSUAL EVENTS.** Compass Charter Schools, LLC agrees to timely notify the Board and/or school administrator of any anticipated or known: (i) material health or safety issues, (ii) labor, employee or funding problems, or (iii) problems with any other type that could adversely affect the Charter School in complying with its responsibilities hereunder or its responsibilities under the Charter Contract.
- P. STUDENT AND FINANCIAL RECORDS.** All students and financial information related to the Charter School shall be available for inspection at the Charter School upon reasonable request consistent with applicable federal and state laws.
- Q. CHARTER SCHOOL RECORDS/PROPRIETARY.** The financial, educational, and student records pertaining to the Charter School are the Charter School property, and such records are subject to the provisions of the available freedom of information act(s) to the extent required by applicable law. All Charter School records shall be physically or electronically available, upon request, at the Charter School. Except as prohibited under the Charter School Contract and applicable law, the Sponsor and the public shall have access to the Charter School's records.
- R. COMPASS CHARTER SCHOOLS, LLC PERFORMANCE GOALS.**
1. Timely submission of required reports set forth in agreement.
 2. Strict adherence to the approved Annual Budget for the operation and management of the Charter School, with no aggregate cost over-runs; and
 3. Such performance goals contained with the Charter Contract and the Charter Application.
- S. EDUCATIONAL AND OTHER SERVICES.** Upon Board approval, Compass Charter Schools, LLC shall provide certain educational and other services. Such services may include but are not limited to certain technology services, proprietary curriculum and other instructional tools as



well as school development services which may be provided by Compass Charter Schools, LLC, its affiliates or third party entity.

ARTICLE IV: OBLIGATIONS OF THE BOARD

- A. GOOD FAITH OBLIGATION.** The Board shall be responsible for its fiscal and academic policy. The Board shall exercise good faith in considering the recommendations of Compass Charter Schools, LLC, including but not limited to, Compass Charter Schools, LLC recommendations concerning policies, rules, regulations and budgets. If the Board's unwillingness to adopt Compass Charter Schools, LLC reasonable recommendations with respect to policies, rules, and regulations specifically inhibits Compass Charter Schools, LLC ability in implementing the school design as set forth in the Charter Application, Compass Charter Schools, LLC shall have the option of terminating this agreement.
- B. ASSISTANCE TO COMPASS CHARTER SCHOOLS, LLC.** The Charter School shall cooperate with Compass Charter Schools, LLC in furnishing all information and submitting all forms and reports required in association with this Agreement, including timely notice of all Board meetings. The Charter School shall timely furnish Compass Charter Schools, LLC all documents and records necessary for Compass Charter Schools, LLC to properly perform its responsibilities under this Agreement.
- C. UNUSUAL EVENTS.** The Charter School agrees to timely notify Compass Charter Schools, LLC of any anticipated or known (i) material health or safety issues, (ii) labor employee or funding problems, or (iii) problems of any other type that could adversely affect Compass Charter Schools, LLC in complying with its responsibilities hereunder.
- D. RETAINED AUTHORITY.** The Board shall retain the authority to make reasonable regulations relative to anything necessary for the proper establishment, maintenance, management, and carrying on of the Charter School, including regulations relative to the conduct of pupils while in attendance at the Charter School or en route to and from the Charter School.
- E. FOOD SERVICE.** The Charter School shall be managed, operated and administered by or shall otherwise provide authority to Compass Charter Schools, LLC to manage, operate and administer the Food Service for the Charter School including but not limited to cause all conditions necessary to satisfy all requirements of the Federal Statutes regarding the National School Lunch Program at 7 C.P>R. 210.1, et seq.

ARTICLE V: FINANCIAL ARRANGEMENTS

- A. REVENUES.** Except as hereinafter provided, all monies received by the Board shall be deposited in the Charter School's depository account with a financial institution acceptable to the Board and Compass Charter Schools, LLC. The signatories on the account shall only be the Board members or designated Compass Charter Schools, LLC employees or its assigns as designated by the Board. Interest income earned on the Charter School depository accounts shall accrue to the Charter School. Except as specifically excluded by the terms of this Agreement, the term "Revenues" shall include all funds received by or on behalf of the Charter School, including but not limited to:
 - 1. Funding for public school students enrolled in the Charter School.
 - 2. Special Education funding provided by Federal, State, and Local Governments to the Charter School that is directly allocable to special education students in the Charter School.



3. Gifted and Talented funding provided by Federal, State, and Local Governments that is directly allocable to Gifted and Talented students in the Charter School.
4. At-Risk funding provided by Federal, State, and Local Governments to the Charter School that is directly allocable to At-Risk students in the Charter School.
5. Funding provided by Federal, State, and Local Governments to the Charter School that is directly allocable to students in the Charter School with limited English proficiency.
6. Federal, State, and Local grant sources, including Title I and Charter School startup funds, which is directly allocable to the Charter School.
7. Grants and denominations received by the Charter School (except to the extent Compass Charter Schools, LLC is not required or involved in soliciting, administering, or managing such grants and/or donations).
8. Fees charged to students and others for extra services as and to the extent permitted by law (all of the above are hereinafter collectively referred to as the "Revenues").

The Board may advance funds to Compass Charter Schools, LLC for fees or expenses associated with the Charter School's operation provided that the documentation for the fees and expenses are provided for Board ratification. The Revenues shall be expended by Compass Charter Schools, LLC in accordance with the approved Budget and as otherwise authorized by the Board. The expenditure of Revenues received from governmental entities shall be consistent with all applicable regulations and policies, and in the case of private donations, the directives of the donor where applicable. To the extent that there are not sufficient funds in the Operating Account to pay Operating Expenses, Compass Charter Schools, LLC may, at Compass Charter Schools, LLC's opinion, deposit funds into the Charter School Operating Accounting ("Operating Advances"). Operating Advances can only be made in accordance with the approved Annual Budget. The Charter School shall reimburse all Operating Advances when the funds become available.

- B. BUDGET.** Compass Charter Schools, LLC shall manage the budget, accounting, and financial reporting functions for the Charter School in accordance with the Requests of the Sponsor, the provisions of the Charter Contract and the approved Annual Budget by the Board.

Compass Charter Schools, LLC shall prepare and submit to the Charter School for its approval for each Fiscal Year (July 1 – June 30), an Annual Budget for the Charter School. Each Annual Budget shall state and estimate for the coming Fiscal Year for (i) Total Revenues; (ii) Operating Expenses; (iii) Audit Expenses; and (iv) Fund Balance.

- (i) Compass Charter Schools, LLC shall submit to the Charter School for its review and approval a preliminary Annual Budget for each Fiscal Year for the Charter School, on or before May 31st of the current Fiscal Year. It is the intent of this provision that Compass Charter Schools, LLC prepare and submit to the Charter School a balanced Annual Budget, which shall provide for full payment of the (i) Total Revenues; (ii) Operating Expenses; (iii) Audit Expenses and (iv) Fund Balance with respect to the Charter School.
- (ii) The Charter School must notify Compass Charter Schools, LLC in writing that it approves the Annual Budget within thirty days of submission by Compass Charter Schools, LLC, which approval shall not be unreasonably



withheld or delayed. If the Charter School does not approve the Annual Budget, the Charter School shall give specific reasons therefore and continue to deposit the balance of Total Revenues into the Charter School Operating Account pursuant to its obligations in Article V. If the Charter School does not approve the Annual Budget within thirty days of submission by Compass Charter Schools, LLC, the Charter School shall be deemed to approve the Annual Budget. Compass Charter Schools, LLC and the Charter School acknowledge that a Final Budget shall be completed no later than June 30.

- (iii) Compass Charter Schools, LLC may amend the Annual Budget(s) not less frequently than semi-annually in order to reflect the results of the most recent student counts and may make such other modifications as it may from time to time find necessary. Any such amendment shall only be valid if approved by the express vote of the Board. Compass Charter Schools, LLC shall report any changes upon which the Annual Budget was based within fifteen days after Compass Charter Schools, LLC becomes aware of any such change.
- (iv) Compass Charter Schools, LLC shall operate and manage the Charter School according to its Annual Budget.
- (v) Compass Charter Schools, LLC shall use reasonable efforts to operate the Charter School within its Annual Budget.

C. FEE. As and for compensation for its services, Compass Charter Schools, LLC shall be entitled to an amount not to exceed 11% of the revenues which include the Florida Educational Finance Program (FEFP) revenue, net of the Sponsor's administrative fee; charter school capital outlay revenue; and Charter School Program Grant funds (if any). Said amount shall be determined by the Governing Board and set forth within the Governing Board's approved Annual Budget. The eleven percent (11%) fee shall be comprised of a management fee of 6.0%, financial services of and accounting fee of 2.75% and an HR/Payroll fee of 2.25% (Total 11%). All other grants received by the Charter School and obtained through Compass Charter Schools, LLC shall be subject to a fee of 3% of the Total grant revenues if allowable under the grant stipulations. The management fee shall be billed monthly based on the Charter School's FEFP allocation. Should the school's budget be restricted enough to possibly be at a deficit, the ESP will work with the Board for fee forgiveness or fee deferral.

D. AVAILABILITY OF FUNDS. Compass Charter Schools, LLC shall only be required to perform its responsibilities under the Agreement to the extent that there are sufficient Revenues to make payments in accordance with the terms of the Budget.

E. FINANCIAL REPORTING. Compass Charter Schools, LLC shall provide the Board with:

1. The projected Annual Budget as required by the terms of this Agreement.
2. Detailed statements of all Revenues received, and detailed statements of all expenditures for services and or expenses rendered or incurred to or on behalf of the Charter School, whether incurred on-site or off-site, upon request.
3. Monthly financial statements by the 30th day of the following month, including a balance sheet, statement of revenues and expenditures.
4. Other information on a periodic basis to enable the Board to (i) monitor Compass Charter Schools, LLC's performance and the efficiency of its operation of the Charter



School, and (ii) furnish reports and information which the Charter School is required to provide pursuant to its Charter Contract and/or applicable laws.

- F. ACCESS TO RECORDS.** Compass Charter Schools, LLC shall keep accurate financial records pertaining to its operation of the Charter School, together with all Charter School financial records prepared by or in possession of Compass Charter Schools, LLC, and shall retain all of the said records for a period of time as may be required by the Charter Contract. Compass Charter Schools, LLC and the Charter School shall maintain the proper confidentiality of personnel, students, and other records as required by law.
- G. REVIEW OF OPERATIONAL BUDGET.** The Board shall be responsible for reviewing and approving the Annual Budget of the Charter School as presented by Compass Charter Schools, LLC.
- H. ANNUAL BUDGET.** The Board shall select and retain an independent auditor, to conduct and annual audit of the Charter School in accordance with the charter school's authorizing documents. Subject to applicable law, all finance and other records of Compass Charter Schools, LLC related to the Charter School will be made available to the Charter School's authorizing documents. Subject to applicable law, all finance and other records of Compass Charter Schools, LLC related to the Charter School will be made available to the Charter School's independent auditor.
- I. START-UP OPERATING LOSSES.** With Charter School approval, Compass Charter Schools, LLC may, in its sole discretion, provide funds for operating losses for the Charter School during the startup period. Compass Charter Schools, LLC advances shall be budgeted and shall be in amounts acceptable to Compass Charter Schools, LLC. Compass Charter Schools, LLC shall be reimbursed from the Revenues as and when funds are available.
- J. MARKETING.** Marketing costs will be incurred by the ESP. This is included in the management fee contracted by the school.

ARTICLE VI: PERSONNEL & TRAINING

- A. PERSONNEL RESPONSIBILITIES.** Compass Charter Schools, LLC shall recruit and recommend for hire, qualified personnel to perform services at the Charter School. Personnel shall be employees of the Charter School, or its assigns. Each party shall be responsible for all compensation for their respective employees. The compensation of all employees will be paid in accordance with the approved Annual Budget referenced in Article V of this Agreement. Compass Charter Schools, LLC shall have the responsibility and authority to determine staffing levels, and to recommend for recruitment, evaluation, assignment, discipline, transfer and termination school personnel consistent with State and Federal law.
- B. SCHOOL ADMINISTRATOR.** The accountability of Compass Charter Schools, LLC to the Charter school is and essential component of this Agreement. Since the responsibility of the School Administrator is critical to the Charter School's success, Compass Charter Schools, LLC shall have the authority, consistent with State law, to recommend for hire and subsequently supervise each School Administrator and to hold the School Administrator accountable for the success of the Charter School. Compass Charter Schools, LLC shall consult and obtain Board approval with respect to hiring or termination of the School Administrator.
- C. TEACHERS.** Compass Charter Schools, LLC shall determine the number of teachers, and the applicable grade levels and subjects, required for the operation of the Charter School. Compass Charter Schools, LLC shall recruit and recommend for hire such teachers, qualified



in grade levels and subject required, as are required by the Charter School. The curriculum taught by such teachers shall be consistent with the educational program. Such teachers may, in the discretion of Compass Charter Schools, LLC, work at the Charter School on a full or part time basis. If assigned to the Charter School on a part time basis, such teachers may also work at other schools under the Board's control and operated by Compass Charter Schools, LLC. Each teacher assigned to the Charter School shall have such credentials, certifications, and experiences as may be required under the Charter Contract and applicable laws and shall undergo a criminal background check.

- D. SUPPORT STAFF.** Compass Charter Schools, LLC shall determine the number and functions of its support staff required for operation of the Charter School. Compass Charter Schools, LLC shall recruit the number of qualified staff to efficiently assist in the operate the Charter School in accordance with the Charter Contract. Compass Charter School's support staff may, in discretion of Compass Charter Schools, LLC, work at the Charter School on a full time or part time basis when needed. If assigned to the Charter School on a part time basis, the support staff may also work at other schools under the Board's control and operated by Compass Charter Schools, LLC.
- E. TRAINING.** Compass Charter Schools, LLC shall provide training in its methods, curriculum, program, and technology to all teaching personnel on a regular basis. Instructional personnel shall receive at least the minimum hours of professional development required by applicable laws. Non-instructional personnel shall receive training as Compass Charter Schools, LLC determines reasonable and necessary under the circumstances.
- F. LIMITATIONS ON DISCRETION.** All decisions made by Compass Charter Schools, LLC, and any discretion exercised by Compass Charter Schools, LLC, in its termination of staffing levels and its selection, evaluation, assignment, discipline, and transfer of personnel, shall be consistent with the approved Annual Budget, Local, State, and Federal law, and consistent with the parameters adopted by the Board and included within the educational program.

ARTICLE VII: DEFAULT

- A. DEFAULT.** An event of default ("event of Default") by either party shall be limited to the following:
- The Charter School fails to make any payment due hereunder within fifteen (15) days after the date such payment was due.
 - The Charter School materially breaches any of its other obligations under this Agreement and fails to cure such material breach within sixty (60) days after notice of such breach.
 - If Compass Charter Schools, LLC shall, under such law as shall be applicable to it commence any case or proceeding, or file any petition in bankruptcy, or for reorganization, liquidation or dissolution, or be adjudicated, insolvent or bankrupt, or shall play to any tribunal for a receiver, intervener, conservator or trustee for itself or for any substantial part of its property; or if there shall be commenced against it any such action and the same shall remain un-dismissed for more than sixty (60) days.
 - If Compass Charter Schools, LLC is found by an administrative or judicial body to have made fraudulent use of funds, or if an administrative or judicial body has revoked any license that may be required for Compass Charter Schools, LLC to carry on its business and perform its obligation and functions under this Agreement.



- If Compass Charter Schools, LLC materially breaches this Agreement. Material Breach includes (i) failure to account for its expenditures or pay the Charter School's operating costs (provided funds are available to do so), (ii) failure to follow policies, procedures, rules or curriculum duly adopted by the Board which is not in violation of this Agreement or the law, or (iii) insufficient progress has been made in attaining students achievement objectives of the Agreement and the Charter Contract, and it is not likely that such objectives can be achieved before expiration of this Agreement, (iv) if the health, safety, or welfare of the students is threatened, (v) violation of law, (vi) the revocation, suspension or termination of licenses/certifications needed for any Charter School operations solely as direct result of an act or failure to act by Compass Charter Schools, LLC, and (vii) the revocation of the Sponsor of the Charter Contract solely as direct result of an act or failure to act by Compass Charter Schools, LLC. In the event of a material breach, Compass Charter Schools, LLC shall have sixty (60) days after receipt of written notice to remedy said breach.

B. REMEDIES. Upon the occurrence of an uncured Event of Default by either party, the non-breaching party shall be entitled to peruse all remedies available under law or equity, including without limitation, terminating this Agreement upon seven (7) days prior written notice. In the event of termination of this Agreement for any reason by either party prior to the end of this Agreement's term, Compass Charter Schools, LLC may, for a fee reasonably acceptable to Compass Charter Schools, LLC, provide the Charter School reasonable assistance for up to thirty (30) days to assist in the transition to another administrative or structural arrangement (although Compass Charter Schools, LLC shall not be required to provide any assistance to another management company or service provider). However, Compass Charter Schools, LLC will abide by all State laws that govern transition obligations, including but not limited to:

- Transfer of such entity of all student records;
- Transferring any and all other non-proprietary information and providing necessary assistance to the new program or educational service provider to ensure the least disruption of the Charter School operation as a result of the termination of this Agreement;
- Transferring and/or assigning to the Charter School all contracts, agreements, licenses, permissions, and other rights and privileges related to the operation of the Charter School; including, at Compass Charter Schools, LLC's option, assignment of contracts for Personnel.

ARTICLE VIII: INDEMNIFICATION

Each party to this Agreement does hereby indemnify and hold harmless the other, and the Sponsor, and the respective boards of directors, partners, officers, employees, agents, representatives, and attorneys from and against any and all claims, actions, damages, expenses, losses, or awards which arise out of (1) its negligence, 9ii) its action taken or not taken, or (iii) its noncompliance or breach of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement. As used in this subsection, "party" shall include the party's trustees, directors, officers, employees, agents, representatives and attorneys. Such indemnification may be achieved by the joint purchase of general liability and property insurance policies, or by such other means as the parties may mutually agree.



ARTICLE IX: INSURANCE

- A. INSURANCE COVERAGE.** Each party shall maintain such insurance in the coverage amounts as may be required by the Charter Contract, with the other party listed as an additional insured. Revenues from the Charter School will be used to purchase insurances defined in the Charter Contract to operate the Charter School, including the provision of Directors & Officers Liability insurance for the Board. Each party shall, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this paragraph. Each party shall comply with any information or reporting requirements required by the other party's insurers, to the extent reasonably applicable.
- B. WORKERS' COMPENSATION.** Each party shall maintain workers' compensation insurance as required by the Charter Contract and applicable laws covering their respective employees.

ARTICLE X: WARRANTIES AND REPRESENTATIONS

- A. SOLE AGREEMENT.** This agreement supersedes and replaces any and all prior agreements and understandings between the Charter School and Compass Charter Schools, LLC.
- B. FORCE MAJEURE.** Notwithstanding any other sections of this Agreement, neither party shall be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, embargo, fire, explosion, sabotage, flood, accident labor strike, or other acts beyond its reasonable control; provided either party may terminate this Agreement in accordance with termination provisions contained in this Agreement if sufficient grounds exist as provided in the Article of this Agreement governing termination.
- C. STATE GOVERNING LAW/WAIVER OF JURY TRIAL.** The rights of all parties hereto shall be subject to the jurisdiction of and be construed according to the laws of the State of Florida, and subject to venue in Broward County. Compass Charter Schools, LLC and the Charter School hereby waive the right to a jury trial in any action, proceeding or counterclaim brought by either Compass Charter Schools, LLC or the Charter School against the other.
- D. AGREEMENT IN ENTIRETY.** This Agreement constitutes the entire agreement of these parties.
- E. OFFICIAL NOTICES.** All notices and other communications required by the terms of this Agreement shall be in writing and sent to the parties hereto at the facsimile number or addresses set forth below. Notice may be given: (i) by facsimile with written evidence of confirmed receipt by the receiving party of the entire notice, (ii) certified or registered mail, postage prepaid, return receipt requested, or (iii) personal delivery. Notice shall be deemed to have been given on the date of transmittal or personal delivery, or upon the date of postmarked if sent by certified or registered mail. Notices to the Charter School shall be sent to the current address of the then current Board President or Chairman, with a copy to the then current Board attorney. The address of the parties hereto for the purposes aforesaid, inclusive of the address of the initial Board President or Chairman and Board attorney, are as follows:



Navigator Academy of Leadership, Inc. :

Compass Charter Schools, LLC:

Attorney (with copy to):

- F. ASSIGNMENT.** Either party may assign this Agreement with the written consent of the other.
- G. AMMENDMENT.** This Agreement shall not be altered, amended, modified or supplemented except in writing and approved by the Board and the President of Compass Charter Schools, LLC.
- H. WAIVER.** No waiver for any provision of this Agreement shall be deemed or shall constitute a continuing waiver unless otherwise expressly stated.
- I. COST AND EXPENSES.** If any party commences an action against another party as a result of a breach or alleged breach of this Agreement, the prevailing party shall be entitled to have and recover from the losing party its reasonable cost and attorneys' fees (including those incurred at appellate levels).
- J. DELEGATION OF AUTHORITY.** Nothing in this Agreement shall be construed as delegating to Compass Charter Schools, LLC powers or authority of the Board, which are not subject to delegation by the Board under applicable law.
- K. COMPLIANCE WITH LAW.** The parties to this Agreement agree to comply with all applicable laws and regulations.
- L. COMPLIANCE WITH CHARTER CONTRACT.** The parties to this Agreement agree to comply with the terms and conditions set forth in the Charter Contract.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

Compass Charter Schools, LLC

By:

Name:

Title:

Date:

NAL-003, Inc. By:

Name:

Title:

Date:



NAVIGATOR ACADEMY OF LEADERSHIP

COMPREHENSIVE POLICY MANUAL

2022-2023



PREPARED BY
Compass
Charter Schools
BOARD APPROVED 6/30/22

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PART I – BUSINESS & FINANCIAL MANAGEMENT (SECTIONS 1-6)

DEFINITIONS

1. “Board” refers to the Governing Board of Directors of NAL.
2. “Business Manager” refers to the title of the NAL employee who is hired, appointed, and responsible for certain assigned business functions as outlined below, including without limitation preparing for approval of certain purchases and accounting for school fundraising proceeds as addressed more specifically below. A detailed job description will be provided to the Business Manager and will list all of the responsibilities listed above.
3. “Compass” refers to Compass Charter Schools, LLC, the manager of the schools pursuant to the Management Agreement or its successor NAL manager.
4. “Compass Finance Team” refers to, collectively, Compass’s representatives assigned responsibilities under this Handbook, including without limitation the Compass Head of Finance, Director of Finance, and accounting personnel.
5. “Compass Operations Team” refers to the Compass team in charge of School academics, operations, and governance.
6. “Director of Finance” refers to the Compass Finance Team manager responsible for the financial management duties designated to them in this Handbook.
7. “Handbook” refers to this Fiscal Control Policies and Procedures Handbook.
8. “Head of Finance” refers to the executive-level finance manager of Compass who receives and approves all reporting information and supervises the Director of Finance.
9. “Head of Operations” refers to the title of the Compass employee that supervises and is reported to by the rest of the Compass Operations Team about the operational aspects of the NAL schools managed by Compass.
10. “Management” refers to the contracted management company under the requisite Management Agreement, currently Compass, or, in the absence of an executed Management Agreement, the internal management personnel of NAL as designated by the Board to handle management responsibilities.
11. “Management Agreement” refers to the Management Agreement, dated November 14, 2017, as amended to date, pursuant to which NAL has assigned to Compass management responsibilities over school operations.
12. “NAL” refers to Navigator Academy of Leadership, Inc.
13. “PACC” refers to the Parent Association for Community and Culture, Inc., for the school.
14. “Principal” refers to the highest-ranking administrator of the school and is responsible for its overall operation.
15. The terms “Schools,” “schools,” “School,” or “school” refers to one or more schools operated by NAL.
16. “Volunteer Coordinator” refers to the school employee responsible for recruiting and managing volunteers, including without limitation PACC and its individual members.

GENERAL PROVISIONS

- 1. The Board has the authority to formulate financial policies and procedures for NAL, but has, in its sole discretion, elected to delegate to Compass, pursuant to the Management Agreement, administrative responsibility for executing and managing the fiscal policies and procedures as adopted by the Board in this Handbook, as it may be amended by the Board from time to time.
- 2. Subject to the oversight authority reserved to the Board, NAL has delegated to Compass the responsibility and authority for all operations and activities related to financial management and control over cash receipts, disbursements, payrolls, and reconciliation of bank accounts.
- 3. An audit committee, comprised of at least three individuals selected by the Board, will commission annual financial audit(s) by an independent third-party auditor who will prepare their audit for the Board. The Board will review and approve the final audit report and provide a copy to the charter-granting agency. Any audit exceptions or deficiencies will be resolved to the satisfaction of the Board and the charter-granting agency, as applicable.
- 4. In order to manage annual financial audit(s), Compass, subject to the oversight of NAL, will:
 - a. Maintain a good system of internal controls, including, but not limited to, ensuring that there is a clear segregation of duties, establishing a system of checks and balances, and following proper coding of revenues and expenditures;
 - b. Maintain account analysis;
 - c. Prepare and close financial reports;
 - d. Maintain fixed asset schedules;
 - e. Ensure early preparation of the Management’s Discussion and Analysis (MD&A); and
 - f. Maintain all contracts in an easily accessible manner.

1 - FOUNDATION

(1.1) MISSION STATEMENT

The mission of Navigator Academy of Leadership K-8 is to help students become independent learners and leaders by developing each child’s intellectual curiosity and thirst for discovery through a cross-curricular integration of Science, Math, Art, Reading and Technology. By nurturing their minds to be SMART critical thinkers and problem solvers, our students will be well-rounded CEOs of their own learning.

(1.2) ORGANIZATIONAL PHILOSOPHY

In carrying out its responsibilities, Navigator Academy of Leadership is guided by the desire to use the resources of its community, its staff and its students to provide the highest quality education possible. In reaching decisions, the Governing Board and its highly qualified team of educators and business professionals will attempt in every case to act in the best interest of its students.

(1.3) ORGANIZATIONAL STRUCTURE

Navigator Academy of Leadership is a not-for-profit corporation incorporated within the State of Florida. Navigator Academy of Leadership is directed by the Governing Board who sets the policies and guidelines for the school and delegates day-to-day responsibilities for operational matters. Management should collaborate with staff members to allow for the greatest possible outcomes and decisions for Navigator Academy of Leadership. Management shall serve as the liaison between the Governing Board and the staff. The Principal shall report to Management and direct all upstream inquiries to Management personnel.

(1.4) DECISION-MAKING

The Governing Board will review and approve the budget, establishing school-wide policies which will be the catalyst for operating the school. It is Management’s responsibility to ensure these policies are carried out, and to develop a system that ensures the input of staff, students and the community.

(1.5) NON-DISCRIMINATION

No person shall, on the basis of race, color, religion, gender, age, marital status, disability, political or religious beliefs, national or ethnic origin, or sexual orientation be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity, or in any employment conditions or practices conducted by this School, except as provided by law.

Navigator Academy of Leadership shall comply with all state and federal laws, which prohibit discrimination and are designed to protect the civil rights of applicants, employees, and/or students, or other persons protected by applicable law.

2 - GOVERNING BOARD

(2.1) GOVERNING BOARD FOUNDATION

The Governing Board is a legal requirement for a charter school organized as a not-for-profit organization. It ensures operations focus on service to the public. In addition to its legal responsibilities, the Governing Board supports the mission and seeks to promote it by advocating the educational philosophy.

(2.2) GENERAL POWERS

All affairs of Navigator Academy of Leadership shall be overseen by the Governing Board. The Governing Board’s primary duties include, but are not limited to; the hiring and evaluation of the Principal; setting of Policies and Procedures; strategic planning and assessment of the school in accomplishing the missions of the organization. The Governing Board may elect to contract with an educational management organization to oversee the day-to-day operations

and assist with the hiring and evaluation of the Principal, the recommendation of policies and procedures, and strategic planning; however, it will always be the responsibility of the Governing Board to provide general oversight to ensure public trust.

(2.3) GENERAL RESPONSIBILITIES

The Governing Board serves as guardians of the “public trust” since they are in charge of the direct or indirect assistance from state and federal governments and are put in a position of governance as a result of state charter school legislation, as well as nonprofit corporate law. This structure makes the school’s management accountable to the Governing Board. Since those on the Governing Board serve voluntarily without personal gain, the Governing Board can effectively provide financial oversight as every Governing Board in Florida for public charter schools must be operated as a not-for-profit.

Election to the Governing Board carries with it a responsibility of stewardship. The Board Members are the custodians of the integrity of the school; they hold in trust the school’s reputation as created by its founders, and as developed by those who have shaped the school in the past. Current Board Members accept the obligation to not only preserve, but also add to Navigator Academy of Leadership. In this way board members help form not only the present, but also the future composition of the Navigator Academy of Leadership.

The Governing Board shall be responsible for ensuring the corporate documents have been adopted and are updated as necessary to define the proper operation and management of the organization. The following corporate documents are the responsibility of the Governing Board, and listed in order of priority/authority:

(2.3.1) Articles of Incorporation

The Articles of Incorporation are the official and primary rules for governing the management of Navigator Academy of Leadership in accordance with the laws of the State of Florida and the United States of America. The Articles of Incorporation, and any amendments thereto must be duly approved by the Governing Board and submitted to the State of Florida through the Florida Division of Corporations.

(2.3.2) Bylaws

The corporate Bylaws are the legally binding set of rules made by Navigator Academy of Leadership to control the operation of the Governing Board and the corporation itself. The Bylaws set forth the structure of the organization in voting, operations, and guiding the Governing Board in the conduct of its business.

(2.3.3) Comprehensive Policy Manual (CPM)

This Comprehensive Policy Manual (CPM), as adopted and updated annually by the Governing Board, provides direction over the general day-to-day operations of Navigator Academy of Leadership. The policies shall be adopted by the Board through a majority vote and shall represent the official direction given by the Governing Board. All staff members of Navigator Academy of Leadership should become familiar with and carry out the directives of the

Comprehensive Policy Manual as it will serve as the primary tool for day-to-day administrative and fiscal operations.

(2.3.4) Board Resolutions

A Board Resolution is a written statement made and approved by the Governing Board detailing decisions and directives of the Governing Board which may not be permanent directives to be included within the Comprehensive Policy Manual.

(2.3.5) Corporate Budget

The Corporate Budget shall be the plan by which the expenditures of the Navigator Academy of Leadership's resources shall be approved. See section three (3) of this Comprehensive Policy Manual for additional information regarding the Budget process. All expenditure of Navigator Academy of Leadership's funds must align with the approved Corporate Budget.

(2.4) BOARD MEMBERSHIP

(2.4.1) Board Powers

The Governing Board affirms that the Board Members/Directors, officers, administrators, faculty and other employees of Navigator Academy of Leadership have an obligation to exercise their authority and to carry out the duties of their respective positions for the sole benefit of the school. Other than described within these policies, individual members of the Governing Board hold no authority or decision-making ability outside of official meetings of the Governing Board.

(2.4.2) Application Process

Any person wanting to apply to serve as a member of the Governing Board shall submit an application and resume which shall be submitted to the Governing Board for review and consideration. The applicant will agree to follow all Board policies and to submit to fingerprinting and a background check as required by Section 1002.33(12)(g), Florida Statutes. The Governing Board and Management may recommend members based on the identification of strategic needs of the Board and the school and solicit nominees who are natural matches. No person who is voted onto the initial Governing Board shall have voting authority until these requirements have been satisfied.

(2.4.3) Election Process

Directors of Navigator Academy of Leadership shall be elected annually by the Governing Board at the annual meeting of the Board. Vacancies may be filled or new offices created and filled at any meeting of the Governing Board. When a newly elected Board member is filling a vacancy, that member shall fill the remainder of the original member's term, and then be eligible for reelection to continue on the Board. Each officer shall hold office until his or her successor shall have been duly elected.

The Board will evaluate the needs of the Governing Board at the annual meeting of the Board for the coming school year. After review of all nominees and applicants the Board shall vote on the acceptance or denial of present nominees.

(2.4.4) Board Member Resignations

Any Board member who wishes to resign from office shall inform the School Board Chairperson in writing. The resignation shall become effective upon receipt of the letter unless an alternative date is suggested within the resignation letter. The Board Chairperson shall certify to the Board that the office is vacant. The Board will then appoint a replacement to serve using the process described within these policies. Resigning Members are encouraged to recommend a replacement.

(2.4.5) Removal Process

Any Director or agent elected or appointed by the Governing Board may be removed by the Board whenever, in its judgment, the best interests of Navigator Academy of Leadership would be served thereby, but such removal shall be without prejudice. In order to remove a director, the Board must vote on the issue and must have quorum to take the vote.

(2.4.6) Operational Procedures

Upon the election or appointment of new board members, Management shall provide the new Board Member with copies of important documents such as: Florida School Laws relating to charter schools, State Board of Education Rules relating to charter schools, Articles of Incorporation, Bylaws, Policies and Procedures, current Charter contract, current annual budget, and other documents the deemed essential to an understanding of the operation of Navigator Academy of Leadership.

Management shall set aside such time as is necessary to answer any questions arising from the study of these documentations and shall cooperate fully in assisting the new member to become an informed and active Board member.

New Board Members shall be required to complete statutorily required governance training which must include government in the sunshine laws. Conflict of interest, ethics, and financial responsibility.

Navigator Academy of Leadership shall provide the new Board Member various training opportunities, including but limited to attendance at a charter school conference, a retreat, or other opportunities in relation to the responsibilities of Charter School Board Members.

(2.5) MEETINGS

All meetings of the Governing Board shall be held in accordance with Florida Government Sunshine State law requirements. Except for special meetings described below, notice of all meetings and agenda shall be posted no less than 48 hours prior to each meeting. The agenda will be prepared by Management with input from the Board Chairman. A working agenda will be distributed to Board members 48 hours prior to the meeting for input prior to the distribution of the final agenda except for special meetings as described below. These meetings will be held at the school or other such place as designated by Management and the Board Chairman and noticed on the meeting announcement.

(2.5.1) Governance Meetings

The Governing Board shall fulfill these duties by meeting no less than quarterly. In compliance with the Florida Law the Board publishes the schedule of its meetings and holds them in open session. The Board will meet in accordance with the Florida Sunshine Law, Section 286.011 and shall meet in executive session only when and to the extent permitted by Florida law.

(2.5.2) Annual Meeting

The annual meeting of the Governing Board shall be held in June or July of each year. At the annual meeting, the new Board Members will be elected or reelected.

(2.5.3) General Meetings

An annual schedule of General Meetings will be set by the Governing Board and made available for public review.

(2.5.4) Special Meetings

Special Meetings of the Board may be called by the Board Chairman. Further, special meetings of the Board must be called by the Chairman within fourteen (14) days of receipt of a written request of any two (2) or more Trustees. The person(s) calling such a meeting may set the location of the meeting as a conveniently accessible place for all Board members and the public. Special Meetings must be scheduled with no less than one (1) day prior written notice and must be established to discuss only a single issue.

(2.5.5) Electronic Meetings

Pursuant to Section 1002.33(9)(p)(3), Florida Statutes and Section 120.54(5), Florida Statutes the Governing Board may elect to hold meetings through the means of "Communication Media Technology." Governing Board members attending a meeting by means of Communications Media Technology shall be counted towards the quorum and shall be considered present for quorum and voting purposes. In the event this method is chosen for use by the Board, the following requirements will be met:

2.5.5.1 Access

The means by which the meeting will be held will be sufficient to permit all interested persons to attend the meeting either in person or electronically. In the event that the meeting experiences technical difficulties during the proceedings, the meeting shall be postponed until the problems have been corrected.

2.5.5.2 Access Points

Navigator Academy of Leadership shall make available a physical location where individuals who do not have access to the technology required to participate can come to observe the meeting. This access point will have adequate set up to allow all physical participants to hear and see the meeting in person.

Management and the individual who is appointed by the Governing Board to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes shall both be required to attend the meeting in person at an access point.

2.5.5.3 Meeting Notice

Meetings which are to be held electronically will require additional information in the meeting notice. Specifically, the notice must include:

- The physical addresses of all access points open to the public and where the public should go to participate in the meeting in person.
- An address, e-mail address, and telephone number where an interested person may write or call for additional information or submit a request for public comment.
- An address, e-mail address, and designated person to whom a person may submit written or other physical exhibits which he or she intends to offer for consideration at the public meeting.

(2.5.6) Public Comments at Board Meetings

It is the intention of this policy to encourage public comments regarding items to be addressed by the board or committees of the organization. This policy describes the process to be followed to provide members of the public with reasonable opportunity to be heard.

2.5.6.1 Conduct

The opportunity to be heard at a public meeting of the organization is subject to Board rules, policies and procedures, including requirements regarding orderly conduct and proper decorum in a public meeting.

2.5.6.2 Notification

Any person or group who wants to publicly comment on an Agenda item during a public meeting is required to follow the procedures set forth in Section 2.5.5.3 prior to the start of the meeting by supplying the agenda item they wish to comment on, or if no agenda item, submit a general request for public comment. Such a request can be made at the meeting itself using a Public Comment Form which will be made available to visitors as they arrive at the access point. If written materials are to be distributed, a copy of such must accompany the request. When recognized by the Board Chair, the presenter must state their name for the record.

2.5.6.3 Timing of Public Comments

Comments for items on the current meeting's Board Action section of the agenda will be heard prior to the beginning of Board discussion for the related Agenda item.

Comments for items not on the current meeting's Board Action section of the agenda will be held until the end of the meeting, as noted on the agenda.

2.5.6.4 Time Limits

Comments are limited to two (2) minutes for an individual.

2.5.6.5 Public Record

All documents submitted to the Board are retained as part of the Public Record of the meeting.

2.5.6.6 Accommodations

The Board will provide a reasonable accommodation to an individual with a disability who wishes to make a public comment at a Board meeting. Requests for such accommodations should be made at least 72 hours prior to the scheduled Board meeting.

(2.5.6) Voting by Proxy

Board Members may not vote by proxy. In circumstances where attendance at the meeting is impossible, the Board member may participate electronically even if the meeting has not been designated as an electronic meeting pursuant to policy 2.5.5 above. In the event an individual board member elects to participate electronically, it must be ensured that all members and the public are able to hear all discussion and votes. Members who are participating electronically outside of a properly posted electronic meeting as defined in section 2.5.5 may ~~not~~ be considered in the count to determine whether quorum has been met.

(2.5.7) Notice of Board Meetings

Notice of meetings of the Governing Board, including Committees of the Board as described elsewhere within these policies, will be given in a manner to reasonably inform the public of the matters to be considered by the Board.

Notice of the time, date, and place of the meeting as well as the tentative agenda will be provided at least ten (10) days prior regularly scheduled meetings of the Governing Board. For special meetings or committee meetings the notice must be given at least 24 hours prior to the meeting.

In order to maximize public participation, notice of Board meetings will be posted on the school's calendar, on the school's website, and when possible, in the school's lobby or on the school's front door. Upon request, members of the media will be provided with notice of the meeting at the same time notice is provided to members of the Board.

(2.5.8) Records of Proceedings

The minutes of the Governing Board and all committees with board delegated powers shall contain:

- The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Governing Board or committee’s decision as to whether a conflict of interest in fact existed.
- The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.
- A written memorandum from the interested person explaining the nature of the interest to be filed within 15 days after the vote to which s/he had exercised recusal steps under policy as described above.

(2.6) COMMITTEES & TEAMS

(2.6.1) Development of Committees

The Governing Board by resolution adopted by a majority of voting members may designate one or more committees, each of which shall consist of at least one voting Board member, plus any non-board members as the Board sees fit to appoint.

(2.6.2) Meetings

Committees that have been designated by the Governing Board must be held in accordance with Florida’s Government in the Sunshine law. Management shall ensure that all meetings are posted in the same way as Governing Board Meetings are posted at least one (14) day prior to the meeting unless an emergency where there will be at least two (2) days prior notice.

(2.6.3) Committee Reports

All Board Committees are subject to the direction and control of the Board and a designated Board member serving on that committee will serve as chairperson or appoint a chairperson who will report directly to the Board in the public Operational Board meeting, unless a Special Meeting is called and lends itself to the function of the committee.

(2.6.4) Teams

The designation of Teams and the delegation thereto of authority shall not operate to relieve the Governing Board or any individual member thereof of any responsibility imposed on it, him, or her by law. Teams are not binding until and unless adopted by a majority vote of the Governing Board in session, provided a quorum is present. Teams will be given directives and guidelines and will provide specific functions as set forth by the Board.

(2.6.5) Authority

The designation of such committees and the delegation thereto of authority shall not operate to relieve the Governing Board or any individual member thereof of any responsibility imposed on

it, him, or her by law. Committee recommendations are not binding until and unless adopted by a majority vote of the Governing Board in session, provided a quorum is present.

(2.7) CONFLICT OF INTEREST POLICY

The purpose of the conflict-of-interest policy is to protect the interest of Navigator Academy of Leadership when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of Navigator Academy of Leadership or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations generally and public charter schools specifically, nor is it meant to replace any contractual requirements of the school within its Charter Agreement with the Sponsor.

(2.7.1) Definitions

Interested Person: Any director, principal officer, owner, president, chairperson, Governing Board member, or member of a committee with Governing Board delegated powers and any manager, superintendent, Principal, other administrator, or any other person employed by Navigator Academy of Leadership who has equivalent decision-making authority who has a direct or indirect financial interest, as defined below, is an interested person.

Financial Interest: A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- An ownership or investment interest in any entity with which the school has a transaction or arrangement,
- A compensation arrangement with the school or with any entity or individual with which the organization has a transaction or arrangement, or
- A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the school is negotiating a transaction or arrangement.

Family: A “family” member means: father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half-brother, or half-sister.

Compensation: Compensation includes direct and indirect remuneration as well as loans, gifts, in-kind services, favors or anything of value. A financial interest is not necessarily a conflict of interest. Under Article III, Section 2 of the Florida Statutes a person who has a financial interest may have a conflict of interest only if the appropriate Governing Board or committee decides that a conflict of interest exists.

(2.7.2) Procedures

(2.7.2.1) Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with Governing Board delegated powers considering the proposed transaction or arrangement.

(2.7.2.2) Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Governing Board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

(2.7.2.3) Procedures for Addressing the Conflict of Interest

- An interested person may make a presentation at the Governing Board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- The chairperson of the Governing Board or committee, if appropriate, may appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- After exercising due diligence, the Governing Board or committee shall determine whether the school can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Governing Board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the school's best interest, for its own benefit, and whether it is fair and reasonable.
- In conformity with the above determination, Navigator Academy of Leadership shall make its decision as to whether to enter into the transaction or arrangement, EXCEPT if the interested person or his/her spouse or child (i.e., immediate family) has a direct material interest in a transaction involving the purchase, rent or leasing of any realty, goods or services, the school is prohibited from entering into such transaction without subjecting the decision to competitive bidding.

(2.7.2.4) *Violations of the Conflicts of Interest Policy*

- If the Governing Board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- If, after hearing the member’s response and after making further investigation as warranted by the circumstances, the Governing Board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

(2.7.3) *Compensation*

- A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Navigator Academy of Leadership for services is precluded from voting on matters pertaining to that member’s compensation.
- No Governing Board member or his/her spouse or minor child may either solicit or accept anything of value (including a gift, loan, reward, promise of future employment, favor, or service) that is based on any understanding that the vote, official action, or judgment of the Governing Board member would be influenced by such gift. Gifts from family are not prohibited, nor gifts associated primarily with the recipient's employment or business. Food or beverage consumed at a single sitting or event may be accepted.
- Board members may receive compensation for expenses spent on behalf of Navigator Academy of Leadership if such expenditures are approved within the Budget or by the Governing Board. This includes travel to conferences, meetings, seminars and conventions related to charter schools or Navigator Academy of Leadership. The Director shall follow the reimbursement processes described elsewhere within these policies.

(2.7.4) *Nepotism*

Navigator Academy of Leadership shall abide by Section 1002.33(24), Florida Statutes regarding the restriction on employment of relatives.

(2.7.5) *Annual Statements*

Each director, Principal officer and member of a committee with Governing Board delegated powers shall annually sign a statement which affirms such person:

- Has received a copy of the conflict-of-interest policy,
- Has read and understands the policy,
- Has agreed to comply with the policy, and

- Understands the organization is (i) charitable and, in order to maintain its federal tax exemption, it must engage primarily in activities that accomplish one or more of its tax-exempt purposes and is (ii) a public charter school subject to applicable state and federal laws and regulations.

(2.7.6) Periodic Reviews

To ensure Navigator Academy of Leadership operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm’s length bargaining.
- Whether partnerships, joint ventures, and arrangements with management organizations conform to the school’s written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

(2.7.7) Use of Outside Experts

When conducting the periodic reviews as provided for in this policy above, Navigator Academy of Leadership may, but need not, use outside advisors, such as the use of attorneys. If outside experts are used, their use shall not relieve the Governing Board of its responsibility for ensuring periodic reviews are conducted.

(2.8) FINANCIAL INTEREST

Members of the Board shall not receive any monetary compensation for their services nor shall they have any financial interest in Navigator Academy of Leadership other than their own monetary donations to the school.

(2.9) EMPLOYER RESPONSIBILITIES

(2.9.1) Purview of Private Employer Matters

Although the Board designee or Management is responsible for all faculty hiring and evaluations, the Board sets general guidelines for the qualifications of staff, terms of contracts, performance evaluation expectations, administrative grievance procedures, non-renewal and termination processes.

(2.9.2) Private Employment Matters

Most private employment matters will be effectively handled by the Board designee or Management.

3 – FISCAL RESPONSIBILITIES (POLICIES & PROCEDURES)

OVERVIEW

Pursuant to a Board of Directors’ mandate of June 19, 2019, this Fiscal Control Policies and Procedures (“FRH”) is formally adopted by Navigator Academy of Leadership, Inc. (“NAL”) on April 15, 2020, to memorialize the policies and procedures utilized since August 12, 2019, for the fiscal management of NAL’s schools and to ensure that school funds are at all times appropriately budgeted, accounted for, expended, and maintained.

(3.1) FINANCIAL AUDIT & RFP

To properly prepare for the annual financial audit(s), Compass and NAL will work together to follow the approved Board policies, including, without limitation, internal controls, policies and procedures, financial statement review, contracts, human resource management, payroll administration, fixed assets, and accruals. Where appropriate, NAL will also use resources from the Charter Support Unit, a not-for-profit agency dedicated to the success of Florida’s charter schools, and contact them should there be a need for advice or guidance during this process.

ANNUAL FINANCIAL AUDIT

1. The Board will, no less frequently than required by the oversight authority having jurisdiction over such decisions, appoint a minimum of three individuals to serve on the audit committee (“Audit Committee”), which will be responsible for the selection of an auditor. One member of the Audit Committee must be a member of the Board, who shall serve as the chair of the Audit Committee. No persons with expenditure authorization or recording responsibilities for the school may serve on the Audit Committee.
2. The Audit Committee shall recommend to the Board an independent certified public accountant to perform the annual financial year-end audit.
3. The Board shall select a certified public accountant to perform the annual financial audit by June 15th of the same calendar year. The Audit Committee, on behalf of the Board, shall establish the factors to be determined in selecting an auditor, which may include, among other things, available personnel, experience, and ability to furnish the required services. Compensation may also be a factor, but cannot be the sole factor in evaluating proposals.
4. Following written approval by the Board of the recommended auditor, the Board may, but is not required to, delegate to Compass the authority to negotiate the contract for the auditor’s services. The contract for the auditor’s services shall, at a minimum, include:
 - A description of the services to be provided and fees or other compensations for such services;
 - A requirement that invoices for fees be submitted in sufficient detail to demonstrate compliance with the terms of the contract; and
 - The contract period, including renewals, and conditions under which the contract may be terminated or renewed.

5. Selection procedures are not required in order to renew an existing contract. There is no limit on the contract period for auditor services. The contract period and renewal conditions shall be established in a written contract between both parties.
6. The audit examination will be conducted in accordance with generally-accepted auditing standards and will include all funds over which the Board has direct or supervisory control. The audit will include, but will not be limited to:
 7. An audit as to the accuracy of the financial statements;
 8. An audit of the attendance accounting and revenue accuracy practices; and
 9. An audit of the internal control practices.
10. Compass shall cooperate and respond to all requests for information from the auditor and any subsequent inquiries from the Board regarding the audit results.
11. All funds must be managed by Compass in compliance with school board policy and applicable provisions of the Florida Statutes and Florida Administrative Code, as then in effect.

REQUEST FOR PROPOSAL (RFP)

1. The Audit Committee shall publicly announce an invitation for certified public accountants to submit a written offer to perform the financial year-end audit (“Request for Proposal” or “RFP”). The RFP shall include information on how interested firms can apply for consideration and how the proposal will be evaluated, including time requirements for completion and submission.
2. The Audit Committee shall evaluate proposals using the established factors, keeping and maintaining an RFP file evidencing the competitive bids obtained. Competitive bids will be obtained where required by law or otherwise deemed appropriate and in the best interests of the school.
3. The Audit Committee shall rank and recommend to the Board at least three proposals (if three or more respond) deemed to be the most highly qualified in order of preference. If fewer than three firms respond to the request for proposal, the audit committee may recommend to the Board the firms it deems to be the most highly qualified.
4. The Audit Committee shall monitor expenditures and the total cost for the auditor under the authority of the Board and stay within the Board budget unless prior written authorization is obtained.
5. If the exact price of the requested proposal is not known in advance, then amounts clearly marked “ESTIMATED” may be used on the RFP. Once the exact price is subsequently known, and the estimate can be amended, the originator should inform the Audit Committee of the amended price. The Audit Committee will then amend the necessary paperwork, sending it back to the originator for additional authorization if the change is significant

(3.2) PURCHASING

(3.2.1) General

Management may authorize expenditures and may sign related contracts within the limits of the approved annual budget. The Board must review and approve all expenditures that exceed approved budget limits. This approval may be done at any regularly or specially scheduled Board meeting.

The Business Manager must approve all purchases under \$500. Purchase requisitions that authorize the purchase of items greater than \$500 (format to be provided by Compass) must be submitted to Management with the related proposal/quote. When approving purchases, Management must:

1. Determine if the expenditure is budgeted;
2. Determine if funds are currently available for expenditures (i.e., cash flow);
3. Determine if the expenditure is allowable under the appropriate revenue sources;
4. Determine if the expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures, and any related laws or applicable regulations;
5. Determine if the price is competitive and prudent.

Any individual making an authorized purchase on behalf of the school must provide Management with appropriate documentation of the purchase.

No one outside of the Finance Team is authorized to make purchases without pre-approval from the Senior Manager.

Individuals who use personal funds to make unauthorized purchases will not be reimbursed. Authorized purchases will be promptly reimbursed by a bank check upon receipt of appropriate documentation of the purchase.

Management may authorize an individual to use a school credit/debit card to make:

- a. An authorized purchase on behalf of the school, consistent with guidelines provided by Management;
- b. The school card will be kept under locked supervision in the Principal's office, and authorized individuals must sign the debit or credit card out and must return the card and related documentation of all purchases within 24 hours of the purchases, unless otherwise authorized by the Senior Manager; and
- c. If receipts are not available or are missing, the individual making the charge will need to fill out a missing receipt form. After the third missing receipt the individual will be held responsible for payment.

(3.2.2) Purchase Order Requests & Forms

Purchase Order Requests (PO Requests) have been developed for the purposes of requesting, approving, and tracking our purchase orders. PO Forms should be included as an attachment to all purchasing requests. Eventually, the goal will be to utilize an automated system that

Management will adopt from a third-party CMMS provider. The Principal must approve all PO Requests generated by the school before it is submitted to the Finance Team. In the meantime, please follow the examples below as a means of requesting items at your respective locations.

Schools are numbered, as example:

001-NAL-Valrico

002-NAL-Davenport

Budget functions have the following codes:

5100 - Basic Instruction

5200 - ESE

6400 - Training

6500 - Technology

7300 - Administration

7600 - Food Services

7900 – Facilities

9100 – Community Service

All purchase order requests should adhere to the following instructions:

Submit to the Following Email: **purchasing@compassesp.com**

Include an Appropriate Subject (for example, 001-PO-7900-Facilities)

Include in the Message the reason for your request and attach any relevant information associated with the request (such as links, cut sheets, pictures, etc., including the PO FORM).

Wherever possible, PO Forms for purchases of any CSP-funded purchases exceeding \$750.00 should be signed by two authorized individuals.

Purchase orders will be processed in ordinary course and on no less than a weekly basis.

(3.3) *PETTY CASH*

1. The School's Business Manager will manage the petty cash fund.
2. Petty cash will be capped at \$350.
3. All petty cash will be kept in a locked petty cash box in a locked and secure drawer or file cabinet under the control of the School's Business Manager.
4. All disbursements will require a completed and signed petty cash slip. A register receipt for all purchases must be attached to the petty cash slip.
5. The School's Business Manager will ensure that the petty cash slip is properly completed and that a proper receipt is attached. At all times, the petty cash box will contain receipts and cash totaling \$350. A register receipt must support the petty cash slip. The individual using the petty cash to make a purchase is responsible for submitting the receipt for the petty cash slip to the Business Manager within 48 hours of withdrawing the petty cash.

6. When expenditures total \$200 (thereby reducing the petty cash balance to \$150), the School's Business Manager will total the disbursements, complete a petty cash reimbursement form, and obtain the approval of the Principal. This should be done on at least a quarterly basis. The petty cash slips and supporting receipts will be attached to the reimbursement request form and forwarded to Management.
7. At the end of each month or whenever the petty cash fund drops below a balance of \$25.00, the School's Business Manager will complete the reimbursement paperwork from the journal with itemized descriptions of expenses and attach all vouchers. The School's Business Manager will then be issued a check in the amount of the reimbursement and will be responsible for obtaining cash from the bank to replenish the cash.
8. Any irregularities in the petty cash fund will be immediately reported in writing to the Senior Manager.
9. Loans will not be made from the petty cash fund.
10. The Senior Manager, or more senior member of the Finance Team, will randomly conduct unannounced counts of the petty cash fund.

(3.4) CONTRACTS

Management shall consider any in-house capabilities for accomplishing necessary services before entering into outside contract for such services. Any outside service contracts must remain within the financial parameters of the Board-approved budget, unless the proposed contract is submitted to the Board for preapproval. Management shall maintain an electronic contract file evidencing the competitive bids obtained (if any) and the justification of need for any contracts over \$5,000.

1. Competitive bids will be obtained where required by law or otherwise deemed appropriate and in the best interests of the school.
2. Written contracts clearly defining the scope of work to be performed will be maintained for all contract service providers (i.e., consultants, independent contractors, subcontractors).
3. Contract service providers must show proof of licensing and bonding, if applicable, and adequate and current liability insurance and worker's compensation insurance. Compass may also require that contract service providers list NAL as an additional insured.
4. If the contract service provider is a sole proprietor or a partnership (including LP, and LLP), the Business Manager or Project Manager will obtain a W-9 from the contract service provider prior to submitting to Management any requests for payment.
5. Management, will approve proposed contracts and modifications in writing, or by signing the contract service provider's written agreement.
6. Contract service providers shall be paid in accordance with approved contracts as work is performed.
7. Management, shall be responsible for confirming that the terms of the contracts are fulfilled.

8. Potential conflicts of interest will be disclosed upfront by Management, and the Board will make all final decisions regarding contracts which appear to have potential conflicts of interest.
9. Reported complaints about contract service providers must be promptly disclosed by Management to the Board and all good faith complaints should be thoroughly investigated. Without limiting the generality of the foregoing, Management shall cooperate and timely respond to any correspondence received in regard to reported complaints.

(3.5) ACCOUNTS PAYABLE/RECEIVABLE

(3.5.1) Accounts Payable

1. All original invoices must be emailed to invoices@compassesp.com unless an alternative delivery method is designated by Management.
2. The Business Manager shall carefully review each invoice, assemble and attach all supporting documentation provided from the entity or individual making payment (if necessary), and verify that the specified services and/or goods were received. When receiving tangible goods from a vendor, the person designated to receive deliveries should trace the merchandise to the packing list and note any items that were not in the shipment. The packing list should be submitted to the Business Manager with the invoice. The Business Manager will adjust the invoice for any missing items noted on the packing list before processing for payment.
3. Invoice aging reports will be prepared monthly by the current NAL school's Business Manager on a form created by Management which will include the following information:
 - Function/Object Codes
 - Company Name
 - PO request Number, if applicable
 - Invoice Number
 - Invoice Date
 - Invoice Due Date
 - Invoice Amount
 - Previous Payment on current Invoice
 - Current Invoice Balance; and
 - Approval Column.

If neither the school's Business Manager nor Management is able to verify an invoice's validity (via personal familiarity or contract documents), then:

- a. The preparer of the payables aging report must inquire in writing (email) the responsible party who originally submitted the unverified invoice to verify the invoice. Responsible parties include, but are not limited to, Principals, Assistant

Principals, Deans, Before & After Directors, Cafeteria Administrators, and Facilities Coordinators;

- b. After the contact is made and any required investigation under subsection (a) is completed, the preparer must assess whether the invoice in question should be paid;
 - c. The preparer shall report back to Management, as applicable, regarding whether the invoice should be paid. The preparer and/or approver will indicate in the notes section of the aging report who authorized payment and will provide backup documentation, if necessary.
 - d. After these steps have been completed, and the payables' aging report has been submitted to Management, an authorized approver will check off all invoices that have been approved for payment; sign and date the payables aging report, and stamp approved. The approved invoices will then be processed for payment.
4. The Senior Manager may authorize payment of recurring expenses (e.g., rent, utilities, etc.) when dollar amounts fall within the predetermined range set in the approved budget. A list of the vendors and the dollar range for each vendor must be provided to Management in writing and updated on an annual basis.

(3.5.2) Bank Checks

1. The Board shall approve in advance the list of authorized signers on the school account. Such signatories authorized by the Board may sign bank checks within established limitations. However, no individual responsible for maintaining the general ledger may be authorized to serve as a signatory.
2. Management is authorized to evaluate, select, and open, in the name of and on behalf of NAL, (a) one or more bank accounts, and (b) a credit line or other credit account in an amount not to exceed \$500,000 for the purpose of managing cash flow. Management shall promptly and fully advise the Board as to all such accounts that are established and the authorized signatories.
3. Checks for CSP-funded purchases of up to \$750 and checks for other expenditures in amounts up to \$5,000 will require only the signature of the Senior Manager.
4. Checks for CSP-funded purchases exceeding \$750 will require the signatures of two authorized signatories. Checks for other purchases greater than \$5,000 will

require the signatures of two authorized signatories, unless the subject PO was approved by two authorized signatories. Checks may not be written to cash, bearer, or petty cash. Under no circumstance may any individual sign a blank check.

5. The Business Manager shall record the check transaction(s) into the appropriate checkbook and in the general ledger.
6. The Business Manager shall distribute the checks and vouchers as follows:
 - a. Original – mailed or delivered to payee;
 - b. Duplicate or voucher attached to the invoice and filed by vendor name;
 - c. Cancelled Checks – filed numerically with bank statements.
7. Voided checks will have the signature line cut out and will have VOID written in ink. In the case of duplicate checks, the original check will be attached to the duplicate and forwarded to Management who will attach any other related documentation as appropriate.

(3.5.3) Bank Reconciliation

1. The mutual goal of all parties is to reduce the amount of paper used and to use and store as many files as possible via electronic sources. Accordingly, bank statements will be retrieved online by the Senior Manager and filed and retained electronically for each school according to each school's respective name and number. Otherwise, if an electronic file is not yet available, bank statements will be saved by the Senior Manager and filed in a designated filing space for each school's respective name and number.
2. Management shall examine all paid checks for date, name, cancellation, and endorsement. Any discrepancies regarding the paid checks or any checks over 90 days will be researched and, if applicable, deleted from the accounting system.
3. Management shall prepare the bank reconciliation, verifying the bank statements and facilitating any necessary reconciliation.
4. Management shall compare the reconciled bank balance to the cash in the bank account and to the general ledger, immediately reporting any material discrepancies to the Senior Manager.
5. The Senior Manager shall prepare a monthly summary report, including but not limited to any book reconciling items such as interest, financial institution charges, and any recording errors. Each monthly summary report shall be presented via physical copy from Management to the Board on months when the Board meets; otherwise, Management shall send to the Board an electronic copy via email.

(3.5.4) Accounts Receivable

1. Accounts receivable will be recorded by the Business Manager in the general ledger and collected on a timely basis.
2. All checks will be immediately endorsed with the school deposit stamp, containing the following information: "For Deposit Only; Charter School; Bank Name; Bank Account Number, Date Received by the School."
3. A deposit slip will be completed by the Business Manager. The deposit slip will be scanned and saved electronically along with any documentation.
4. Deposits will be deposited by the school's Business Manager, or a designee (authorized in writing) at a minimum of one time per week. All cash will immediately be kept in a lock box until a deposit can be made; all cash deposits will be made as soon as possible, but no less than one time per week.

(3.6) FUNDRAISING

(3.6.1) General

1. For each fundraising or other event initiated at the school level in which cash or checks will be collected, a Volunteer Coordinator will be designated and who will be responsible for collecting and holding all cash and checks for the purpose of the fundraising activity.
2. The Volunteer Coordinator will record each transaction in a cash collection log at the time the transaction is made, with a copy of the receipt provided to the donor.
3. On the day of collection, the deposits (cash or check) will be placed in a sealed bag and placed in a lock box, along with the receipt book, and cash collection log and simultaneously log the deposit into the designated logbook or ledger for that lock box.
4. All cash and checks dropped off at the school office will be placed directly into a lock box by a front office staff member, logged into a cash collection log, and additionally processed as follows:
 - All funds are deposited into the lock box in a sealed envelope, along with any notes, forms, and the cash collection log.
 - The Business Manager will periodically open the lock box and compare the contents with the funds ledger to verify the cash/check amounts and sign off on the amounts received.
 - The lock box will be emptied and deposited in the proper account by the Business Manager, or a designee (authorized in writing) at least two times per week, corresponding to days when deposits are made.
5. All cash and checks dropped off in the classroom will be recorded on a cash collection log. Each morning, the homeroom teacher assigned to that classroom will collect and record all forms, payments, etc. that have been brought in by students that

day, and place them in a large envelope. Before lunchtime, an office staff member and, when available, a second staff member (who may be an office staff member or an aide) shall collect all envelopes from each classroom and bring them to the office, where they will be processed following the guidelines used for the lock box, above. Mail received at the school must be opened in the presence of at least two office staff members.

6. For any cash or checks received in the mail, the Business Manager will prepare a deposit packet itemizing the amount, source, and purpose of each payment, with a designated office staff member counting the funds and verifying this in writing.

7. All checks will be immediately endorsed with the school deposit stamp, containing the following information: "For Deposit Only; Charter School; Bank Name; Bank Account Number, Date Received by the School."

8. A deposit slip will be completed by the Business Manager. The deposit slip will be scanned and saved electronically along with any documentation.

9. Deposits will be deposited by the Business Manager or a designee (authorized in writing) at a minimum of one time per week. All cash will be immediately kept in a lock box until a deposit can be made; all cash deposits will be made as soon as possible, but no less than one time per week.

(3.6.2) Returned Check Policy

1. A returned-check processing fee will be charged for checks returned for non-sufficient funds (NSF). Each individual donating by check in exchange for sponsorship recognition will, as a condition of such recognition, be required to sign an approved form pursuant to which they guarantee the payment of any NSF fee associated with their donation. Unless otherwise pre-approved by Management, payment of the NSF check and processing fee must be made by money order or official check.
2. In the event that a second NSF check is received for any individual, in addition to the processing fee, the individual will lose check-writing privileges. Payment of the NSF check, the processing fee and any subsequent payment(s) by that individual must be made by money order or certified check.
3. In the case of NSF checks written by parents of students, failure to pay may result in the withholding of report cards/transcripts at the end of the semester or school year until payment is received, unless other mutually agreeable arrangements are approved by Management.
4. If the school is unsuccessful in collecting funds owed, the school may initiate appropriate collection or legal action at the discretion of Management.

(3.6.3) Parent Association for Community and Culture (PACC)

1. The PACC may fundraise, but only for purposes and projects approved in writing by Management. The purpose or goal of the fundraiser shall align with NAL's objectives as stated in the organization's bylaws and the policies of the school as supported by Management.
2. The funds raised from fundraising efforts by the PACC shall be closely monitored by the school, in accordance with the policies and procedures of this Handbook.
3. No school employee shall be allowed to serve as the PACC President or a PACC Board Member. However, Management will have full access to all PACC accounts.
4. If the PACC's fundraiser is approved, the PACC Coordinator will record each transaction in a collection log at the time the transaction is made, with a copy of the receipt provided to the donor. By the end of the day the PACC Coordinator shall count the funds with the PACC Treasurer and shall record the total amount in a cash collection log. The PACC Coordinator and the Treasurer will sign the cash collection log and deposit all proceeds in a lockbox.
5. Before depositing the funds in the bank, the PACC President will count the deposits and confirm in writing the amount of the funds being deposited.
6. The PACC Treasurer must provide all receipts and ledger to the Business Manager on the last day of each month.

(3.7) PAYROLL

(3.7.1) General

1. Classified (non-exempt) employees shall be responsible for their timesheets, vacation requests, PTO, holiday time (if applicable) and submitting them to the Principal for approval.
2. Incomplete timesheets will be returned to the employee and late timesheets will be held until the next pay period. No employee will be paid until a correctly completed timesheet is submitted to Management.
3. If an employee is unexpectedly absent and therefore prevented from working the last day of the pay period or turning in the timesheet (such as an employee calling in sick), the employee is responsible for notifying the Principal or for making other arrangements for the timesheet to be submitted. However, the employee must still complete a PTO form upon return.

(3.7.2) Overtime

Advanced approval in writing from Management is required for compensatory time and overtime.

Overtime only applies to classified (non-exempt) employees and is defined as hours worked in excess of forty (40) hours within a five-day period of time for full-time and thirty (30) hours for part-time employees. Any hours worked in excess of an

employee's regular work schedule must be pre-approved by the Principal, unless it is prompted by an emergency. No overtime will be paid without the approval of Management. Overtime will not be granted on a routine basis and is only reserved for extraordinary or unforeseen circumstances. If the Principal identifies a recurring need for overtime in any given position, then the Principal should immediately consult with Management for further guidance.

(3.7.3) Payroll Processing

1. Classified (non-exempt) employees must clock in and clock out to verify working days for accuracy. Software will be available to the school employees to look up their payroll-related information, such as PTO, vacation, or unpaid time. The Principal will review each payroll with Management to ensure accuracy and a system of checks and balances. No overtime hours will be paid without Management's approval.
2. Substitute teachers must clock in and clock out. The Principal, Assistant Principal, or Dean shall also maintain a log of teacher absences and the respective substitutes that work for them. The Principal, Assistant Principal, or Dean will verify that the substitutes initial the log next to their names before they leave for the day and those teachers, upon returning back to work, initial next to their names. This form will be verified and signed by the appropriate supervisor and submitted to Management.
3. Salaried employees must clock in and clock out to verify working days for accuracy. Software will be available to the school employees to look up their payroll-related information, such as PTO, vacation, or unpaid time. The Principal will periodically review payroll with Management to ensure accuracy and a system of checks and balances.
4. Should the Board determine that processing its own payroll system without the participation of a third-party payroll company would be most beneficial for the school, then the school Business Manager and Management will coordinate to operate the internal payroll system in accordance with the policies and procedures of this Handbook as further contemplated in Section (D) below.

(3.7.4) Payroll Taxes & Filing

Unless a third-party payroll processing company is used, Management will prepare payroll check summaries, tax and withholding summaries, and other payroll tracking summaries.

Unless a third-party payroll processing company is used, Management will prepare the state and federal quarterly and annual payroll tax forms, and submit the forms to the respective agencies.

(3.7.5) Third Party Payroll Processing

Management may outsource its Payroll & Payroll Processing to a third- party payroll processing provider.

Third-party payroll providers must provide proof of experience in the handling of payroll for charter schools. The Board will make the final determination regarding the selection of a third-party payroll provider.

It will be Managements responsibility to assist any third-party payroll provider in processing payroll in accordance with the policies and procedures of this Handbook. Accordingly, Management shall forward the Principal's approved payroll report to the third-party payroll provider and be the primary contact with that provider.

(3.8) EXPENSES

(3.8.1) General

Employees shall be reimbursed for expenditures within ten (10) days of presentation of all appropriate documentation.

Employees shall complete monthly expense reports, as necessary, to be submitted to Management after approval by the Principal.

As a condition of reimbursement, receipts or other appropriate documentation must be required for all expenses over five dollars.

Expenses greater than two months old will not be reimbursed.

The employee must sign, and the Principal must approve, all expense reports.

Expense reports submitted by the Principal must be approved by Management for processing and payment. Expense reimbursements included in invoices from Management, will only require Board or other NAL approval for payment if the expenses are outside of the limits of the approved NAL/school budget.

(3.8.2) Travel Expenses

Employees will be reimbursed for mileage in connection with school activities that require the employee to travel outside of the School District, but the mileage for travel must be pre-approved by the Principal. Mileage will be reimbursed at the government-mandated rate for the distance traveled, less the distance from the employee's residence to the school site for each direction traveled.

Management must pre-approve all out-of-town travel.

Employees may be reimbursed for overnight stays at hotels/motels when pre-approved by the Principal and the event is more than 50 miles from either the employee's residence or the school site. Hotel rates should be negotiated by Management at the lowest level possible, including the corporate, nonprofit or government rate if offered, and the lowest rate available.

When attending an approved event, the employee shall be reimbursed at the Management established fixed rate for any breakfast, lunch, or dinner that is not included as part of the related event. The current fixed rates are \$15.00 for breakfast, \$25.00 for lunch, and \$35.00 for dinner, with an aggregate maximum of \$75.00 per day. If a meal is provided as part of the scheduled activity, then the employee will not receive reimbursement for that meal and the daily maximum will be reduced accordingly. Travel advances require written approval from Management.

Travel advances require receipts for all advanced funds. After the trip, the employee must enter all of the appropriate information on an expense report and submit it to the Principal for approval, who will then forward the report to the Business Manager for processing.

If the advance exceeds the amount of the receipts, the employee will pay the difference immediately in the form of a check.

If the advance is less than the amount of the receipts, the difference will be reimbursed to the employee in accordance with the expense report.

(3.8.3) Reimbursement Process

The individual incurring authorized expenses while carrying out the duties of the school must complete and sign an expense report as a condition of reimbursement.

The Principal must approve, sign, and then submit the expense report to the Business Manager for payment.

(3.9) FINANCIAL MANAGEMENT

(3.9.1) Financial Reporting

Management will prepare the annual financial budget for approval by the Board.

The Senior Manager will submit a monthly balance sheet and monthly revenue and expense summaries to the Head of Finance including a review of the discretionary accounts and any line items that are substantially over or under budget (\$5,000 or +/- 10% of established budget, whichever is greater). The report will be reviewed at the scheduled Board meeting and action will be taken, if appropriate.

The Senior Manager will provide the Board with additional financial reports as needed.

(3.9.2) Loans

Management and the Board will approve all loans from third parties. In the case of a long-term loan, approval may also be required from the charter-granting agency in accordance

with the terms of the charter petition or other lenders in accordance with the loan documents.

Once approved, a loan/security document, typically a promissory note, will be prepared and signed by Management before funds are borrowed.

Employee loans are not allowed.

(3.9.3) Financial Institutions

All funds will be maintained at a fiscally sound financial institution. Criteria that may be used to evaluate financial institutions include:

- a. Institution Size (appropriate size to meet charter school needs while being small enough to be responsive)
- b. Financial safety and capital structure
- c. Reputation
- d. Location
- e. Flexibility and lending philosophy
- f. Operating efficiency and accuracy (computerization, employee training, etc.).

All funds will be maintained or invested in high quality short maturity, and liquid funds.

Physical evidence will be maintained on-site at Compass for all financial institution transactions.

(3.9.4) Retention of Records

Financial records, such as transaction ledgers, canceled/duplicate checks, attendance and entitlement records, payroll records, and any other necessary fiscal documentation will be retained by Management in accordance with the terms of this Section 9(D) for a minimum of seven (7) years. At the discretion of the Board or Management, certain documentation may be maintained for a longer period of time.

Management will retain records at their site for a minimum of two (2) years; after which, the remaining five (5) years will be the responsibility of the School.

Financial records will be shredded at the end of their retention period.

Appropriate back-up copies of electronic documentation, including financial and attendance accounting data, will be regularly prepared and stored in a secure off-site location on external hard drives, and in the cloud, separate from the school.

(3.10) RESERVES/INSURANCE/LIABILITIES/ASSETS

(3.10.1) Fund Balance Reserves

If financially feasible, a funds balance reserve of 3% of the total unrestricted budgeted revenues will be maintained.

It is the responsibility of Management, Principal, and Board to understand the school's cash situation. It is the responsibility of Management to prioritize payments as needed. Management has responsibility for all operations and activities related to financial management.

(3.10.2) Insurance

On behalf of the Board, Management will ensure that appropriate insurance is maintained at all times with a high-quality insurance agency.

Management will maintain the files of insurance policies, including an up-to-date copy of all certificates of insurance, insurance policies and procedures, and related claim forms.

The Senior Manager will carefully review insurance policies on an annual basis, prior to renewal.

The types of insurance maintained will include general liability, worker's compensation, student accident, professional liability, and directors' and officers' coverage. Supplementary coverage will cover after-hours and weekend activities. Coverage will be maintained in line with the limits as determined by Management, so long as the coverage and related expenses remain within the parameters of the Board approved budget. Otherwise, the Board must approve the insurance coverages.

(3.10.3) Assets

An "Asset", or "Assets" when referring to more than one, for the purposes of this Section 9(G) is defined as all items, purchased or donated, with an individual value of \$1000 or more and with a useful life of more than one year.

The Business Manager will file all receipts for purchased Assets.

Management will maintain an inventory or log of all Assets. The log will include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting Assets.

The Project Manager will take a physical inventory of all Assets at least 90 days before the end of each fiscal year, indicating the condition and location of the Asset.

Management will immediately be notified of all cases of theft, loss, damage or destruction of Assets.

Management shall submit to the Board written notification of plans for disposing of Assets with a clear and complete description of the Asset and the date of disposal in accordance with State and District policies

Assets acquisitions with a useful life expectancy of greater than one year and with a material unit cost of over \$1,000 will be capitalized by the school and depreciated.

(3.10.4) Fixed Asset Control

Proper control procedures will be followed for all capital asset acquisitions, transfers, and dispositions in order to provide internal control of capital equipment and to assist in reporting. Management is responsible and accountable for furniture, equipment, machinery and any other capital assets and will maintain some type of control over capital assets. Management will evaluate the capital asset control procedures.

(3.10.5) Property Tax Assessments

All non-exempt property tax assessments will be reviewed by Management for accuracy and proper assessed valuations to ensure minimum property tax costs to NAL.

(3.11) PARKING LOT LIABILITY

Parking lot related incidences are not covered under any insurance policy. The school assumes no liability for damage to cars:

- a. Parked in the parking lot during school hours; and
- b. Parked in the parking lot after school hours.

The only exception to this policy will be when a student is observed by an adult accidentally causing damage to a vehicle while engaged in a school activity, such as physical education equipment breaking a window (e.g., a ball).

Otherwise, liability is as follows:

1. If a student willfully causes damage (i.e. not an accident as described above), the student's parent or guardian will be deemed responsible; and
2. If a parent or other visitor causes damage, that individual will be deemed responsible; and
3. If an employee causes damage, the employee will be deemed responsible; and
4. Notwithstanding the forgoing provisions in this Section 10.3, the school disclaims any and all responsibility for parking lot related incidents, even if the individual who caused

the damage cannot be identified. **All person's park in and otherwise use the parking lot at their own risk.**

5. In connection with the foregoing provisions in this Section, each individual will be held responsible for paying the cost of damages caused by their actions, which includes promptly contacting his or her insurance company to determine whether his or her policy covers the damage and may be subject to criminal prosecution where applicable.

(3.12) PERSONNEL

(3.12.1) Employees

Management will work with the Principal and be responsible for all new employees completing or providing all of the items on the attached Personnel File Checklist.

The Principal will be responsible for maintaining this information in the format as shown on the Personnel File Checklist.

An employee's hiring is not effective until the employment application, form W-4, form I-9, and health insurance forms have been completed.

A position control list will be developed during the budget season. Management will notify the board of any variances to the position control throughout the year.

(3.12.2) Record Keeping

- The school Principal will maintain written records tracked by and received from payroll of each full-time employee's use of sick leave, vacation pay, and any other unpaid time.
- The Principal shall immediately notify Management if an employee exceeds the accrued sick leave, vacation pay, or has any other exceeded unpaid absences.
- Records will be reconciled when requested by the employee; each employee must maintain personal contemporaneous records.

(3.13) OTHER GENERAL OFFICE PROCEDURES

(3.13.1) Handling of Mail

Management or the Business Manager, as applicable, or designee, will be responsible for checking the mailbox on a weekly basis and receiving all incoming mail. All incoming mail that is important (other than advertising and propaganda) will be date stamped before distribution.

A copy of all outgoing correspondence will be maintained in the appropriate office file.

(3.13.2) Property Supplies

Office equipment and supplies are to be used for official business only. All property and supplies should be stored in a secure location. Requests for supplies should be submitted to the Business Manager.

(3.14) DETERIORATING FINANCIAL CONDITION

The Board is dedicated to sound and efficient financial management. It is the intent of the Board that the school's finances will be managed in such a way as to ensure fiscal stability for NAL. However, in the event that the school has been determined to be in a state of deteriorating financial condition or within a financial emergency, as described by Florida Statute and Administrative Codes, the following policies will be implemented.

(3.14.1) Determination

Consistent with Florida Statute 218.503(1) and Administrative Code 6A-1.0081 the school's sponsor or auditor may determine that the school is in a deteriorating financial condition based on the criteria outlined in Administrative Code 6A-1.0081. Florida Statute 1002.345(2) provides the Commissioner of Education the ability to declare the school in a financial emergency.

(3.14.2) Developing Correction Action Plan

If a corrective action plan is required, Management and the Principal shall meet with the school's accountant within fourteen (14) days of the notice to clearly define the conditions which have caused the deteriorating financial condition, and to recommend actions to be taken to resolve these conditions. These recommendations will become the draft Corrective action plan to be presented to the Board and must include:

- a) Clearly define the cause for the condition;
- b) Description of actions to be taken to correct the condition, including specific deadlines;
- c) A list of procedures for monitoring the implementation of the actions to be taken;
- d) A schedule for providing reports to the sponsor;
- e) Any other information or plans as deemed necessary to address the condition.

Within fourteen (14) days of the development of the draft plan the Board shall hold a meeting to discuss, finalize, and approve the plan.

(3.14.3) Submission of Plan

Once approved, the corrective action shall be submitted to the sponsor within two (2) days. In the event that the Commissioner has declared a state of financial emergency, the plan shall also be submitted to the Commissioner.

(3.13.4) Monitoring Corrective Action Plan

Until the financial condition which caused the concern has been resolved and the finances show a healthy fiscal trajectory, the Board should meet monthly to review financial reports, monitor the plan of the corrective action plan, and provide any necessary reports to the sponsor and/or Commissioner.

Copies of the Corrective Action Plan, and any monitoring reports and data shall be retained by the school for inclusion in the school's annual report and be made available for public inspection if requested.

(3.15) RELEASE OF FINANCIAL INFORMATION

The release of financial, personnel, statistical or other information that may be of a confidential nature will be controlled and every request will be referred to Management, as applicable.

(3.15.1) Written Request

Typical requests are for additional information concerning details of the published financial statements, litigation progress, insurance coverage, personnel, students, etc. If the request is by letter or written correspondence, the materials shall be forwarded to Compass, who will review the information to be released and who will be authorized to reply and to make decisions, in accordance with applicable law, as to what materials to provide in response. All actions in connection with requests shall be made in accordance with legal requirements regarding public records.

(3.15.2) Telephone / Personal Request

If the request is by telephone or a personal visit to our office, the requester will be referred to the Principal, or designee. If either one is unavailable, the requester should be asked to provide their name, organization, telephone number and address, if possible. Also, they should be asked a reason for the request and give a brief description of the information desired. This information should be written down and forwarded to the Principal or designed for follow-up, which may include a or request by the Principal or designee to the requester for a formal written response.

4 - FACILITIES

(4.1) FACILITIES RENTAL

Navigator Academy of Leadership may rent its facilities not in use for educational purposes to other organizations from time to time so long as such rental does not interfere with any school function or purpose and is permitted under any lease or violate any other agreement to which NAL is a party or restriction to which NAL or the subject facility are subject. The following policies are in place regarding such rentals:

- Management shall create administrative policies, forms and price schedules to ensure for equitable use of the facilities.
- Management may refuse the use of school facilities if the use is determined to be inadvisable.
- Management shall ensure that the party renting space has completed a Building Use Agreement, collects appropriate fees.
- The representative of the school's staff members is required to be present during the entire rental of the facility, payment of such staff shall be worked into the pricing schedules.
- Management shall be allowed the option of charging a security deposit of up to \$500 should it be deemed appropriate.
- Charter School Sponsored Programs and Parent Teacher Organization Activities
- Parent Teacher Organizations and school related activities shall be granted free use of the facilities for school-related activities. Such activities may include: performances, fundraising events, etc.
- Activities must be approved by Management prior to notice of the event being distributed.
- Management reserves the right to charge a cleaning fee if the facility is not left in the state it was found.
- Disputes between Management and the party requesting or renting the facility may be appealed to the Governing Board.
- The party renting space shall be responsible for all damages or loss of school property.
- Parties renting space shall provide a certificate of insurance for liability and property damage before the event. Such certificate shall be for at least one million dollars (\$1,000,000) per occurrence.
- The party renting the facilities is subject to adherence to applicable standards of behavior and law.

Charitable and Non-Profit Use

- The rental of the facilities for charitable purposes by organizations which have been identified by the IRS as being a not-for-profit agency shall be offered lower rates representing only the cost for additional facility operation.

(4.2) ANIMALS ON SCHOOL PROPERTY

(4.2.1) Special Events

Special events involving animals must be approved by Management at least two weeks prior to the event. If such an event is approved, a list of all animals to be present must be sent home to parents to ensure that no students will have allergic reactions to the animals. If a student has allergies to an animal, the teacher is responsible for finding another environment for that student and providing opportunities to gain from the learning experience as other students who do not have allergies.

(4.2.2) Classroom Pets

Teachers will be allowed to have classroom pets, if such pets pertain to the curriculum the teacher is offering. The teacher will be responsible for the care, clean up, and well-being of classroom pets. Prior to bringing the pet into the classroom, the Principal must approve of the proposed animal, then signed consent forms must be obtained from the parent/guardian of each student who would access the classroom. These forms must be submitted to Administration prior to bringing the animal into the school. Administration has the right to ask that the animal be removed at any time.

(4.3) CLASSROOM DÉCOR

(4.3.1) Custom Paintings / Murals

Prior to any staff member permanently affixing any design or color to a classroom wall (i.e., painting, permanent markers, etc.), a plan for the design must be submitted to Management for approval. The Staff member should also be prepared to paint over any designs should the Administration deem they are a distraction or no longer appropriate for the classroom.

(4.3.2) Affixing Items to Walls

Methods for affixing any items to common school areas, such as hallway walls, etc., shall be approved by Management. Methods of affixing typically approved would be sticky materials or tape which can be removed without leaving any holes of any kind or defacing walls by paint removal, etc.

Methods of affixing requiring approval, include, but are not limited to: staples, nails, tacks, or any objects requiring repairing, patching, or rebuilding surface areas to restore ready for painting.

(4.4) HAZARDOUS MATERIALS

To ensure that all chemicals and materials used in the care and maintenance of the building are stored and recorded in an appropriate manner. Administration will ensure that appropriate documentation will be kept of the purchase, use, storage and disposal of substances designated as hazardous by local, state and federal authorities.

(4.5) KEY DISTRIBUTION & CONTROL

Keys will be issued to employees at the beginning of the school year and will be collected at the culmination of the school year. Employees are responsible for their keys, and if they lose their keys, they may be responsible for the cost of rekeying the locks on the building as well as the cost of additional keys. When utilizing keys to enter the building during non-business hours, the employee is responsible for ensuring the building is properly secured.

5 - TRANSPORTATION

(5.1) STUDENT TRANSPORTATION SERVICES

Navigator Academy of Leadership, in accordance with state law, will provide free transportation, when available, for eligible students attending the school. The Board shall ensure that the transportation services of Navigator Academy of Leadership meet all of the guidelines established by the State of Florida, as well as the policies that pertain directly to the qualifications of bus operators and operational procedures adopted by Navigator Academy of Leadership.

All eligible students with disabilities will be provided bus transportation by the school between home and the special education program. Transportation for a student with disabilities will be provided between schools if the Individualized Education Plan (IEP) team determines that such transportation is necessary as a related service due to the student's disability. Eligibility must be stated in the student's IEP.

(5.2) SCHOOL BUS SAFETY

Safe transportation of students shall be the paramount obligation of the transportation staff. All procedures and rules developed by the administration shall be governed by this requirement. State and local laws pertaining to the operation of buses and vehicles used to transport students will be observed by drivers, students, and staff.

All behavioral policies within this manual are also applicable to students while on school transportation. Transportation rules and regulations will be distributed annually to parents/guardians. Students will receive instruction for the safe loading, riding, unloading, and emergency evacuation procedures.

The Principal or designee will file criminal charges of trespass against any person who unlawfully enters a school bus where entry is not approved by Board policy or where the individual does not have written approval of the school.

(5.3) DRIVERS

The safety and welfare of our students is of paramount importance to Navigator Academy of Leadership. Accordingly, no person will operate a school bus unless the person possesses a valid school bus license and has complied with the regulations of the State of Florida and other regulatory agencies. In addition to the health certificate required for each current school term, the Board may require evidence of continued good health from individual drivers at any time it deems necessary.

(5.4) ROUTES AND SCHEDULES

The selected transportation company will prepare and submit Navigator Academy of Leadership’s bus routes and schedules. Management will initially approve all bus routes each school year; the final bus routes must be approved by July 30 of each school year. Buses will be routed with student safety, efficiency and economy as the controlling factors.

(5.5) INSPECTION

Navigator Academy of Leadership’s vehicles that are used to transport students will be inspected annually by state approved inspectors each school year.

Bus inspections conducted by School employees shall not be made more than sixty (60) days prior to operating the vehicles during the school year. Bus drivers and bus maintenance employees have the responsibility to inspect, report and remedy any condition of the School buses which poses an unreasonable risk of harm to students and staff.

Newly purchased, newly leased, newly placed into service, newly contracted vehicles or vehicles replaced under contracted services with a rated capacity to carry more than ten (10) passengers including the driver, and used to transport students, shall meet state and federal specification and safety standards applicable to school buses.

(5.6) USE OF SCHOOL BUSES

School buses will be used only for the transportation of students to and from school or for School educational purposes.

6 – FOOD SERVICE PROGRAM

(6.1) FOOD SERVICE MANAGEMENT

Management will assign a Food Service Manager who will develop and implement procedures for operating a food services program. In addition, the Food Service Manager will monitor the quality and efficiency of the School's food service program.

The School's food service program will comply with all state and federal regulations for food quality and financial reimbursement.

Navigator Academy of Leadership may elect to contract with a food service management company to manage the School's food service program.

The duration of contracts with food service management companies will be limited to one (1) year with no more than four (4) annual renewals.

(6.2) FREE AND REDUCED-PRICE MEALS

Navigator Academy of Leadership will participate in the National School Lunch Program. Eligible students will be identified for participation in the free and reduced-price lunch program based upon federal and state guidelines.

Information concerning the eligibility standards will be distributed annually within the School. The identification of student participants in the program will be confidential with such information disclosed to staff members on a strict need-to-know basis.

(6.3) COMPETITIVE FOOD SALES

In order to comply with requirements of the National School Lunch Program and the School Breakfast Program respecting the sale of food in competition with meals served under the National School Lunch Program and the School Breakfast Program, the sale of categories of foods of minimal nutritional value during the meal periods in the cafeteria is prohibited. The restricted foods are identified as, but not limited to, soda (carbonated beverages), water ices, chewing gum and certain candies (hard candies, jellies and gums, marshmallow candies, fondants, licorice, spun candies and candy-coated popcorn).

(6.4) FOOD SAFETY

The purpose of Navigator Academy of Leadership's food safety program is to ensure the delivery of safe foods to children in the school meals program by controlling hazards that may occur or be introduced into foods anywhere along the flow of food from receiving to service.

Serving safe food is a critical responsibility for school food service and is a key aspect of a healthy school environment. Keeping foods safe is a vital part of healthy eating. When properly implemented, the School's food safety program will help ensure the safety of school meals served to School students.

In order to carry out these goals and comply with federal law, the School's Food Safety Program will include written plans for each school and will be consistent with Hazard Analysis and Critical Control Point (HACCP) principles.

The School's Food Safety Program will focus on three (3) key points.

- i. Food preparation areas will be maintained in a clean and sanitary manner. This includes ensuring that workers hands, utensils, and food contact areas are clean and sanitary so as to avoid cross contamination.
- ii. Temperature controls will be strictly adhered to. Food will be cooked and served at the proper temperature.
- iii. Standard Operating Procedures should be developed to ensure sanitation; to ensure that food is maintained at the proper temperatures, and to facilitate other safety aspects of the food service program.

The Organization recognizes that good nutrition and regular physical activities affect the health and well-being of all students. Furthermore, research suggests that there is a positive correlation between a student's health and well-being and his/her ability to learn. Moreover, schools can play an important role in the developmental process by which students establish their health and nutrition habits by providing nutritious meals and snacks through the meal

programs, supporting the development of good eating habits, and promoting increased physical activities both in and out of school.

The Organization is committed to creating school environments that promote and protect the overall well-being of all students and staff. The guidelines listed below encourage a comprehensive wellness approach that is sensitive to both individual and community needs.

8 – WORKPLACE STANDARDS AND POLICIES

(8.1) EQUAL OPPORTUNITY EMPLOYMENT

Navigator Academy of Leadership is an equal opportunity employer. Navigator Academy of Leadership is committed to providing equal opportunity for all individuals in all areas of recruitment, selection, placement, training, assignment, transfer, compensation, benefits, discipline, retention, and promotion. The Board commits itself to the policy that there shall be no unlawful discrimination against anyone because of race, color, religion, age, sex, sexual orientation, national origin, or disability. All decisions shall comply with applicable state and federal laws. Navigator Academy of Leadership is required by the Immigration Reform and Control Act to employ only American citizens and aliens authorized to work in the United States. This law aims to preserve jobs for those individuals who are legally entitled to them.

(8.2) EMPLOYMENT NON-DISCRIMINATION AND NON-HARASSMENT

Navigator Academy of Leadership does not discriminate against anyone, to general operations of the organization, and on any basis prohibited by applicable law or regulation. Navigator Academy of Leadership is committed to an environment where all individuals are treated with respect and dignity. We believe that everyone has the right to work in a professional atmosphere that promotes equal employment opportunities and prohibits discriminatory practices, including harassment. Therefore, Navigator Academy of Leadership expects that all relationships in the workplace will be business-like and free of bias, prejudice, and harassment. Navigator Academy of Leadership does not tolerate discrimination against or harassment of or by our employees, students, vendors, or other people. The term “harassment” includes, but is not limited to, slurs, jokes, and other verbal, graphic, or physical conduct relating to an individual’s race, color, sex (including discrimination against or harassment of individuals of the same sex), pregnancy, religion, national origin, ancestry, citizenship, age, disability, workers compensation claims, marital, veteran or any other protected status. “Harassment” may include a range of subtle and not so subtle behaviors and also includes unwelcome or unwanted sexual advances, requests or demands for favors, offensive touching, and other types of conduct, whether it be physical, verbal, graphic, or electronic communication (including e-mail and facsimiles) of a harassing or sexual nature involving individuals of the same or different gender. This includes, but is not limited to:

- Unwelcome or unwanted physical contact or sexual advances including, but not limited to, patting, grabbing, pinching, brushing up against, hugging, cornering, kissing, fondling, or any other similar physical contact.

- Unwelcome requests or demands for favors including, but not limited to, subtle or blatant expectations, pressures, requests or demands for sexual, unethical, or illegal favors; or unwelcome requests for dates or contacts. Such unwelcome requests or demands may or may not relate to an implied or stated promise of preferential treatment or a threat of negative consequences concerning employment, including, but not limited to, promotion, demotion, transfer, layoff, termination, pay, or other form of compensation, and selection for training.
- Verbal and written abuse or unwelcome “kidding,” including, but not limited to, that which is sexually oriented, including same-sex harassment; commentary about an individual’s body, sexual prowess, or sexual deficiencies; inappropriate comments about race, color, religion, sex, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, disability, workers compensation claims, marital, veteran, or other protected status; dirty jokes or other jokes which are unwanted and considered offensive or tasteless; or comments, innuendoes, epithets, slurs, negative stereotyping, leering, catcalls or other actions that offend, whether sexually-oriented or otherwise related to a prohibited form of discrimination or harassment based on a legally protected status.
- Any form of behavior that unreasonably interferes with work performance, including, but not limited to, unwanted sexual attention, comments, interruptions, or other communications, whether sexually-oriented or otherwise related to a prohibited form of discrimination or harassment, that reduces productivity or time available to perform work-related tasks or otherwise interferes with work performance based on a legally protected status.
- Actions that create a work environment that is intimidating, hostile, abusive, or offensive because of unwelcome or unwanted conversations, suggestions, requests, demands, physical contact or attentions, whether sexually-oriented or otherwise related to a prohibited form of discrimination or harassment based on a legally protected status.
- The distribution, display, or discussion of any written or graphic material, including calendars, posters, cartoons, or names, that belittles or shows hostility or aversion toward an individual, their relatives, friends or associates, or a group because of race, color, religion, sex (including same-sex discrimination or harassment), pregnancy, national origin, ancestry, citizenship, age, disability, workers compensation claims, marital, veteran or another legally protected status.

All employees and applicants are covered by this policy and are strictly prohibited from engaging in unlawful discriminatory or harassing conduct. Further, no employee has the authority to suggest to another employee or applicant that the individual’s employment, continued employment, or future advancement will be affected by entering into or refusing to enter into, a personal relationship. Such conduct is a direct violation of this policy. Conduct prohibited by this policy is unacceptable in the workplace and any work-related setting outside the workplace, such as business trips, business meetings, and business-related social events.

Violation of this policy will subject an employee to disciplinary action, up to and including suspension with pay, suspension without pay, and immediate discharge.

(8.2.1) Retaliation is Prohibited

Navigator Academy of Leadership prohibits retaliation against any individual who reports discrimination or harassment or participates in an investigation of such reports. Retaliation against an individual for reporting harassment or discrimination or for participating in an investigation of a claim of harassment or discrimination is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action, up to and including termination.

(8.2.2) Reporting Procedures and Investigation

Navigator Academy of Leadership strongly urges the reporting of all incidents of discrimination, harassment, or retaliation, regardless of the offender's identity or position. Individuals who believe they have experienced conduct they believe is contrary to Navigator Academy of Leadership's policy or who have concerns about such matters should file their complaints with the Principal or any Member of the Governing Board or the Board's designee whereupon the matter will be discreetly and thoroughly investigated. Navigator Academy of Leadership will then take immediate steps to stop any behavior which violates this policy and see that it does not repeat itself. Disciplinary action, up to and including termination, calculated to end the discrimination or harassment, will be taken, when appropriate, against the offender(s).

Employees who have experienced conduct they believe is contrary to this policy have an obligation to take advantage of this complaint procedure. An employee's failure to fulfill this obligation could affect his or her rights in pursuing any claim.

Early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of discrimination or harassment. Therefore, while no fixed reporting period has been established, the prompt reporting of complaints or concerns is strongly urged so that rapid and constructive action can be taken.

The availability of this complaint procedure does not preclude individuals who believe they are being subjected to harassing conduct from promptly advising the offender that his or her behavior is unwelcome and requesting that it be discontinued.

(8.2.3) Responsive Action

Conduct constituting harassment, discrimination, or retaliation will be dealt with appropriately. Responsive action may include training, referral to counseling, and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay, or termination, as the Board believes appropriate under all circumstances.

Any person utilizing this complaint resolution procedure will be treated courteously, and the problem will be handled swiftly and as confidentially as possible with appropriate corrective action being taken. The registering of a complaint will not be used against that individual, nor will it hurt their employment status. A record of the complaint and findings will become a part of the complaint investigation record, and that file will be maintained separately from the personnel files.

However, any report that the reporter has made maliciously or any report that the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action.

(8.2.4) Conclusion

Individuals who have questions or concerns about this policy may talk with Management or any member of the Governing Board. Please keep in mind that the very nature of discrimination, harassment and retaliation makes it virtually impossible to detect unless a complaint is appropriately reported. Do not assume that Navigator Academy of Leadership is aware of your problem! It is your responsibility to bring this information to the attention of Navigator Academy of Leadership so the issue can be resolved.

(8.2.5) Training

New employee orientation shall include a training on the harassment policy. All administrators are responsible for assuring that staff members are familiar with the policy on harassment and that new employees are oriented each school year. As part of the review of the Code of Student Conduct at the beginning of the school year, this policy will be discussed in student classes, and with our school's PACC committee. Students enrolled after the beginning of the school year will be provided a copy of the Code of Student Conduct and advised of this policy.

(8.3) PERSONNEL RECORDS

Personnel records shall be maintained in accordance with State and Federal Laws. The following records for each employee shall be maintained in a secure file:

- a. Evidence of successful completion of required education
- b. Florida Teaching Certificate, certificate of law for the position
- c. Employee assessments
- d. Signed contract
- e. Signed loyalty oath if required by the State of Florida or the Federal Government.
- f. Withholding allowance certificate (W-4)
- g. Copy of Social Security Card
- h. Benefits enrollment documentation
- i. Background verification and results of School District fingerprint test

- j. Letters of reprimand and information regarding any disciplinary action taken
- k. Personal Data Sheet
- l. Employment Eligibility Verification (I9 Form)
- m. Arrest and Conviction Record
- n. Signed Drug-Free Workplace Policy
- o. Signed Harassment Policy
- p. Technology Acceptable use Policy
- q. Ethics and Professional Standards Policy

It is the responsibility of the employee to obtain and submit the following documents:

- a. **Florida Certificate:** the employee must submit the original. A copy shall be made to keep within the file, and the original shall be returned to the employee.
- b. **Health Certificate:** Prior to initial employment and re-employment following a termination, some employees may be required to submit a certificate of health signed by a licensed medical practitioner attesting to the employee's freedom from contagious and infectious diseases and other physical and medical impairments which would prevent the applicant from performing the duties for whom an employment contract is required.
- c. **Contracts:** Each employee shall sign the offered contract and submit it to the school office within the specified time.
- d. **Certificate Extensions/Additions:** Other official correspondence with the state Department of Education and any other documents which may be requested shall be copied in the school office.
- e. **Criminal Records:** The school shall determine if the prospective employee has an arrest/conviction record.

Personnel records shall be open for inspection and copying consistent with Florida law, Chapter 119 and Federal laws. Social Security numbers will not be disclosed to the public. Evaluations shall be confidential and not open to the public until the end of the school year immediately following the school year in which the evaluation was made. The following payroll deductions are not open to the public: credit union cards, W-4's, tax shelter information, tax levy, court records.

(8.4) COMPENSATION

(8.4.1) Salaried Employees

Instructional and administrative staff members shall be salaried (exempt) employees. Annually the Governing Board will evaluate the salary schedule to make necessary adjustments that are in alignment with state and federal law and Navigator Academy of Leadership's annual budget.

(8.4.1.1) Contracts

(8.4.1.1.1) At Will Employer

All contracts offered by Navigator Academy of Leadership will be at-will contracts specifically stating that either Navigator Academy of Leadership or employee may

choose to cancel that contract at any time with or without cause.

(8.4.1.1.2) Probationary Contract

Employees newly hired by Navigator Academy of Leadership shall be offered a one-year probationary contract in accordance with Florida Statute 1012.335. The probationary contract may only be issued once to an employee unless the employee was rehired after a break of service for which an authorized leave of absence was not granted.

(8.4.1.1.3) Annual Contract

A new annual contract may be offered after completing one successful year on a probationary contract, conditional upon the employee holding the appropriate state certification from the Department of Education, and having not received two consecutive annual performance ratings of unsatisfactory, nor three consecutive needs improvement or unsatisfactory performance ratings.

(8.4.1.2) Salary Schedule

Given that all employees shall only receive annual contracts, all academic employees will be paid under the performance salary schedule as defined in Florida Statute 1012.22(1)(c).

(8.4.1.2.1) Initial Placement

The Finance Team will recommend to the Board a starting salary and incremental amounts based upon criteria established by historical financial data determining the initial placement of new employees on the salary schedule. This approval will be conducted as part of the development of the Corporate Budget. The initial placement will be based on the employee's qualifications as of their first day of work. Experience credit on the instructional salary schedule will be granted for all verified public-school experience in accordance with state law. If public school credit is less than eight (8) years, full-time private school experience **may** also be granted up to a maximum of eight (8) total years.

(8.4.1.2.2) Adjustments for Returning Employees

Employees returning to the school after having completed an annual evaluation will receive annual adjustments in accordance with the amounts established by the Finance Team. The annual amounts are subject to change based on the annual budget, and shall only apply to the employee's Base Salary, not to any supplemental amounts the employee receives. The adjustments shall be calculated as follows:

(8.4.1.2.2.1) Highly Effective

Employees having received a "Highly Effective" rating as part of their annual evaluation shall receive the highest possible annual salary adjustment

(8.4.1.2.2.2) Effective

Employees having received an "Effective" rating as part of their annual

evaluation shall receive an adjustment equal to 50 percent of the adjustments awarded to the Highly Effective Employees.

(8.4.1.2.2.3) Other Rankings

Employees not receiving either Highly Effective or Effective will not be eligible for a performance adjustment and will only be given the cost-of-living adjustment if one is established

(8.4.1.2.2.4) Cost of Living Adjustment

The Governing Board may approve a cost-of-living adjustment for all employees. The cost-of-living adjustment will be applied to all employees on the schedule equally and can be no more than 50 percent of the amount awarded to employees rated as “Effective” in their annual evaluations.

(8.4.1.3) Salary Supplements

An employee’s placement on the salary schedule shall constitute the employee’s base pay. In addition to the base pay, the Governing Board may annually approve supplements to be paid to employees, which are annual additions to the base salary for specific qualifications or duties. The supplement does not become part of the employee’s continuing base salary. A schedule of possible supplements will be considered by the Finance Team in the establishment of the Salary Schedule and Corporate Budget and presented to the Board at the annual meeting.

(8.4.1.3.1) Degree Supplements

A degree utilized for salary purposes must have been awarded by an institution, which was accredited at the time the degree was awarded or must have been validated by an accredited institution as covered under Department of Education procedures for implementation of applicable State Board Rule. It is the employee’s responsibility to provide all applicable transcripts. The degree must also be within field or content area of teaching assignment, in order to be considered for the supplement/stipend.

(8.4.1.4) Paid Time Off

Salaried employees will accrue Paid Time Off (PTO) within the contract/agreement with Navigator Academy of Leadership at the rate of 2 per quarter. All full-time employees are eligible. Temporary, part-time and PRN employees are not eligible. PTO accumulates in relationship to all regular hours you actually work. PTO does not accumulate on overtime hours or on hours not worked, such as when you are using PTO or are on a leave of absence. PTO may be used at any time after it has accumulated, once it is approved by the requesting employee’s immediate supervisor. There shall be no advancement of PTO prior to accumulation.

(8.4.1.4.1) Approval

PTO requests must be approved by the employee’s immediate supervisor prior to the absence unless the absence is a sick day and prior notification is not possible. If you

have a planned day off, you should submit your request as soon as possible. It is preferable to have all requests for PTO, at least a week prior, in order to get proper coverage for your position.

(8.4.1.4.1.2) Overuse and Unused PTO for Salaried Employees

If a staff member uses all PTO allotted to them, any additional sick days will be without pay. For whatever reason, should an employee leave before the end of the school, PTO will be prorated, and the employee will be expected to pay back over-used PTO. Any unused PTO days will be paid out to the employee (up to 4 days) or rolled over to the next school year (up to 4 days).

(8.4.1.5) Pay Calculations

Salaried employees of Navigator Academy of Leadership shall be paid year-round, even though the services the employee provides to Navigator Academy of Leadership is less than a full year. To clarify the calculations and methodology used by Navigator Academy of Leadership, the Governing Board shall adopt a "Compensation Manual" identifying the specific formulas to be used when calculating employee amounts. This compensation manual will consider the following policies:

(8.4.1.5.1) Contract Days

Each year, the Principal shall ensure a calendar is created specifically identifying the number of contract days for all salaried employees. This calendar should identify all the paid versus unpaid days for each employee class.

(8.4.1.5.2) Pay Periods

Navigator Academy of Leadership shall pay employees twice per month, resulting in a total of 26 pay periods per year. The actual amount each employee will be paid for the fiscal year will be divided by the remaining pay periods that year.

(8.4.1.5.3) Salary Employees Daily Rates

The Finance Team shall ensure that a daily rate is calculated and communicated to each employee. This daily rate shall be their employee's annual salary amount divided by the contract days in the fiscal year. The daily rate shall be used to calculate the actual amount each employee earns for services provided to the school in the event the employee leaves Navigator Academy of Leadership prior to the end of the school year or is required to take unpaid leave.

(8.4.2) Hourly Employees

Non-instructional and non-administrative employees shall be paid hourly. Hourly rates will be recommended by the Finance Team and set by the Governing Board of the school and in accordance with state and federal law.

(8.4.2.1) Initial Compensation

Hourly employees shall be offered a specific hourly rate based on the rates paid to similar employees at other local schools.

(8.4.2.2) Vacation

Hourly employees who normally work during the following times will be provided holiday Pay for the following days:

Paid Holidays Time

- Independence Day (for 12-month employees)
- Labor Day
- Veteran's Day
- Thanksgiving (maximum total of 2 days for hourly employees)
- Christmas Day
- New Year's Day
- Martin Luther King, Jr. Day
- Memorial Day
- Juneteenth

(8.4.2.3) Overtime Pay

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Non-exempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Indetermining whether non-exempt employees are entitled to overtime pay, only actual hours worked in a given workday or work week will be considered. All overtime must be previously authorized by Management. Navigator Academy of Leadership provides compensation for overtime hours worked by non-exempt employees in accordance with state and federal law as follows:

For any employee subject to overtime, all hours worked in excess forty (40) hours in one work week shall be treated as overtime. Compensation for hours in excess of forty (40) for the work week shall be paid at a rate of one and one-half times the employee's regular rate of pay. Work weeks begin each Sunday at 12:01 a.m. **For more information please review the Compensation Manual.**

(8.4.2.4) Worker's Compensation

Navigator Academy of Leadership provides Workers' Compensation benefits pursuant to Florida law.

(8.4.3) Additional Compensation

(8.4.3.1) Compensation for Additional Responsibilities

Occasionally employees may take on additional responsibilities beyond that covered within their contract. The Governing Board may authorize stipends or additional funds to be paid for such activities as described below:

(8.4.3.1.1) Exempt Employees

Stipends for additional responsibilities will typically be paid in one lump sum on the date authorized by the Governing Board unless another arrangement is authorized by the Board. The Governing Board shall annually approve a schedule of stipends to pay for additional responsibilities above the typical job responsibilities. The schedule should include the task for which the stipend is offered, when the stipend will be paid, and the amount which will be paid. Examples of activities for which stipends might be offered include: tutoring outside of school hours, coaching extracurricular activities, and providing additional services on behalf of the school. In the event that multiple employees share the responsibility of a task approved by the board (i.e., coaches who are sharing coaching responsibilities), Management may authorize the stipend to be split appropriately between the employees.

(8.4.3.1.2) Non-Exempt Employees

Employees who are not exempt from wage and hour laws will be paid their typical hourly rate based on their working hours. Efforts should be taken to avoid overtime in the completion of the additional tasks. If overtime is unavoidable, the approval of funds to cover the activities should take the additional cost of overtime into consideration.

(8.4.3.2) Employee Bonuses

Management may, occasionally, elect to assign employee bonuses if the annual budget allows for such bonuses to be made. All bonuses must be approved by the Governing Board and be applied uniformly amongst employees of similar categories

(8.4.3.2.1) Performance-Based Bonuses

If Management elects to provide Performance-Based Bonuses, Management will establish an objective measure for how the bonuses will be applied. The performance criteria for the employees must be clearly defined by the employee category (i.e., 'Classroom Teacher', 'Administrator', etc.). The criteria should be objective and easily measurable. The criteria should be established as early in the fiscal year as possible. If the available funds do not allow Navigator Academy of Leadership to fully fund the bonus schedule as defined by the Governing Board, all amounts will be prorated to match the available funds equally among all benefits to be awarded.

(8.4.3.2.2) Other Bonuses

If Management elects to give a bonus that is not Performance-Based, the bonuses must be delivered uniformly among all employees within the employee category. Bonuses to individual employees are not allowed unless using the performance-based bonuses described above.

(8.4.4) Miscellaneous

(8.4.4.1) Reclassification

Employees who complete educational degrees that would necessitate a move on the salary schedule or hourly rate, are required to provide appropriate documentation to Management. Such changes to the salary shall only be made at the next fiscal year. If an employee obtains a teaching certificate that would necessitate a move on the salary schedule or hourly rate, they are required to provide appropriate documentation to the Finance Team.

(8.4.4.2) Retroactive Payments

When salary and benefit agreements are reached, any approved retroactive payments due employees will be paid only to those in active pay status on the date of Board approval.

(8.4.4.3) Return of Overpayments

If an employee is overpaid due to an error, resignation, or any other reason, Navigator Academy of Leadership is entitled to recover any overpayment.

(8.4.4.4) Payroll Withholdings

Navigator Academy of Leadership shall withhold taxes from each employee's pay according to the law. Every deduction from an employee's paycheck is explained on the check voucher. Questions should be directed to the Finance Team. The number of withholding allowances for Federal Income Tax purposes may be changed at any time by filling out a new W-4 form and submitting it to the Finance Team. The office maintains a supply of these forms. All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Finance Team and to fill out a new W-4 form

(8.5) BENEFITS

Navigator Academy of Leadership provides a comprehensive Benefits Plan, which may vary from year to year as determined by the Governing Board. **For detailed information please review the Compensation Manual.**

(8.5.1) Eligibility

Regular employees who work at least thirty (30) hours per week, including job-share employees, are eligible for benefits, per individual contract.

- **Initial Enrollment:** Enrollment and change forms are due in the office within thirty (30) calendar days of hire or change of eligibility status. Coverage becomes effective (at the latest) the first day of the month following thirty (30) days of employment after eligible employment status has been achieved
- **Open Enrollment:** The Finance Team will provide an annual open enrollment period during which an employee may add, cancel, or change coverage. If no action is taken by the employee to change coverage, previous coverages will continue for the next calendar year.

(8.5.2) Organizational Contribution

Navigator Academy of Leadership contributes toward the cost of certain employee benefits each pay period during the school year in which a paycheck is earned. In any period during which a paycheck is not earned, the employee will owe both Navigator Academy of Leadership contribution amount and the normal insurance deductions. Organizational contribution amounts vary and are determined by the Board annually.

(8.5.3) Termination of Coverage

Insurance coverage ends the last day of the month in which an employee no longer meets eligibility requirements or employment is terminated.

(8.5.4) Leaves of Absence

While on an approved, unpaid leave of absence, employees are required to pay the entire cost of all insurance plans, Navigator Academy of Leadership's paid portion, in order for coverage to continue. The appropriate person(s), agencies, and/or organizations must receive payment by the first of each month. Insurance coverage will be canceled for nonpayment if full payment is not received by the due date. When an employee is on approved leave, the employee is responsible only for payment of the portion of premium(s) the employee normally pays. Nonpayment of premiums will result in cancellation of coverage.

(8.5.5) Suspension Without Pay

While on suspension without pay, an employee is on unpaid leave of absence. As such, the employee is entitled to maintain insurance coverage by paying the total cost of insurance. If the employee elects to continue insurance and is reinstated, the employee will be refunded Navigator Academy of Leadership contribution paid during the period of suspension. If the employee elects to continue insurance and is not reinstated, the insurance will terminate the last day of the month in which the employee is dismissed. If the employee chooses not to continue insurance and is reinstated, insurance will be reinstated the first of the month following the date of the final order and the employee will be responsible for any regular employee contributions.

(8.6) PERFORMANCE MANAGEMENT

(8.6.1) Intent

It is the intent of Navigator Academy of Leadership that assessments of personnel be used for two reasons: 1) Method of assisting staff in their professional development to best impact the education of students and operation of the school; and 2) Determining the suitability for retention of the continuing and professional service of contract personnel. Navigator Academy of Leadership acknowledges and agrees to follow all legal requirements as set forth in Florida Statute as they apply to charter schools.

(8.6.2) Evaluation System

(8.6.2.1) Professional Staff Members

Management will recommend to the Governing Board an evaluation system in compliance with Florida Statute for evaluating instructional and administrative personnel. The evaluation system adopted by the Governing Board will meet all requirements of Florida Statute section 1012.34. Specifically:

- The system must incorporate student performance data in the final calculation
- Utilize continuous quality improvement models
- Performance data utilized must be obtained from multiple sources

(8.6.2.2) Support Staff Members

The Principal will implement the Board approved evaluation matrix and form to be used for the evaluation of all support staff members, which will provide feedback and guidance to support staff in alignment with the intent of this policy.

(8.6.2.3) Performance Indicators

The final result of the evaluation system will culminate in one of the following annual performance levels:

- Highly Effective
- Effective
- Needs Improvement (or for employees in their first three years of employment This indicator shall be 'Developing')
- Unsatisfactory

(8.6.2.4) Annual Evaluation

Each staff member will receive a written annual evaluation each year, and the evaluation shall be presented to the employee before the end of each school year.

(8.6.2.4.1) Student Performance Data

Professional staff members shall have a portion of their annual evaluation based upon student performance indicators, as required by Florida law. If the student performance data is not available prior to the due date of the annual evaluations, the evaluations may be amended to incorporate the data once it becomes available.

(8.6.2.4.2) Individual Writing Evaluation

Each employee shall be notified at the start of each year who their immediate supervisor is, as well as who will be writing their annual evaluation. Teachers and support staff will be supervised by an administrative member of the staff. The Principal will be evaluated by the Governing Board, or if the Governing Board has contracted with an educational management organization, then the management organization will be responsible for evaluating the Principal.

(8.6.2.4.3) Miscellaneous

Following the completion of the evaluation, the supervisor shall meet with the employee to discuss the evaluation. Employees may provide a written response to the evaluation as a permanent attachment to the evaluation. Employees will be expected to sign the evaluation; however, the signature does not necessarily indicate consent with the findings, only that the

employee has received a copy of the evaluation. If the employee refuses to sign the document, the supervisor shall provide a written amendment documenting the date the evaluation was discussed with the employee and that the employee refused to sign the document acknowledging its receipt.

(8.6.2.4.4) Unsatisfactory Evaluations

If an employee has received an unsatisfactory performance assessment or concerns exist throughout the year such as following a formal observation, the supervisor shall confer with the employee and shall make specific recommendations for actions the supervisor believes should result in improvement. The supervisor and employee shall develop a plan, which will be shared with the Principal. The plan shall include a prescribed period in which the corrective actions must be completed. If the employee has received an unsatisfactory evaluation, the employee shall be placed on a 90-day probationary period in which the employee shall receive assistance and training to correct the deficiencies noted in the evaluation.

(8.7) DUAL EMPLOYMENT

An employee may provide services regarding a non-school developed curriculum or program or participate in programs sponsored by other agencies when approved in writing by Management. An employee who chooses to request temporary paid leave when engaged in such activities must remit to Navigator Academy of Leadership any remuneration (honorariums, stipends, consultant service fees, etc.) received. In addition, the employee shall remit any travel expense reimbursement provided by the sponsoring agency to Navigator Academy of Leadership when Navigator Academy of Leadership is liable for travel expenses authorized by the approved request.

An employee may not retain such compensation without utilizing personal leave chargeable to Paid Time Off (PTO), or personal leave without pay. An employee wishing such compensation must request the leave through the submittal and approval of the prescribed forms. Navigator Academy of Leadership will not be responsible for workers' compensation or liability protection

or any benefits for employees on personal leave.

An employee providing consultation concerning a curriculum developed by Navigator Academy of Leadership or an individual school operated by the organization, must remit to the school any remuneration received.

(8.8) SUBSTITUTES

Navigator Academy of Leadership will utilize only qualified substitutes for all employee groups. Management will develop procedures for reporting absences, assigning substitutes and developing a substitute compensation plan.

Substitute teachers shall meet all legal requirements for substitute teachers. The rate of compensation shall be according to the annual school budget approved by the Governing Board. Records shall be kept by Management or designee concerning the number of days taught by substitutes and the amount of funds expended. The Governing Board shall be informed concerning this data at periodic intervals.

Staff members who require substitutes are responsible for making arrangements for substitutesthemselves. A list of potential substitutes will be supplied to staff members and updated as needed throughout the school year. Teachers calling for a sub are to utilize the provided school-approved list.

(8.9) TYPES OF LEAVE

(8.9.1) Family and Medical Leave (FMLA)

Navigator Academy of Leadership makes available various types of unpaid, job protected leavein accordance with the requirements of the Family and Medical Leave Act of 1993 (FMLA).

(8.9.1.1) Eligibility

Employees are eligible for unpaid FMLA leave if they:

1. have a cumulative (not necessarily continuous) 12 months of prior service;
2. have worked at least 1250 hours during the 12 months immediately preceding the date on which the FMLA leave would commence; and,
3. work at a location where at least 50 employees are employed within a 75-mile radius.

(8.9.1.2) Basic Leave

For eligible employees, up to 12 weeks of unpaid leave, in a 12-month period, is available forone or more of the following purposes:

- For the birth and care of a newborn child of the employee within one year of birth;
- For the care and/or placement of a child for adoption or foster care and to care for the newly placed child within one year of placement;
- To care for a spouse, child, or parent who has a serious health condition; a child, for purposes of this policy, includes an individual who is either (1) under the ageof 18 or (2) older than 18 but incapable of self-care because of a physical or mental disability;
- For your own serious health condition.

The 12-month period is measured on a “rolling backward” basis. Leave measured on a rolling backward basis is measured backward from the date any FMLA leave would commence.

(8.9.1.3) Qualifying Exigency Leave

For eligible employees, up to 12 weeks of unpaid leave, in a 12-month period, is available for an eligible employee where the employee’s spouse, son, daughter or parent is on “covered active duty” and leave is needed for a “qualifying exigency.” Covered Active Duty includes: (1) in the case of a member of a regular component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country; and (2) in the case of a member of a

reserve component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a call or order to active duty. A “qualifying exigency” is:

- Short notice deployment;
- Military events and related activities;
- Childcare and school activities;
- For the purpose of making financial and legal arrangements;
- Rest and recuperation;
- Post-deployment activities; and/or,
- Additional qualifying activities.

The “rolling backward” method used for measuring “Basic Leave” is also used to measure the month period for “Qualifying Exigency Leave.”

(8.9.1.4) Covered Service Member Care Leave

Leave is available for an eligible employee to care for a spouse, child, parent or next-of-kin who:

- is a current member of the Armed Forces or a member of the Armed Forces who is on the temporary disability list, and who has a “serious injury or illness” for which he or she is undergoing medical treatment, recuperation, or therapy; or, otherwise in outpatient status; or, otherwise on the temporary disability retired list, or
- is a veteran of the Armed Forces who is undergoing medical treatment, recuperation, or therapy, for a “serious injury or illness” and who was a member of the Armed Forces at any time during the period of 5 years preceding the date on which the veteran undergoing the medical treatment, recuperation, or therapy.
- For purposes of this section the following definitions apply:
 - the term “Armed Forces” includes Armed Forces, National Guard, and Reserves.
 - the term “serious injury or illness” means:

For current members of Armed Forces – an injury or illness that was incurred by the member in line of duty on active duty in the Armed Force (or existed before the beginning of the member’s active duty and was aggravated by service in line of duty on active duty in the Armed Forces) and that render the member medically unfit to perform the duties of the member’s office, grade, rank, or rating.

For Veterans of the Armed Forces – an injury or illness that was incurred by the member in line of duty on active duty on the Armed Forces (or existed before the beginning of the member’s active duty and was aggravated by service in line of duty on active duty on the Armed Forces) and that manifested itself before or after the member became a veteran.

- Next-of-kin of a covered service member is the nearest blood relative other than the covered service member’s spouse, son, or daughter, unless the covered service member has specifically designated in writing another blood relative as his or her nearest blood relative for purposes military caregiver leave under the FMLA.
- For Covered Service Member Care leave only, an employee is entitled to 26 work weeks of leave during any single 12-month period measured on a “rolling forward” basis. Service member Care leave measured on a rolling forward basis will be measured using the 12-

month period forward from the date of the employee's first instance of Service Member Care leave.

(8.9.1.5) Intermittent Leave

Eligible employees may take leave intermittently, as blocks of time off or in the form of reducing the employee's normal weekly or daily schedule. If the employee needs leave intermittently or on a reduced-leave schedule for planned medical treatment, it is the employee's obligation to schedule the treatment so as not to unduly disrupt the school's operations. Further, intermittent leave or leave on a reduced-leave schedule must be medically necessary due to a serious health condition or a serious injury or illness, except in the case of intermittent leave for a Qualifying Exigency. In addition, employees are permitted to take intermittent leave for the birth of a child or placement of a child for adoption or foster care; however, intermittent leave for these reasons is only permitted upon the approval of Management.

(8.9.1.6) Giving Notice of the Need for Leave

Absent extenuating circumstances, an employee must provide Navigator Academy of Leadership with at least 30 days' advance written notice before FMLA leave is to begin. Failure to do so may cause delay or denial of leave. If the need for leave is unforeseeable, then the employee must provide notice to Navigator Academy of Leadership as soon as possible under the facts and circumstances of your situation. For unforeseen leave, you must follow the normal procedure for contacting your supervisor to report an absence.

(8.9.1.7) Approval

Navigator Academy of Leadership will generally notify you within 5 business days of receipt of your request for FMLA leave of your eligibility to take Family and Medical Leave. If you are not eligible, Navigator Academy of Leadership will provide an explanation.

(8.9.1.8) Providing Evidence of Need for Leave

In most cases, Navigator Academy of Leadership will request that the employee provide additional information regarding certification of the leave by providing the employee with a certification form, specific to the type of leave the employee is requesting, to be completed and returned to Management. Certification forms and any other requested documentation must be returned to Management within fifteen (15) days of Navigator Academy of Leadership request for certification (absent extenuating circumstances).

(8.9.1.9) Designation of Leave

Within five (5) business days after the employee has submitted the appropriate Certification form and/or Navigator Academy of Leadership has sufficient information to determine whether the leave requested is FMLA covered, Management will complete and provide the employee with a written response to the employee's request for FMLA leave.

(8.9.1.10) Intent to Return to Work from FMLA Leave

Consistent with the way Navigator Academy of Leadership addresses other types of medical

and personal leave; Navigator Academy of Leadership may require an employee on FMLA leave to report periodically on the employee's status and intent to return to work.

(8.9.1.11) Pay During Leave

If the employee has available PTO, Navigator Academy of Leadership requires the employee to use the remaining PTO at the start of FMLA leave. Once PTO is exhausted, the employee will go on unpaid leave. Both paid and unpaid leave count towards the 12 or 26-week(in the case of Covered Service Member Care Leave) limit.

(8.9.1.12) Benefits During Leave

Health insurance benefits will be maintained during leave; however, the employee must continue to pay his or her share of any premiums. If the employee falls more than thirty (30) days behind in making payments, the coverage may be canceled. In addition, should the employee fail to return to work at the expiration of the approved leave, under certain conditions, Navigator Academy of Leadership is entitled to recover any premiums it paid on the employee's behalf to maintain the coverage. All insurances and retirement deposits other than health insurance shall be the employee's responsibility.

(8.9.1.13) Return from Leave

Upon the employee's release to return to work, the employee will be restored to the same or equivalent position, unless the employee would not otherwise have been employed at the time of reinstatement (e.g., due to an intervening reduction in force or discharge for misconduct or poor performance). Navigator Academy of Leadership reserves the right not to rehire a "key" employee if rehire would cause substantial economic harm to Navigator Academy of Leadership's operation. For the purpose of this policy, key employees are generally those in the top 10% of compensation.

(8.9.1.14) Return from Leave with Illness

Fitness-For-Duty Certification

Any employee who takes leave for the employee's own serious health condition will be required, as a condition of restoration, to obtain and provide certification that the employee is able to resume work and is able to perform the essential functions of his or her job. The cost of the Fitness-for-Duty Certification is paid by the employee. Navigator Academy of Leadership may delay or deny restoration to employment if a Fitness-for-Duty Certification is not provided. Navigator Academy of Leadership will request a Fitness-for-Duty Certification for leave taken on an intermittent or reduced-leave schedule basis if reasonable safety concerns exist regarding the employee's ability to perform his or her duties based on the serious health condition for which the employee took leave.

(8.9.1.15) Taking More than the Allowed Leave

Navigator Academy of Leadership is unable to keep jobs open indefinitely. If an employee fails to return to work at the end of an approved leave of absence, including any extension of the leave, the employee will be considered to have voluntarily terminated employment.

(8.9.1.16) Employee Rights and Responsibilities

The Department of Labor has prepared a summary of an Employee's Rights and Responsibilities under the FMLA. This summary is available to any employee upon request to Management.

(8.9.2) Military

If you enter military service while working for Navigator Academy of Leadership, you will not lose your status as a regular employee. You will be given an unpaid leave of absence for the duration of your initial tour of duty and your time in the service will count toward your length of service with Navigator Academy of Leadership. If you are a member of a reserve component of the armed forces, you will be granted unpaid leaves necessary to fulfill the requirements of this affiliation. You may use your vacation time instead of leave time for this purpose if you prefer, but you are not required to do so.

If you apply for reemployment within the time specified by federal law following an honorable discharge from the service, you will be given employment comparable to the position you previously held.

(8.9.3) Personal Leave of Absence without Pay

Should a situation arise that temporarily prevents an employee from working, he/she may be eligible for a personal leave of absence without pay not to exceed 12 continuous weeks. However, employees must be employed for at least 12 months prior to the requested leave. Any request for a leave of absence without pay must be submitted in writing as far in advance as possible and it will be reviewed on a case-by-case basis by Management. The decision to approve or disapprove is based on the educational requirements of the students, the business needs of the school, the length of time requested, the employee's job performance and attendance and punctuality record, the reasons for the leave, the effect the employee's absence will have on the work in the department and the expectation that the employee will return to work when the leave expires. Leaves of absence will be considered only after all PTO leave has been exhausted.

Any planned increases for an employee returning from an unpaid leave of absence without pay will be deferred by the length of the leave.

While on an approval Personal Leave of Absence, the employee's medical coverage will continue during the length of the leave not to exceed 12 continuous weeks. For any month in which the employee does not work, Navigator Academy of Leadership may request the employee pay the cost of the premium. The Organization will not continue to make payments towards the employee's other benefits, such as, but not limited to, retirement, dental coverage, vision, or disability benefits.

Due to the nature of our business, Navigator Academy of Leadership cannot guarantee either

that an employee's job will remain available or that a comparable position will exist when return from an unpaid leave is sought. When an employee is ready to return from a leave of absence without pay, Navigator Academy of Leadership will attempt to reinstate the employee to his/her former position or to one with similar responsibilities. If the position or a similar position is not available Navigator Academy of Leadership will search for a suitable position for 30 days from the date the unpaid leave was to officially end. The employee will not be paid for this time. If the employee has not been placed by the end of this period, he/she will be administratively terminated.

An employee who returns to work following an unpaid leave will be considered as having continuous service. If an employee does not return from an unpaid leave of absence without pay, the termination date is the last day of the authorized leave period or the date the employee notifies Management that he or she is not returning, whichever is earlier. Employees who have been administratively terminated pursuant to this paragraph may be considered for reemployment.

(8.9.4) Jury Duty

If an employee is called for jury duty during a period you are regularly scheduled to work, you are not required to use PTO to cover your absence. When you are not impaneled for actual service and only on call, you shall report back to work unless authorized by your supervisor to be absent from your work assignment.

(8.9.5) Bereavement

When a death occurs in a full-time employee's immediate family, that employee may take up to three (3) days off with pay to attend the funeral or make funeral arrangements. The pay for time off will be prorated for a part-time employee if the funeral occurs on a scheduled workday. Navigator Academy of Leadership reserves the right to require verification of the need for the leave. For the purposes of this policy, immediate family is defined as an employee's spouse, parents, stepparents, siblings, children, stepchildren, grandparents, father-in-law, mother-in-law, sister-in-law, son-in-law, daughter-in-law, or grandchildren. Should additional time off be needed, the employee may make arrangements with the Principal for additional PTO or unpaid days off.

(8.10) EMPLOYEE BEHAVIOR

(8.10.1) Hours of Duty

This varies by school campus based on zoning and individual school needs. On average, a full-time employee will expect to work a minimum of 8 hours a day. Usually, these hours are from 7:45am – 3:45pm (or until professional duties and responsibilities regarding student safety and supervision have been met). And should there be an adjustment to the time, faculty and staff will be informed in writing. Please note that teachers may be assigned to duty posts before, during, or after school. This will be provided in writing.

(8.10.2) Professional Conduct

Employees shall not use the classroom, nor any other part of school facilities, as a platform for making disparaging remarks against students, parents, teachers or administrators. Conduct contrary to this policy may constitute grounds for disciplinary action up to and including dismissal.

(8.10.3) Ethical Standards

All employees are required to comply with SBE Rule 6B-1.001, Code of Ethics of the Education Profession in Florida and SBE Rule 6B-1.006, Principles of Professional Conduct for the Educational Profession in Florida.

(8.10.4) Reporting Requirements

It is the duty of all employees to promptly report to their immediate supervisor any alleged misconduct by any employee that affects the health, safety, or welfare of a student or employee. The supervisor will promptly notify Management of the report. Failure of an employee/supervisor to report such misconduct shall result in disciplinary action.

The report may be made verbally, however, Management may request a written explanation, which the employee shall be required to provide.

(8.10.4.1) Investigation

Management shall investigate any allegation of misconduct by any employee that affects the health, safety or welfare of a student or employee. Upon receiving a complaint of misconduct, a prompt preliminary investigation will be undertaken to determine if a reasonable basis exists. If the allegation warrants further investigation, the employee who is alleged to have committed such misconduct shall be reassigned to a position not requiring direct contact with students or shall be placed on administrative leave with pay pending the outcome of the investigation. Information related to the alleged misconduct shall be confidential during the investigation.

(8.10.4.2) Legally Sufficient Complaint

Management or Board Chairperson shall file any legally sufficient complaint with the Department of Education within thirty (30) days after the date the school became aware of the subject matter of the complaint. A complaint is legally sufficient if it contains ultimate facts that show that an instructional or administrative employee has committed a violation as provided in 1012.795, F.S., and defined by State Board of Education rule.

(8.10.4.3) Resignation or Retirement in Lieu of Termination

Navigator Academy of Leadership, or any of its employees, shall not enter into a confidentiality agreement regarding terminated or dismissed instructional personnel or administrators, or personnel or administrators who resign in lieu of termination, based in whole or in part on misconduct that affects the health, safety, or welfare of a student or other employee, and may not provide instructional personnel with employment references or discuss the personnel's performance with prospective employers in another educational setting, without disclosing the personnel's or administrator's misconduct

(8.10.5) Training

All employees shall go through training on the Code of Ethics and Principles of Professional Conduct. Annually, employees will be reminded of the reporting requirements of this policy and participate in a refresher discussion regarding the Code of Ethics and Principles of Professional Conduct.

(8.10.6) Confidentiality

Employees, volunteers, and board members are bound by ethical and legal codes to protect the confidentiality and privacy of our students and their families and to protect and maintain the confidentiality of all information related to them. Confidential communications include conversations, grades, progress reports, forms, correspondence, and computer-generated communications with, about or involving in any way any students or their families.

(8.10.7) Professional Standards

Employees are expected to observe certain standards of job performance and good conduct. When performance or conduct does not meet organizational standards, the school will endeavor, when it deems appropriate, to provide the employee a reasonable opportunity to correct the deficiency. If, however, the employee fails to make the correction, he or she will be subject to discipline, up to and including termination. The rules set forth below are intended to provide employees with notice of what is expected of them. However, such rules cannot necessarily identify every type of unacceptable conduct and performance. Therefore, employees should be aware that conduct not specifically listed below but which adversely affects or is otherwise detrimental to the interests of the school's other employees, students or parents may also result in disciplinary action, up to and including termination.

(8.10.8) Job Performance

Employees may be disciplined for poor job performance, including but not limited to the following:

- Below-average work quality or quantity;
- Poor attitude (for example, rudeness or lack of cooperation);
- Excessive absenteeism, tardiness, or abuse of break and lunch privileges;
- Failure to follow instructions or School procedures; or
- Failure to follow established safety regulations.

(8.10.8.1) Misconduct

Employees may be disciplined for misconduct, including but not limited to the following:

- Insubordination;
- Dishonesty;
- Theft;
- Discourtesy or rudeness;
- Misusing or destroying Navigator Academy of Leadership's property or the property of another on Navigator Academy of Leadership's premises;
- Violating conflict of interest rules;
- Disclosing or using confidential or proprietary information without authorization;
- Falsifying or altering Navigator Academy of Leadership's records, including

the application for employment;

- Interfering with the work performance of others;
- Altercations;
- Harassing, including sexually harassing, employees, students or parents;
- Being under the influence of, manufacturing, dispensing, distributing, using, or possessing alcohol or illegal or controlled substances on the school's property or while conducting School business;
- Gambling on School premises or while conducting business for Navigator Academy of Leadership;
- Sleeping on the job or leaving the job without authorization;
- Possessing a firearm or other dangerous weapon on the school's property or while conducting business for Navigator Academy of Leadership; [or]
- Being convicted of a crime that indicates unfitness for the job or raises a threat to the safety or well-being of Navigator Academy of Leadership, its employees, students, parents or property; or
- Refusing to submit to testing for drugs and/or alcohol.

(8.10.8.1.2) Attendance

In addition to the general rules stated above, employees may be disciplined for failing to observe the following specific requirements relating to attendance:

- Reporting to work on time, observing the time limits for rest and lunch periods, and obtaining approval to leave work early; and
- Notifying Management in advance of anticipated tardiness or absence.

(8.10.8.1.3) Discipline Procedure

Except as set forth elsewhere in the school's policies, discharge for poor performance ordinarily will be preceded by an oral warning and a written warning. Navigator Academy of Leadership reserves the right to proceed directly to a written warning for either misconduct or performance deficiency, or to terminate for misconduct without resorting to prior disciplinary steps when Navigator Academy of Leadership deems such action appropriate.

(8.10.8.1.4) Suspension and/or Dismissal of Instructional and Administrative Support Personnel During Contract Period

Suspension of instructional and administrative personnel during the contractual period shall be by Management. Whether such suspension will be with or without pay will be at the discretion of Management. Management shall promptly notify each employee in person and keep a written record who has been suspended or dismissed and set forth the basis for suspension or dismissal. Two members of management should be present when suspensions and/or dismissals have been administered.

(8.10.9) Employment At Will

Nothing in this guideline is intended to alter the at-will status of employment with Navigator Academy of Leadership.

(8.10.10) Conflicts of Interest

No employee or directors of Navigator Academy of Leadership shall solicit students, parents, employees, or Navigator Academy of Leadership for the selling of goods and services, other than as part of a school or PACC activity.

No employee shall accept any gift, favor, or service of value from companies or organizations that now are engaged in, or are being considered for, doing business with Navigator Academy of Leadership, with the exception of the PACC.

Expenses for trips to evaluate products or equipment shall be paid by Navigator Academy of Leadership if previously approved by Management. However, once the equipment is purchased or leased, personnel may attend training sessions at the expense of Navigator Academy of Leadership if training is included as a service within the purchase or lease price and is approved by Management.

When a seminar, training, or educational meeting or session is provided by an industry representing more than one company and offered at no cost, or at reduced or partial costs, to staff, and the resulting knowledge or training is judged by Management to be in the school's interest with no advantage or obligation given to an individual company and to be of no conflict of interest, Management may authorize attendance.

No employee shall accept other employment which might impair the employee's independence of judgment in the performance of duties for Navigator Academy of Leadership. Violation of this policy may constitute grounds for dismissal from employment.

(8.10.11) Financial Obligations

Employees are expected to handle their personal financial obligations in such a manner as to prevent the involvement of Navigator Academy of Leadership.

(8.10.12) Political Activities

Employees are not allowed to conduct activities supporting or denouncing individual political candidates or views while conducting activities for Navigator Academy of Leadership. The use of organizational resources for political activities is strictly prohibited. Should an employee choose to campaign for and hold an elective public office, the Principal will ensure proper safeguards are put into place to ensure that the campaign or elected duties do not interfere with the role the employee plays at Navigator Academy of Leadership.

(8.10.13) Academic Freedom

It is the rightful duty of a qualified teacher to encourage within students a never-ending search for truth in its many forms. Such a search may inevitably lead to areas of controversy. It is the belief of Navigator Academy of Leadership that discussion of such issues, dealing with local, state, national and international affairs, shall be encouraged. Free, logical, and intelligent dialogue within the classroom is a necessity in the search for truth. Such freedom of expression should be viewed, not simply as a constitutional guarantee, but as a fundamental necessity for the successful practice of scholarship in a free society. **All sides of**

such controversial issues shall be presented where reasonable and feasible in the judgment of the teacher and Principal. It is recognized that the application of this principle in a K-12 program differs somewhat from its application at higher educational levels. Teachers shall consider the relative level of maturity of their students and their need for guidance in the study of such issues to arrive at objective and balanced views.

Teacher use of potentially controversial materials: It is the responsibility of the teacher (or other instructional staff member) that intends to use materials that may be considered offensive to reasonable persons within the community, to notify the Principal of the potentially controversial materials. It is the Principal 's responsibility to ensure that the materials used are at grade level or below, and appropriate and consistent with the Florida Standards. If the materials are potentially controversial, a notice will be sent home to the parents giving them the opportunity to allow their student to do an alternative project.

(8.10.14) Reporting Legal Infractions

All employees are required to self-report by promptly notifying the Principal within forty-eight (48) hours of any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance and report any known allegations of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1) F.S. Such notice shall not be considered an admission of guilt, nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory, or adjudicatory. In addition, all employees shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pre-trial diversion program, or entering of a plea of guilty or Nolo-Contendere for any criminal offense other than a minor traffic violation within forty-eight (48) hours after the final judgment or order. If the employee in question is the Principal, he or she shall report said legal infraction to Management and the Chairman of the Board. Once a report has been made, Management shall determine whether this offense could make the employee ineligible for employment under §1012.315 F.S., or whether the Charter School is required to file a legally sufficient complaint under Section 1012.796 F.S. for a violation under Section 1012.795, F.S., and Management shall take such actions as are deemed necessary and/or legally required.

(8.10.15) Whistleblower Policy

Navigator Academy of Leadership requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within Navigator Academy of Leadership. As representatives of Navigator Academy of Leadership, such individuals must practice honesty and integrity in fulfilling their responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that Navigator Academy of Leadership has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of Navigator Academy of Leadership to raise serious concerns about the occurrence of illegal or unethical actions within Navigator Academy of Leadership before turning to outside parties for resolution.

All managers, directors, officers, employees, and volunteers of Navigator Academy of Leadership have a responsibility to report any action or suspected action taken within Navigator Academy of Leadership that is illegal, unethical or violates any policy adopted by Navigator Academy of Leadership. Anyone reporting a violation must do so immediately and act in good faith, without malice to Navigator Academy of Leadership or any individual at Navigator Academy of Leadership and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. However, the withholding of information the reporter believes to be in violation of the law, ethics, standards, or the like; or any report which the reporter has made maliciously; or any report in which the reporter does not possess first-hand evidentiary proof, or have good reason to believe is false, will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action.

(8.10.16) Occupational Safety

Navigator Academy of Leadership is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for Management. The prevention of accidents is the responsibility of every employee. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of Navigator Academy of Leadership that accident prevention shall be considered of primary importance in all phases of operation and administration. Navigator Academy of Leadership's administration is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce the school's safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

(8.10.16.1) Accident/Incident Reporting

It is the duty of every employee to immediately report any accident or injury occurring during work or on the school's premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

(8.11) SCHOOL RIGHTS

(8.11.1) Employment of Relatives

No prospective employee shall be hired in which a close relative holds an administrative or supervisory position that directs an employee directly or indirectly. No prospective employee shall be hired without disclosure of a close relative holding any position within the school or as a member of the Governing Board. If a close relative is employed by Navigator Academy of Leadership, both parties shall agree in writing to maintain professional

conduct while on duty or at school-related activities.

If the close relative is a member of the Governing Board, the Board member shall abstain from any motions that directly involve employment matters or financial gain for the specific relative employee. Close relatives shall be defined as the first degree of kindred: husband, wife, father, mother, brother, sister, son, daughter, and in-laws of the same degree. "Relative" shall be defined as father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half-brother, or half-sister.

(8.11.2) Pre-Work Physical Examinations

Pre-work physical examinations are required of some employees, as mandated by Florida Law, and as prescribed by these policies.

(8.11.3) Initial Appointment

Except as otherwise provided for in the Florida Statutes, applicants for teaching positions must be eligible for a Florida Certificate and qualified for the positions for which they are recommended. Appointments shall be made only by the Principal. Priority shall be given to the employment of elementary teachers who are competent to teach reading and/or mathematics skills and concepts. Teachers who profess such competencies but do not or cannot demonstrate them, whether deliberately or not, may be terminated at the discretion of the Principal. Navigator Academy of Leadership may require newly appointed teachers to participate in staff development activities up to 40 hours in reading, language arts, mathematics, science and social studies. Such training shall be given outside regular school hours at no cost to the teacher.

An adjunct instructor may be employed on an annual, daily, or part-time hourly basis, and shall not be eligible for a professional services contract.

Employment decisions shall be made by Management, subject to guidelines and requirements set forth by the Governing Board and to the annual budget.

(8.11.3.1) Background Screening

Prior to employment, candidates must be screened by Navigator Academy of Leadership using the Department of Education's electronic screening tools. The school shall also check each reference from the prospective employee's previous employers and character references when provided and reasonably feasible. All employment candidates that pass the screening shall undergo a level 2 background check with the school district to ensure they are eligible for employment under F.S. § 1012.315.

(8.11.3.2) Initial Probationary Period

Employees shall be subject to an initial probationary contract in the first year of employment. Should the employee be discharged for unsatisfactory performance during

such initial probationary period, as provided in Section 443.131(3)(a)2-3, Florida Statutes, the School will not be liable for any unemployment compensation benefits.

(8.14) EMPLOYEE RIGHTS AND RESPONSIBILITIES

(8.14.1) Professional Education

Navigator Academy of Leadership and the school district conduct various types of professional development opportunities which shall serve to increase the efficiency of all staff members, instructional, administrative and supportive. Staff members are expected to participate in such professional education activities.

(8.14.2) Copyrights and Patents

In those instances, in which a product is clearly outside the job description of an employee, the results of that employee's work are the employee's private property. Employees of Navigator Academy of Leadership have the privilege to do research, write articles, pamphlets and books, and to present papers before learned societies, to enter into contracts for the publication of their works, to procure copyrights and patents for their products, and to receive royalties that may accrue to them as a result of the sale of such works. Such work may not interfere with the performance of the employee's regular or assigned duties.

When such a product relates to the employee's work assignment, and the employee desires to obtain a copyright or patent, a written outline of the project and a statement of the employee's intent to acquire a copyright or patent shall be presented to the Board designee who shall have sixty (60) days to determine whether the school shall have an interest in such a product. If at the end of such a sixty (60) day period, the employee has received no such statement from the Board designee, the employee shall be free to consider such a product as personal property. In the event the Board designee informs the employee that Navigator Academy of Leadership has an interest in such product, the employee and Navigator Academy of Leadership may enter into whatever contractual agreement(s) may be in their mutual interests.

(8.14.3) Reproduction of Copyrighted Materials

Navigator Academy of Leadership's employees are expected to be familiar with and adhere to the provisions of the copyright laws currently in force under Title XVII of the United States Code. Any reproduction of copyrighted materials shall be done either with permission of the copyright holder or within the bounds of the "fair use" doctrine of the copyright law; otherwise, the individual employee responsible for reproduction may be liable for breach of copyright under existing laws.

(8.14.4) Transporting Students

Unless an employee is transporting a student at the direction of the Principal during an emergency, or during an officially approved trip in accordance with the school's procedures,

such transportation shall be furnished at the employee's own risk or liability. Navigator Academy of Leadership does not expect employees to transport students except when such transportation is provided during an emergency or an officially approved trip. An employee who provides such transportation except for an emergency or during an officially approved trip shall be acting outside the scope of that employee's employment. Each employee must provide a copy of a valid driver's license and proof of insurance to Navigator Academy of Leadership prior to transporting any student for any reason.

(8.14.5) Smoking of Tobacco Products on School Property

The purpose of this policy is to comply with the "Florida Clean Indoor Air Act" in protecting the public health, comfort and environment by creating areas in all school facilities that are free from tobacco smoke. No person may be in possession of a lighted cigarette, lighted pipe, lighted cigar, or any other lighted tobacco product, in any school facility, including the outside grounds, or within 100 feet of any building or area used by the school. No areas for smoking shall be designated on the school's property, or within 100 feet of any building or area used by the school. Students and staff members found in possession of tobacco products will face disciplinary actions as described within this policy manual. Other adults found in possession may be restricted from access to organizational property based on the circumstances of the incident.

(8.14.6) Drug-Free and Alcohol-Free Workplace

The Organization has established and maintains a Drug Free Workplace policy to provide a safe, healthy, and productive work environment in accordance with the Florida Drug Free Workplace Act, Section 440.101 and 440.102, Florida Statutes.

(8.14.6.1) Prohibition

Employees are prohibited from engaging in the unlawful manufacture, distribution, dispensing, possession, being under the influence of, or use of alcohol and/or a controlled substance (as defined in Chapter 893 of the Florida Statutes): in the workplace; or during the workday; or when on duty; or in the presence of students or students' families as part of any work-related activities. Violation of this prohibition shall result in appropriate disciplinary action up to and including termination and referral for prosecution.

(8.14.6.2) Drug-Free and Alcohol-Free Workplace

A drug-free and alcohol-free workplace shall be maintained. Each employee shall be given a copy of this policy as part of this Comprehensive Policy Manual. Additionally, each employee shall be notified that, as a condition of employment, the employee will abide by the terms of this policy and notify the employer of any criminal drug and/or alcohol statute conviction for a violation occurring in the workplace no later than five days after such conviction. The employer will initiate certification/revocation proceedings pursuant to F.S. 1012.795 for certified employees convicted of criminal charges. Within thirty (30) days of notification, appropriate personnel action against such an employee shall be taken, up to and including termination. Employees can also be required to participate satisfactorily in a drug and/or alcohol abuse assistance or rehabilitation program

approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency.

(8.14.6.3) Drug and Alcohol Testing

Navigator Academy of Leadership retains the right to perform testing for Drugs and Alcohol at the following times:

- **Pre-employment testing:** All individuals whom Navigator Academy of Leadership intends to hire on a permanent or temporary basis may be tested at the discretion of Navigator Academy of Leadership.
- **Reasonable Suspicion Testing:** When a covered employee's conduct or appearance is directly observed as indicative of being under the influence of a drug or alcohol during on-duty time.
- **Post-Accident Testing:** As soon as practicable following an accident, a driver (unless deceased) shall be tested for alcohol and controlled substances when any person involved in the accident has been fatally injured or the covered employee received a citation for a moving traffic violation arising from the accident. Testing will be conducted not later than thirty-two (32) hours after the accident for drugs and not later than eight (8) hours after the accident for alcohol. For the purpose of this rule, an accident is defined as an incident involving a commercial motor vehicle in which there is either a fatality, an injury treated away from the scene, or a vehicle is required to be towed from the scene.
- **Follow-Up Testing:** As part of or as a follow-up to counseling or rehabilitation, the covered employee is subject to unannounced follow-up drug or alcohol testing. The covered employee shall be subject to a minimum of six (6) follow-up drug or alcohol tests in the first twelve (12) months.
- **Random Testing:** Random testing can be performed at any point in time at the discretion of the Management.
- **Return to Duty Testing:** Before a covered employee returns to duty requiring the performance of a safety-sensitive function after engaging in a prohibited conduct the covered employee shall undergo a return-to-duty test. In the event a return-to-duty test is required, a substance abuse professional (SAP) must also evaluate the covered employee and the employee must participate in any assistance program prescribed.

(8.14.6.4) Testable Substances

Individuals shall be tested for the following drugs: marijuana, cocaine, opiates, amphetamines, phencyclidine (PCP), fentanyl, alcohol, and all other illegal or controlled substances. Covered employees who engage in prohibited drug and/or alcohol related conduct must be immediately removed from duties. Such removal shall be affected for the following, in addition to other actions deemed dangerous or improper by Management.

- Using or being under the influence of alcohol while on Organization property or during a school-sponsored event.
- When required to take a post-accident alcohol test, using alcohol within eight (8) hours following the accident or prior to undergoing a post-accident alcohol test,

whichever comes first.

- Refusing to submit to a drug or alcohol test required by post-accident, reasonable suspicion or follow-up test requirements.
- Reporting for duty or remaining on duty, requiring the performance of safety-sensitive functions, when the covered employee uses any drug, except when instructed by a physician who has advised the covered employee that the drug does not adversely affect the covered employee's ability to safely operate a CMV.
- Reporting for duty, remaining on duty or performing a safety-sensitive function if the covered employee tests positive for drugs.

(8.14.6.5) Disciplinary Consequences If Positive Results

Disciplinary action up to and including termination may be instituted against covered employees who have violated the standards of conduct cited in this policy. Nothing will preclude Navigator Academy of Leadership from seeking prosecution for violation of this policy where the Board deems appropriate. An employee who receives a positive drug test result or an alcohol test result (.04 or greater concentration) from a required test during on-duty time will be immediately suspended without pay and recommended for dismissal. An employee who refuses to submit to a required alcohol or controlled substances test will be immediately suspended and recommended for dismissal. Refusal to submit to an alcohol or controlled substances test is defined as:

- (1) failing to provide adequate breath for testing without a valid medical explanation after the employee has received notice of the requirement for breath testing;
- (2) failing to provide adequate urine for controlled substances testing without a valid medical explanation after the employee has received notice of the requirement for urine testing;
- (3) the employee engaging in conduct that clearly obstructs the testing process.

The employee will be provided with the name(s) of 2 qualified substance Abuse Professionals (SAP) and resources available from which the employee may choose to seek assistance. An offer of employment will be withdrawn for any individual who receives a positive drug test result or who receives a result showing an alcohol concentration of .02 or greater on a required pre-employment test. An employee who receives a result showing an alcohol concentration of .02-.039 from a required test shall be removed from performing any safety-sensitive function for a minimum of twenty-four (24) hours. Duty time missed shall be charged to unpaid leave or may be charged to PTO time if available. Disciplinary action will be taken in accordance with these policies.

An employee who receives a result showing an alcohol concentration of .02-.039 from a required post-accident test shall be removed from performing any school-related function for a minimum of twenty-four (24) hours. Duty time missed shall be charged to unpaid leave or may be charged to PTO time if available. Any covered employee who is cited and found guilty of a violation as a result of involvement in an accident will also receive a letter of reprimand.

Disciplinary action for subsequent incidents will be taken in accordance with these policies.

An employee who is convicted of felony driving under the influence (DUI) or any drug related offense will be recommended for dismissal. As used in this policy, conviction is defined as a finding of guilt, a plea of guilt, a plea of Nolo Contendere, or entering a Pre-Trial Intervention (PTI) program, whether or not there is a formal adjudication of guilt.

(8.14.6.6) Confidentiality

The laboratory may disclose test results only to Management or the HR Director. Any positive results which Navigator Academy of Leadership justifies by acceptable and appropriate medical or scientific documentation to account for the result as other than the intentional ingestion of an illegal drug will be treated as a negative test result and may not be released for the purpose of identifying illegal drug use. Test results will be protected under the provision of the Privacy Act, U.S.C. Section 552 and et seq., and Section 503(e) of the Act, and may not be released in violation of either Act. The school may maintain only those records necessary for compliance with this order. Any records of Navigator Academy of Leadership, including drug test results, may be released to any management official for purposes of auditing the activities of Navigator Academy of Leadership, except that the disclosure of the results of any audit may not include personal identifying information on an employee.

The results of a drug test of an employee may not be disclosed without the prior consent of such employee, unless the disclosure would be:

- a)** to Management, who has authority to take adverse personnel action against such employee;
- b)** To any supervisory or management official within Navigator Academy of Leadership having authority to take adverse personnel action against such employee;
- c)** Pursuant to the order of a court of competent jurisdiction or where required by Navigator Academy of Leadership to defend against any challenge against any adverse personnel action.

Any covered employee who is the subject of a drug or alcohol test shall, upon written request, have access to any records relating to the employee's drug test, the results of any relevant certification, review or revocation of certification proceedings as referred to in 49 CFR Part 40 of this Act. Except as authorized by law, an applicant who is the subject of pre-employment drug testing, however, shall not be entitled to this information.

All drug testing information specifically relating to individuals is confidential and should be treated as such by anyone authorized to review or compile program records. In order to efficiently implement this order and to make information readily retrievable, the Principal shall maintain all records relating to reasonable suspicion testing, suspicion of tampering with evidence, and any other authorized documentation necessary to implement this order. Such shall remain confidential and maintained in a secure location with limited access. Only authorized individuals who have a "need to know" shall have access to them.

(8.15) TEACHER CERTIFICATION STANDARDS

It is the staff member's responsibility to be aware of their status and the requirements and timelines for Certification and Renewal. Staff members who fail to obtain or renew certification prior to its expiration date shall not have their contract renewed.

(8.15.1) Applicable Standards

In the absence of Florida Statutes or State Board of Education Rules mandating teacher certification requirements, the Principal is directed to establish and keep in force procedures for appropriate certification guidelines. The provision of the standards shall apply to all teaching certificates issued for grades K-12. When state-mandated certificates are available, all such certificates issued by Navigator Academy of Leadership shall become null and void.

(8.15.1.2) Certification Renewals

Professional staff members are required to maintain their state educator certification in accordance to Florida regulations. Staff members are responsible for the completion and submission of all applicable forms and fees for the certification renewals. Once a professional staff member has renewed their certification, they must provide a copy of the certification to their supervisor. It is the staff member's responsibility to be aware of their status and the requirements and timelines for Certification and Renewal. Staff members who fail to obtain or renew certification prior to its expiration date shall not have their contract renewed.

(8.15.1.3) Familiarity with Statutes, Rules and Policies

All instructional personnel are expected to be familiar with Florida Statutes, State Board of Education Rules, and Policies of the school, which have particular reference to their responsibilities as educators. When in doubt about the existence or applicability of any such statute, rule, or policy, personnel should check with the Principal. Copies of Florida Statutes and State Board of Education Rules can be obtained from county law libraries, courthouses, and on the Internet.

(8.15.2) Tutoring

No teacher shall receive compensation for tutoring a student who is enrolled in the teacher's class during the regular school term. Tutoring by teachers for compensation is allowed on the school's property only AFTER the teacher's contracted school hours. Parents contracting individual teachers for tutoring understand that they are contracting with the teacher as an entity and NOT Navigator Academy of Leadership. Tutoring is defined as reviewing the curriculum that is taught within the classroom.

(8.15.3) Membership in Organizations

Membership in any organization shall not be a condition for employment by Navigator Academy of Leadership.

(8.15.4) Professional Development Trade Hours

In an attempt to encourage instructional and administrative staff members to participate in outside professional development activities, Navigator Academy of Leadership agrees to offer

Professional Development Trade Days (PDTD) to employees. Periodically throughout the year professional development days are scheduled, staff members may utilize accumulated PDTD so that they may not report to work on some professional development days, or be allowed to leave early on early release days. If a staff member wants to participate in a professional development activity outside of their normal work hours, and count the training as a PDTD, the employee will ask the Principal for permission to attend the training as a PDTD. The Principal has the discretion to allow or disallow the training to be used as PDTD. The Principal also has the option to disallow specific professional development days to be missed by staff members if the offering on that day is important to the mission of the school.

(8.15.1) Reappointment or Non-Reappointment of Certified Personnel Not Under Continuing Contract

Teachers with annual contracts will receive notification prior to the end of the existing contract if they are being asked to return the following school year.

(8.16) RESIGNATIONS & TERMINATIONS

(8.16.1) Instructional Staff

Instructional employees who for any reason intend to retire or resign at the end of the current school year are encouraged to indicate their plans in writing to the Principal as early as possible, but no later than June 1. Letters of resignation shall be submitted to the Board/Principal. The letter should state the reasons and an effective date for the resignation.

It is the practice of Navigator Academy of Leadership to release individuals who resign for good cause prior to July 1 of each year. After July 1, a certificated employee may resign, however, Navigator Academy of Leadership reserves the right to pursue all legal options available to it and may require monetary restitution from the employee for any funds, trainings, or services the employee may have received for the new fiscal year.

Pursuant to Section 1002.33(16)(c)(3), Florida Statutes, employment with Organization is voluntary and subject to termination by the employee or Organization at will, with or without cause, and with or without notice, at any time. Nothing in this policy shall be interpreted to conflict with or to eliminate or modify in any way the employment-at-will status of Organization employees.

A voluntary termination of employment occurs when an employee submits a written or verbal notice of resignation, including intent to retire, to his or her Principal or when an employee is absent from work for three consecutive workdays and fails to contact his or her Principal (job abandonment).

1. Employees are requested to provide a minimum of two weeks' notice of their intention to separate employment. The employee should provide a written resignation notification to his or her Principal.
2. Upon receipt of an employee's resignation, the Principal will notify the human

resource (HR) department, and if no HR department, Management, by sending a copy of the resignation letter and any other pertinent information (e.g., employee's reason for leaving, last day of work).

3. The HR department or the Management will coordinate the employee's departure from the company. This process will include the employee's returning all company property, a review of the employee's post-termination benefits status and the employee's completion of an exit interview, if applicable.

An involuntary termination of employment, including a layoff of over 30 days, is a management-initiated dismissal with or without cause. Discharge with cause refers to immediate termination of employment due to an employee's misconduct. Any kind of disciplinary action or progressive discipline, if instituted by the Principal that results in termination may be considered "for cause". Other wrongful behaviors or actions that result in immediate dismissal are also considered "for cause". Examples of such termination of employees include circumstances where an employee:

- Breaches their contract of employment
- Is discovered guilty of fraud, embezzlement, or other kinds of illegal actions against the company
- Is guilty of discriminatory behavior or harassment
- Is guilty of unlawful or immoral behavior on the job
- Is guilty of willful neglect of job responsibilities
- Is discovered to have caused intentional damage to company's assets
- Continuously disregards company policy
- Is charged and convicted of a criminal offense, or if charged with a criminal offense and fails to notify the Organization and Principal.
- The list is not exhaustive and discharge for cause remains at the Organization's discretion.

(8.16.1.2) Support Staff

Support staff who wish to resign should address a letter of resignation to the Principal. The letter should state reasons and an effective date for the resignation. Navigator Academy of Leadership requests employees provide at least fourteen (14) days written notice prior to resignation whenever possible.

(8.17) REDUCTION IN FORCE

(8.17.1) Instructional Staff

If it becomes necessary to reduce the number of teachers due to a decrease in enrollment, school reorganization, or the financial condition of the school, Navigator Academy of Leadership will act to retain the most qualified teachers best able to serve the needs of the school's students. Seniority will not be the primary consideration for which staff members will

be retained.

(8.17.2) Support Staff

Navigator Academy of Leadership is authorized to reduce the number of support staff based on Management's sole discretion. The factors include, but are not limited to: decreases in student enrollment, Navigator Academy of Leadership reorganization, or financial reasons that necessitate such reduction. In making such staff reductions, Navigator Academy of Leadership will seek to retain those staff members best able to serve the needs of students.

(8.18) TRAVEL AND ENTERTAINMENT EXPENSES

(8.18.1) Prior Approval

Navigator Academy of Leadership recognizes that employees who travel far from home to represent the charter school's business interests must forgo their living accommodations and may forfeit personal time. Accordingly, Navigator Academy of Leadership will make efforts to provide comfortable and secure accommodations for lodging, meals, and travel for employees. However, these items are not intended to be perquisites and Navigator Academy of Leadership reserves the right to deny reimbursement of expenses that are considered lavish or extravagant. Prior to any travel or entertainment being conducted on Navigator Academy of Leadership's behalf the employee must first obtain the prior approval of Management. More detailed information is available from our Finance Responsibilities Handbook available in the Principal's office or through the Business Manager.

(8.18.2) Travel Arrangements

All arrangements required for business travel are to be made by the individual participating in the travel. The Business Manager shall provide a form that will collect all pertinent travel information. For maximum savings on fares, this form should be completed 30 days in advance unless this is not possible due to the nature of the trip. Unless otherwise agreed to by Management, all expenses shall be paid by the employee to be reimbursed by Navigator Academy of Leadership afterwards. Navigator Academy of Leadership discourages the use of cash advances to pay for travel expenses. However, should a cash advance be necessary under special circumstances and the Management approves such, all receipts must be submitted for the funds advanced. Any amount not covered by the receipts shall be returned to the school upon the conclusion of the travel. If the funds are not returned, they shall be deducted from the employee's paycheck. Direct billing to the charter school from hotels, restaurants, etc. are not permitted.

(8.18.3) Expense Guidelines

Expenses will be paid in accordance with the expense reimbursement policy located in section seven (7) of this Policy Manual.

(8.18.3.1) Expense Report Preparation and Reimbursement

All business travel and entertainment expenditures incurred by employees are reimbursed

through the use of a standard Expense Report attached to the Travel Arrangements form which shall be made available by the Business Manager. Expense reports should be completed and turned in within two weeks of return or incurrence of expenses. Expense report forms must be filled out completely. Use the appropriate headings and total on a daily basis. Required receipts for items charged must be attached to the report. Any questions regarding the completion of the report should be directed to the Business Manager. Upon completion, the expense report along with all attachments should be turned into the employee's supervisor for approval. After approval, the expense report is submitted to the bookkeeper or designee for processing and reimbursement. In order to expedite reimbursements, the employee should ensure that the report is completed properly, required documentation is attached, proper authorization has been obtained, and any unusual items are properly explained and documented. Authorized expense reports will be reimbursed by check, normally within two weeks after receipt by the Business Manager.

(8.18.3.2) Local Travel Reimbursement Report Preparation

All local travel expenditures incurred by employees on behalf of Navigator Academy of Leadership are reimbursable if approved by the Management. Employees should complete an Expense Report to request reimbursement for these expenses. Upon completion, the expense report along with all attachments should be turned into Management for approval. After approval, the expense report is submitted to the bookkeeper or designee for processing and reimbursement. In order to expedite reimbursement, the employee should ensure that the report is completed properly, required documentation is attached, proper authorization is obtained, and any unusual items properly explained and documented.

(8.19) STAFF TEAMS

The Principal shall designate specific teams of staff members to accomplish various tasks throughout the year. The following are required staff teams that will be set each year, and the Principal may appoint others on an as needed basis:

(8.19.1) School Advisory Team

The advisory team will consist of representatives from various teams of staff members throughout the school. The advisory team will advise the Principal as part of a decision-making process to ensure staff participation in decision making.

(8.19.2) Staff Behavior Team

The behavior team will review the school's behavior policy, matrix, and consequences annually and advise the Principal on necessary changes to these documents. The behavior committee shall also serve as an appeal board when a parent wishes to appeal a referral or decision made by the administrator, as outlined elsewhere within this policy. The team shall consist of at least five members in addition to the Principal. A staff member shall be appointed as chair, who shall not be the Principal.

(8.19.3) School Based Leadership Teams

The School Based Leadership Team shall be a group of experienced educators who come together to brainstorm researched based interventions to assist specific students and student groups who are struggling. The school-based leadership team is further defined in the Teaching and Learning section of this policy manual.

The Threat Assessment Team's duties include the coordination of resources and assessment and intervention with individuals whose behavior may pose a threat to the safety of school staff or students consistent with the model policies developed by the Florida Department of Education's Office of Safe Schools. These will include such actions as referrals to mental health services when appropriate, and procedures for behavioral threat assessments.

Management is responsible for ensuring that the team records data in order to report quantitative data on its activities to the Office of Safe Schools in accordance with guidance from the Florida Department of Education and shall use the threat assessment database available through the Office of Safe Schools.

9 - TEACHING AND LEARNING

(9.1) CURRICULUM DEVELOPMENT

Navigator Academy of Leadership recognizes the need and value of a systematic and on-going review of curriculum and instruction. Navigator Academy of Leadership encourages and supports the professional staff in its efforts to identify and review new curricular ideas, improve existing programs, and evaluate data and all instructional programs. The Principal will continuously carry out the implementation process. As used in this Policy, curriculum is the process, attitudes, skills and knowledge that is taught and learned at the appropriate levels.

(9.1.2) Curriculum Research

Navigator Academy of Leadership directs that all curricula developed and/or adopted by the school shall be based on current research relative to how students best learn. Resources to be consulted include, but are not limited to, local or area universities, State Department of Elementary and Secondary Education services, Association for Supervision of Curriculum Development and similar national, state and/or local curriculum organizations. With our curricula focus, alignment with NASA initiatives and the engineering process must be at the forefront of our curriculum development in alignment with our school's mission and vision. Every effort should be made to ensure that the school's curriculum is current and based on sound educational research findings and is approved by Management.

(9.1.3) Curriculum Map

The Principal or designee will ensure that current pacing guides and/or scope and sequences identify the instructional objectives to be met at each grade level taught at the school within an acceptable pace. These guides will be updated as necessary and posted on the school's shared faculty drive.

(9.2) TEXTBOOK ADOPTION

Management will appoint a committee to review textbook offerings in specific instructional areas. The committee will submit its report together with its recommendation to Management. Management will consider the committee's report and make a final decision.

(9.2.1) Standards Alignment

Navigator Academy of Leadership shall ensure that all textbook and curricular materials utilized by the school will align with the most current Florida State Standards and / or the Next Generation Sunshine State Standards.

(9.2.2) Challenged Materials

Management has the ultimate responsibility for establishing the curriculum and for purchasing instructional and/or media materials to be used in the school. While Management, as well as the Board recognizes the right of students to free access to the many different types of books and instructional materials, Management also recognizes the right of teachers and administrators to select books and other materials in accord with current trends in education and the established curriculum.

It is therefore the policy of Navigator Academy of Leadership to require that books and other instructional materials shall be chosen for values of educational interest and the enlightenment of all students in the community. Instructional materials shall not be excluded based on the writer's racial, nationalistic, political, or religious views. Every effort will be made to provide materials that present all points of view concerning international, national, and local problems and issues of our times. Books, or other instructional or media materials of sound factual authority, shall not be prescribed, nor removed from library shelves or classrooms based on partisan or doctrinal approval or disapproval. Navigator Academy of Leadership will strive to provide stimulating, effective materials that will be appropriate to the community's values and the student's abilities and maturity levels and in alignment with the school's vision and mission.

Instructional or media materials used within the school's educational program may consist of various types of print and non-print materials. Despite the care taken to select those materials deemed to be educationally useful, occasional objections to the selection of instructional materials may be made by the public. However, the principles of academic freedom and the freedom to read must be defended, rather than the materials.

If a challenge is made, it should be properly channeled through the complaint process described elsewhere within this policy manual.

(9.3) TEACHER'S LESSON PLANS

Teachers will be expected to submit lesson plans that correlate with both the school's pacing guides/scope and sequence and are aligned to the State and/or National Standards. Lesson plans shall be submitted electronically through the method identified by the Principal no later than one hour after the end of the school day each Friday. Lesson plans will be reviewed to ensure

compliance with school and state requirements and will be kept on file for five years.

(9.4) REPORTING STUDENT PROGRESS

Navigator Academy of Leadership believes parents are an integral part of their child's education. To keep parents informed, students' progress will be formally reported eight times per year. Midway through each marking period, a progress report will be distributed to parents via email or sent home with students. At the end of each quarter, report cards will be distributed documenting student progress. In addition to these eight progress reporting dates, student-led conferences will be used as a means of tracking student progress towards goals and expected student achievement.

Additionally, Navigator Academy of Leadership will utilize an online grading system. Using this system, teachers will update student grades at least weekly so that parents can stay up to date regarding the progress of their child.

(9.5) EXCEPTIONAL STUDENT EDUCATION

(9.5.1) Acceptance of Students

Navigator Academy of Leadership operates public schools that are required to admit all students, based on space availability. Navigator Academy of Leadership does not however serve the broad array of all exceptional educational needs. We provide classroom services and contract with providers for therapeutic needs. If additional services are required that we are unable to provide or contract out, we will work with the parents and the district to find the most appropriate placement and educational environment for the student.

(9.5.2) Limitation of Services

Navigator Academy of Leadership strives to meet the needs of all students. We attempt to provide individualized instruction to all students. Navigator Academy of Leadership will retain the services of an ESE teacher to assist with working with children who have special needs. Navigator Academy of Leadership does not, however, provide the full range of ESE services that are available from other public schools in the county. When a child with special needs is considering enrolling with the school the family will be informed of the services provided by the school and the current staffing levels.

(9.5.3) Staffing and Placement

If a child has special needs that are not able to be met by the staff of Navigator Academy of Leadership, prior to enrollment, or during the staffing process for new referrals, staff will work with the school district's staffing specialist to find a nearby school that provides the required services. Decisions for staffing and placement will always be made in the best interest of the student while keeping in mind a child's right to a Free and Appropriate Public School and serviced, whenever possible, in the least restrictive environment.

(9.6) SECTION 504

(9.6.1) Section 504 Plans

Navigator Academy of Leadership provides a free and public education to each student who is disabled within the definition of Section 504 of the Rehabilitation Act of 1973 regardless of the nature or severity of the disability.

(9.6.2) When a 504 Plan will be considered

Navigator Academy of Leadership will consider a 504 plan for accommodations if a School-Based Leadership Team feels that the child may have a disability that would meet the criteria for such a plan. This can occur when a teacher identifies a student who is having difficulties, a parent requests a team to consider the needs of a student, or if a medical report has been submitted identifying a student as having a disability.

(9.6.3) Meeting to consider 504 Plan

If the School-Based Leadership Team recommends a student be considered for a 504 plan, the Principal or designee will coordinate a meeting among the student's teachers and school specialists. The teacher will also ensure the parents have been notified and invited to the meeting. While at the meeting, the team members will consider whether the student's disabilities qualify them for accommodations under Section 504 of the Rehabilitation Act. If so, the team will identify the accommodations necessary to allow the student to be successful within the school environment. The authorizing School District's forms will be used for both determination and the actual 504 Plan.

(9.6.4) Eligibility

To determine if a child has a disability that qualifies them for a 504 Plan, the team will utilize the policies of the authorizing School District regarding eligibility.

(9.7) SCHOOL-BASED LEADERSHIP TEAM (RTI)

(9.7.1) Purpose

The purpose of the school-Based Leadership Team [SBLT] is a diverse group of professionals that will meet to discuss issues that may arise regarding specific students. The team will brainstorm strategies and research-based interventions to use with students that may be having academic, behavioral, or other concerns within school. The SBLT will analyze school data, assist with providing suggestions for the RTI (Response to Intervention) process, make recommendations for modifications in the classroom, and monitor student progress by analyzing interventions to assess response to those interventions

(9.7.2) Membership

The Principal shall, at the start of each school year, assign members to the School Based

Leadership Team. Membership will consist of the Principal, ESE Coordinator(s), and a careful selection of other staff members who represent a variety of backgrounds and expertise. Members shall serve for the entire school year. Additionally, the specific team of teachers who work with an individual student will be requested to attend when that specific student is being discussed.

(9.7.3) Procedure

The SBLT, in conjunction with the Principal, will regularly review school assessment data to determine students needing extra assistance. If a staff member wishes to seek the advice of the SBLT for a specific student, they shall complete a request form and forward it to the Principal or team member as designated by the Principal. The Principal shall then schedule a team meeting and distribute the relevant information to the team members. When the staff member requesting the meeting completes the form, they shall indicate whether they feel it would be beneficial to invite the parents to a meeting. The Principal shall make the determination whether parents will be invited and will coordinate their attendance if requested.

When the School Based Leadership Team meets the staff member requesting the meeting has the responsibility to explain what the key issues or concerns are, and the team shall work together to brainstorm a list of action items to be attempted with the student. One staff member will be assigned to follow up at a specified time interval after the meeting to see how the recommendations are working. It is the desire of the Governing Board that factual data and evidence be used when discussing the student so that decisions are based on objective evidence while still reflecting and evaluating the student as a whole.

(9.8) ENGLISH AS A SECOND LANGUAGE

Navigator Academy of Leadership is committed to identifying and assessing the educational needs of students native or home language that is other than English. Once identified, Navigator Academy of Leadership will provide appropriate programs to address the needs of these students in alignment with State and Federal regulations.

(9.8.1) Home Language Assessment

Upon being accepted to Navigator Academy of Leadership, the Principal will ensure each student's records are reviewed to ensure a home language survey/assessment has been completed, and if it has not, will ensure the survey is completed by the student's parents within the first two weeks of enrollment.

(9.8.2) Services

Navigator Academy of Leadership will also take steps to ensure to the maximum extent practicable that the interests of ESOL students are included in the development and implementation of school programs and services that are offered by the school to and for its

student body. The Principal will ensure that all legal requirements are adhered to in regard to instruction and services provided to students who qualify for ESOL students.

10 - MANAGEMENT

(10.1) STUDENTS

(10.1.1) Supervision of Students

Students are to be always supervised while under the control of the school. This includes the time students are attending school, while away from the school on school-sponsored events, or while participating in extracurricular activities, such as clubs. Supervision will be provided for 15-minutes prior to and 15-minutes after the start and end of school. Parents will be notified of supervision times at least twice per year in writing through the school's newsletter, on the website, or any other means deemed necessary. Students may not be left alone without supervision under any circumstances.

(10.1.2) School Records

(10.1.2.1) Security of Student Records

All student information is considered confidential and will be maintained as such in compliance with all applicable laws and regulations. Such information shall be available to the parent or guardian or to the student himself who has attained the age of eighteen (18) years. Professionally competent personnel shall be available for interpreting any data with the student's cumulative folder. Copies of such contents shall also be made available to parents/students at cost, within the limitations of copying facilities.

The school may, without the consent of the student or his/her parents, release student records contained within the cumulative folder or any supplementary classifications to school officials who have a proper educational purpose in examining such information.

No other person may have access to or make copies of a student's records, except under the following circumstances:

1. The consent must be given by the student's parent or guardian except when a student reaches the age of eighteen (18) or is married, at which time his consent and not that of his parents shall be obtained in order to release the information; and a student who meets the foregoing requirements shall consent to parental access to his records.
2. The consent shall be written and shall specify the records to be released and to whom they are to be released. Each request for consent shall be handled separately; blanket permission for the release of information shall not be acceptable.
3. Under compulsion of law: courts, law enforcement agencies, agencies subpoenaing

such records.

4. When data for outside purposes is released in such form that no individual student is identifiable.
5. When the Principal determines the release of specific information as described by the Family Education Rights and Privacy Act of 1974 is in the best interests of the student, provided such information has not been disallowed by the parents.

The parent or guardian, or an eighteen (18) year old or older student, shall have the right to challenge the accuracy and authenticity of data recorded within the student's cumulative folder. Any such data that is determined by the Principal to be inaccurate shall be expunged from the record; and an appeal from the decision of the Principal shall be made to the Governing Board.

In each instance in which a student's record is transferred out of the school, the school shall retain a complete copy of the student's academic record, together with all other confidential information and reports. After three (3) years this material will be sent to Central Files with the school district.

(10.1.2.2) Up-To-Date Records

It is the parent/legal guardian's responsibility to keep the school office informed and up to date regarding any changes in names, addresses, telephone numbers, email addresses, etc. so that important student information may be received from or provided to the parent/legal guardian in a timely manner for the benefit and well-being of the student.

(10.1.3) Public Records Request

It is the policy of Navigator Academy of Leadership that all public records made or received in connection with the official business of the agency be made available upon request of any person for inspection, examination, and copying in accordance with applicable law and the following policy guidelines:

- All public records shall be available for inspection or copying under the supervision of the custodian (or designee) of the public records at reasonable times during normal office hours. All public records that are presently provided by law to be confidential or prohibited from being inspected by the public, whether by general or special law, are exempt from production.
- The Principal may from time to time direct that public records requests be handled in a specific manner in order to ensure that the public record is protected, that requests are complied with as expeditiously as is reasonably possible given the nature and scope of the request, and that confidential and exempt records are not disclosed except as required by law. Such directives must not be used in any way to hinder, delay, or circumvent a person's right to access public records.
- The fact that the originator of a public record asks or directs that it remains confidential does not in fact make that document confidential. Such record is still subject to disclosure unless

the law makes it confidential or exempt. Except in the case of student records, if a public record contains information that is confidential or exempt by law, a true and correct copy of the original record shall be made, the confidential or exempt portions of copy shall be redacted, and the redacted copy of the record shall be made available to the requesting party. In the case of student records, the entire record is confidential and exempt and shall not be disclosed except as required or permitted by applicable law.

- The requesting party need not demonstrate any special or legitimate interest in the requested public records. Requests for public records shall be complied regardless of the motivation of the requesting party.
- No automatic waiting period shall be imposed. The only delay permitted is that which is reasonably necessary to allow the custodian to compile the requested records and protect against disclosure of those records or portions of records that are confidential and exempt.
- Public records made or received by a third party pursuant to a contract or agreement with the agency shall be subject to disclosure to the same extent as public records in the physical custody of the agency.
- If a public records request is insufficient to identify the records sought, the requester shall be promptly notified that more information is needed in order to produce the records. The agency shall offer reasonable assistance to the requestor in describing the nature and extent of such information.
- The maximum cost of duplication prescribed by law shall be charged and collected before and as a condition to production. The requesting party shall be advised of these costs in advance of the duplication of the requested records.
 - Up to 15 cents per one-sided copy for duplicated copies of not more than 14 inches by 8 1/2 inches;
 - No more than an additional 5 cents for each two-sided copy; and
 - For all other copies, the actual cost of duplication of the public record.
- In the absence of a statutory exemption, all public records requested shall be produced regardless of the number of records involved or the time and inconvenience associated with the production. However, in addition to the actual cost of duplication, a special service charge shall be imposed for the cost of the extensive use of information technology resources or of clerical or supervisory personnel, where such extensive use is required because of the nature or volume of public records to be inspected, examined or copied. The requesting party shall be given an estimate of the cost before the services are undertaken. Such estimated cost shall be collected from the requestor before duplication of the public records. In the event that the actual cost exceeds the estimate, the difference shall be collected from the requestor before production of the public records. If the actual cost is less than the estimate, the requester shall be reimbursed the difference at the time the public records are produced. For purposes

of this rule, "extensive" means that it will take more than fifteen (15) minutes to identify, locate, compile, review, copy, and re-file the requested records. This service charge shall be computed to the nearest quarter hour exceeding fifteen (15) minutes based on the current rate of pay of the school employee(s) and/or supervisors who perform these services.

- Definitions:
- **Public Records:** The term public records include all documents, papers, letters, maps, books, tapes, photographs, films, sound recordings, data processing software, or other material, regardless of the physical form, characteristics, or means of transmission, made or received pursuant to law or ordinance or in connection with the transaction of official business by the agency. Public records encompass all materials used to perpetuate, communicate, or formalize knowledge, regardless of whether they are in final form.
- **Public Records Request:** The term public records request means a request by any person, whether written or verbal, for inspection, examination, or copying of public records.
- **Request for Information:** A request for information, as distinguished from a public records request, is one in which the requested information does not already exist in public record form.

(10.2) EMERGENCY PROCEDURES

(10.2.1) Fire Drill Procedures

Navigator Academy of Leadership shall maintain an evacuation plan to be used in the case of fire or other emergency situations. This plan will be reviewed annually by administrators for effectiveness. All students and staff members will be made aware of the plan, and maps highlighting the escape routes will be posted in all school rooms. Fire drills will be conducted at least once per month. Drills will be held at various times throughout the day and will test various types of fire emergencies.

Documentation of the drills will be maintained by the school for review.

Navigator Academy of Leadership will maintain an emergency plan for use during tornados and inclement weather. This plan will be reviewed annually. All staff and students will be made aware of this plan. The plan will be practiced at least twice per year as is required by Florida law.

Documentation of the drills will be maintained by the school for review.

At no point in time are detailed emergency plans or procedures shared with the public or beyond the scope of the participant (staff, student, etc.) in order to ensure safety and control during emergency situations and pursuant to Florida State Statute 1006.07(4) is not subject to open record laws

(10.2.2) Hurricane Closures

Navigator Academy of Leadership will follow the same emergency closures as the authorizing school district. Parents should monitor local news outlets during inclement weather. If the public schools are closed, Navigator Academy of Leadership will also be closed. If too many closures occur, and time must be made up and a new school calendar will be shared with faculty, students, and

parents once approved by the Board.

(10.2.3) Intruder / Lockdown Procedures

Navigator Academy of Leadership will maintain an emergency Intruder / Lockdown Procedure. This plan will be reviewed annually for effectiveness and to ensure compliance by school personnel. All staff and students will be made aware of the procedures. The procedures will be practiced at least twice per year, and documentation of such will be maintained by the school for review.

The emergency procedures described within this policy are confidential documents which pursuant to Florida State Statute 1006.07(4) is not subject to open record laws.

(10.3) COMPUTER, E-MAIL, AND CELL PHONE USAGE

(10.3.1) School Telephones

Telephones are provided for business use only. Personal use of telephone systems should be for emergency use only. Staff members shall refrain from making or receiving outside calls while they are responsible for the supervision or education of students.

(10.3.2) Personal Cell Phone Use

Student use of cell phones are not allowed within the school property without the expressed permission of the teacher in charge. Teachers are allowed to permit cell phone usage for educational purposes ONLY. Staff members' use of personal cell phones are prohibited while responsible for the supervision or education of students. Staff may use personal cell phones during scheduled breaks, planning time, etc. No wearing of AIR pods or Bluetooth devices while working with students, parents, and colleagues.

(10.3.3) Social Media Policy

Navigator Academy of Leadership realizes that part of 21st-century learning is adapting to the changing methods of communication. The importance of teachers, students, and parents engaging, collaborating, learning, and sharing in these digital environments is a part of 21st-century learning. To this aim, Navigator Academy of Leadership has developed the following guideline to provide direction for instructional employees, students, and the school community when participating in online social media activities. Whether or not an employee chooses to participate in a blog, wiki, online social network or any other form of online publishing or discussion is his or her own decision. Free speech protects educators who want to participate in social media, but the laws and courts have ruled that schools can discipline teachers if their speech, including online postings, disrupts school operations. Navigator Academy of Leadership's social media guidelines encourages employees to participate in online social activities. But it is important to create an atmosphere of trust and individual accountability; keeping in mind that information produced by Navigator Academy of Leadership teachers and students is a reflection on the entire organization and is subject to the school's Acceptable Use Policy. By accessing, creating, or contributing to any blogs, wikis, or other social media for the classroom, school, or district use, you agree to abide by these guidelines. Please read them carefully before posting or commenting on any blog or creating any classroom blog, wiki, and/or podcast.

(10.3.3.1) Social Media Guidelines for Faculty & Staff

(10.3.3.1.1) Blogs, Wikis, Podcasts, Digital Images & Video

(10.3.3.1.1.2) Personal Responsibility

- Employees are personally responsible for the content they publish online. Be mindful that what you publish will be public for a long time—protect your privacy.
- Your online behavior should reflect the same standards of honesty, respect, and consideration that you use face-to-face.
- When posting to your blog be sure you say that the information is representative of your views and opinions and not necessarily the views and opinions of the school (See Blogging Rules)
- Remember that blogs, wikis, and podcasts are an extension of your classroom. What is inappropriate in your classroom should be deemed inappropriate online.
- The lines between public and private, personal, and professional are blurred in the digital world. By virtue of identifying yourself as a Navigator Academy of Leadership employee online, you are now connected to colleagues, students, parents, and the school community. You should ensure that content associated with you is consistent with your work at Navigator Academy of Leadership.
- When contributing online do not post confidential student information.

(10.3.3.1.1.3) Disclaimers

- Navigator Academy of Leadership's employees must include disclaimers within their personal blogs that the views are their own and do not reflect on their employer. For example, "The postings on this site are my own and don't necessarily represent my school's positions, strategies, opinions, or policies."
- This standard disclaimer does not by itself exempt organizational employees from a special responsibility when blogging.
- Classroom blogs do not require a disclaimer, but teachers are encouraged to moderate content contributed by students.

(10.3.1.1.4) Copyright and Fair Use

- Respect copyright and fair use guidelines. See U.S. Copyright Office Fair Use (<http://www.copyright.gov/fls/fl102.html>)
- A hyperlink to outside sources is recommended. Be sure not to plagiarize and give credit where it is due. When using a hyperlink, be sure that the content is appropriate and adheres to the school's acceptable use policy.
- It is recommended that blogs be licensed under a Creative Commons Attribution 3.0 United States License.

(10.3.1.1.5) Profiles and Identity

- Remember your association and responsibility with Navigator Academy of

Leadership in online social environments. If you identify yourself as a Navigator Academy of Leadership employee, ensure your profile and related content is consistent with how you wish to present yourself with colleagues, parents, and students. How you represent yourself online should be comparable to how you represent yourself in person.

- No last names, addresses or phone numbers should appear on blogs or wikis.
- Be cautious of how you set up your profile, bio, avatar, etc.
- When uploading digital pictures or avatars that represent yourself make sure you select a school appropriate image. Also remember not to utilize protected images. Images should be available under Creative Commons or your own.

(10.3.1.1.6) Personal Use of social media such as Facebook, Instagram, Twitter, etc.

- Navigator Academy of Leadership’s employees are personally responsible for all comments/information they publish online even on personal accounts. Be mindful that what you publish will be public for a long time—protect your privacy.
- Your online behavior should reflect the same standards of honesty, respect, and consideration that you use face-to-face, and be in accordance with the highest professional Standards.
- By posting your comments, having online conversations etc. on social media sites you are broadcasting to the world. Be aware that even with the strictest privacy settings what you “say” online should be within the bounds of professional discretion. Comments expressed via social networking pages under the impression of a “private conversation” may still end up being shared into a more public domain, even with privacy settings on maximum.
- Comments related to the school should always meet the highest standards of professional discretion. When posting, even on the strictest settings, staff should act on the assumption that all postings are in the public domain.
- Before posting photographs and videos, permission should be sought from the subject where possible. This is especially the case where photographs of professional colleagues are concerned.
- Before posting personal photographs, thought should be given as to whether the images reflect on your professionalism.
- Photographs relating to alcohol or tobacco use may be deemed inappropriate. Remember, your social networking site is an extension of your personality, and by that token an extension of your professional life and your classroom. If it would seem inappropriate to put a certain photograph on the wall - is it really correct to put it online?
- Microblogging (Twitter etc.) Comments made using such media are not protected by privacy settings. Employees should be aware of the public and widespread nature of such media and again refrain from any comment that could be deemed unprofessional.

(10.3.1.1.7) Social Bookmarking

- Be aware that others can view the sites that you bookmark.
- Be aware of words used to tag or describe the bookmark.

- Be aware of URL shortening services. Verify the landing site to which they point before submitting a link as a bookmark. It would be best to utilize the original URL if not constrained by the number of characters as in microblogs -- i.e., Twitter.
- Attempt to link directly to a page or resource if possible as you do not control what appears on landing pages in the future.

(10.3.1.1.8) Instant Messaging

- Navigator Academy of Leadership's employees are required to get authorization to have
 - instant messaging programs downloaded on their school computers.
 - Navigator Academy of Leadership's employees also recognize this same authorization is required for access to instant messaging programs that are available through web interfaces with no download
 - Avatar images and profile information should follow the same guidelines as the above Profiles and Identity section
 - A written request must be submitted to the Principal for approval.
 - When submitting a request to the Principal please include your name, building, grade level, and provide a statement explaining your instructional purposes for using the program.
 - It would also be beneficial if you can tie your request to state curriculum standards or the student or teacher National Educational Technology Standards.

(10.3.1.1.9) Requests for Social Media Sites

- Navigator Academy of Leadership understands that 21st-century learning is constantly changing technology and that many sites that are currently "blocked" by internet filters may have pedagogical significance for teacher and student use.
 - If you would like to request that another online site, be accessible to use for teaching and learning, please email the Principal to make such a request.
 - Requests will be reviewed, and the district social media guidelines will be updated periodically throughout the school year.
 - A description should be provided of the intended use of the site and what tools on the site match your needed criteria.
 - A link to the site's privacy policy should be included if possible.

(10.3.3.2) Social Media Guidelines for Students

Due to the wealth of new social media tools available to students, student products and documents have the potential to reach audiences far beyond the classroom. This translates into a greater level of responsibility and accountability for everyone. Below are guidelines students enrolled at Navigator Academy of Leadership should adhere to when using Web tools in the classroom (sites that allow users to interact and collaborate with one another such as social media sites).

1. Be aware of what you post online. Social media venues are very public. What you contribute leaves a digital footprint for all to see. Do not post anything you

- wouldn't want friends, enemies, parents, teachers, or a future employer to see.
2. Follow the school's code of conduct when writing online. It is acceptable to disagree with someone else's opinions, however, do so in a respectful way. Make sure that criticism is constructive and not hurtful. What is inappropriate in the classroom is inappropriate online.
 3. Be safe online. Never give out personal information, including, but not limited to, last names, phone numbers, addresses, exact birthdates, and pictures. Do not share your password with anyone besides your teachers and parents.
 4. Linking to other websites to support your thoughts and ideas is recommended. However, be sure to read the entire article prior to linking to ensure that all information is appropriate for a school setting.
 5. Do your own work! Do not use other people's intellectual property without their permission. It is a violation of copyright law to copy and paste other's thoughts. When paraphrasing another's idea(s) be sure to cite your source with the URL. It is good practice to hyperlink to your sources.
 6. Be aware that pictures may also be protected under copyright laws. Verify you have permission to use the image or it is under Creative Commons attribution.
 7. How you represent yourself online is an extension of yourself. Do not misrepresent yourself by using someone else's identity.
 8. Blog and wiki posts should be well written. Follow writing conventions including proper grammar, capitalization, and punctuation. If you edit someone else's work be sure it is in the spirit of improving the writing.
 9. If you run across inappropriate material that makes you feel uncomfortable, or is not respectful, tell your teacher right away.
 10. Students who do not abide by these terms and conditions may lose their opportunity to take part in the project and/or access to future use of online tools and may face disciplinary action.

(10.3.3.3) Social Media Guidelines for Parents

Classroom blogs and other social media are powerful tools that open up communication between students, parents, and teachers. This kind of communication and collaboration can have a huge impact on learning. Navigator Academy of Leadership encourages parents to view and participate by adding comments to classroom projects when appropriate.

1. Parents should expect communication from teachers prior to their child's involvement in any project using online social media applications, i.e., blogs, wikis, podcast, etc.
2. Parents will not attempt to destroy or harm any information online.
3. Parents will not use classroom social media sites for any illegal activity, including violation of data privacy laws.
4. Parents are highly encouraged to read and/or participate in social media projects.
5. Parents should not distribute any information that might be deemed personal about other students participating in the social media project.
6. Parents should not upload or include any information that does not also meet the Student Guidelines.

(10.4) CIVILITY POLICY

In order to ensure all individuals associated with Navigator Academy of Leadership behave civilly and with fairness and respect, several policies are in place to ensure proper behavior. Students are obligated to meet school expectations as defined elsewhere in this policy. Adults are subject to the following civility policies:

(10.4.1) Civility of Staff

All employees of Navigator Academy of Leadership shall behave with civility, fairness and respect in dealing with fellow employees, students, parents, patrons, visitors, and anyone else having business with the school. Uncivil behaviors are prohibited. Uncivil behaviors shall be defined as any behavior that is physically or verbally threatening, either overtly or implicitly, as well as behaviors that are coercive, intimidating, violent, or harassing. Examples of uncivil behavior include, but are not limited to: use of profanity, personally insulting remarks, attacks on a person's race, gender, nationality, religion, or sexual preference, or behavior that is out of control. Such interactions could occur in telephone conversations, voice mail messages, face-to-face conversations, or in written communication.

Any uncivil behavior should be reported to the immediate supervisor and the Principal. A record shall be made of the alleged incident and the action taken, which may include disciplinary action as defined within this policy manual. Confidentiality shall be observed whenever possible to protect the complainant and the alleged offending person. Students and employees may be subject to additional action under other state statute or school policies. Retaliation against a person who reports a claim of uncivil behavior shall be prohibited. Nothing in this policy should be construed to limit open and frank discussions of issues.

(10.4.2) Civility of Parents and Patrons

All parents and patrons of Navigator Academy of Leadership shall behave with civility, fairness and respect in dealing with fellow parents, patrons, staff members, students, and anyone else having business with the school. Uncivil behaviors are prohibited. Uncivil behaviors shall be defined as any behavior that is physically or verbally threatening, either overtly or implicitly, as well as behaviors that are coercive, intimidating, violent, or harassing. Examples of uncivil behavior include, but are not limited to the use of profanity, personally insulting remarks, attacks on a person's race, gender, nationality, religion, sexual preference, or behavior that is out of control. Such interactions could occur in telephone conversations, voice mail messages, face-to-face conversations, or written communication.

Any uncivil behavior by parents or patrons shall be reported to school administration. A record shall be made of the alleged incident and the action taken. Confidentiality shall be observed whenever possible to protect the complainant and the alleged offending individual. Repeated incidents of uncivil behavior can result in the individual being banned from the school premises.

Retaliation against a person who reports a claim of uncivil behavior is prohibited. Principals may inform parents of civility expectations using the letter templated approved by the Board.

(10.5) PROHIBITION AGAINST FIREARMS AND WEAPONS

The presence of firearms or weapons poses a substantial risk of serious harm to students, staff and community members. Therefore, possession of firearms or weapons is prohibited on school premises at all times except for law enforcement officials and may constitute a criminal act under Florida law. As used in this policy, the phrase “school premises” includes all school buildings, grounds, vehicles and parking areas. This prohibition also extends to the sites of school activities, whether or not those school activities are conducted on the school’s property.

Individuals found to be in violation of this policy will be dealt with severely. Students will be disciplined up to and including reassignment as provided elsewhere within this policy manual. Law enforcement officials will be notified and the individual violating this policy will be directed to leave the school premises. Non-students violating this policy will be barred from all school premises and school activities for a period of one (1) year. Subsequent violations by the same individual will result in a permanent bar from the school’s properties and activities.

Student participation in school sanctioned gun safety courses, student military or ROTC courses, or other school sponsored firearm related events does not constitute a violation of this policy, provided the student does not carry a firearm or other weapon into any school, school bus, or onto the premises of any other activity sponsored or sanctioned by school officials. In addition, persons passing through school property for purposes of dropping off or picking up a student do not violate this policy if they possess a lawful permitted weapon in the vehicle during this time.

(10.6) ADDITIONAL POLICIES

(10.6.1) Fundraising

Navigator Academy of Leadership is a nonprofit organization which relies on governmental funds and contributions to effectively educate our students. As a result, fundraising is necessary to help support the educational programs offered. Management shall approve all fundraising activities using the approved form and ensure that families are not being asked to contribute excessively at any given time. Efforts will be made to ensure only one fund raiser occurs at a time. All fundraisers will identify the purpose for the money raised.

(10.6.2) Photographs of Students

(10.6.2.1) Portraits

Navigator Academy of Leadership will sponsor one or two formal portrait days for students. A company that best meets the needs of the families for a reasonable cost will be selected by the school staff. These photos will be utilized for the creation of the yearbook in addition to being sold to the families.

(10.6.2.2) Snapshots

Frequently throughout the school year school staff take pictures of events that happen during the school day. Should a parent not want their child photographed in such a way, they must submit written notification of their request to the Principal. This request will then be passed along to school staff. Snapshots may periodically be used for promotional materials for the school. Every attempt will be made to receive parental permission prior to the publishing of promotional materials which include the photograph of students. Additionally, the school reserves the right to utilize such snapshots through electronic media which do not individually identify any specific student. If a parent or guardian requests the removal of such a photograph, the school staff will comply with the request within 72 hours.

(10.6.3) Gifts

Collections of funds from students by students for the purpose of giving gifts to a staff member of the school is discouraged.

(10.6.4) Volunteers

(10.6.4.1) Background Checks

All individuals who are not employed by Navigator Academy of Leadership must enter through the main office. Should they wish to go beyond the main office, their identification must be scanned by the background check system, and printed a visitor's badge to wear, identifying that they have properly checked in through the office. It is the responsibility of all staff members to help police the halls to ensure that all visitors have properly checked into the office. Any individual who does not have an appropriate name badge must be walked back to the office to ensure they are signed in properly.

(10.6.4.2) Background Check Concern

If during the background check, an individual is identified as having a background as a sexual predator, the Principal will immediately be notified by the system. The person running the check should call the Principal and/or designee to decide what to do about the situation. The following guidelines are in place:

- If the person trying to gain entry has a relative who is a student attending the school, and there are no outstanding court orders barring that person from having contact with the child, the person may enter the school only with a staff member escort. The individual may not be left alone with any student on school property.
- If the person trying to gain entry has a relative who is a student attending the school, and there are restrictions on the visitation, the appropriate action will be taken as identified by the court documents. In most situations, the Police Department will be notified.
- If the person trying to gain entry does not have any relatives attending this school, they will not be permitted access to the building, and the Police Department **will be** notified.

- If the person trying to gain access is a volunteer, the person will not be granted entry until after their information has been entered into the school district's volunteer background check system, and a clearance is given from the offices of Professional Conduct through the district offices.

(10.6.5) Student Supervision Background Checks

If an adult plans to volunteer with students (such as field excursion chaperones, student tutoring, etc.), the individual must complete a volunteer registration form. If the adult will be responsible for student supervision (such as running an after-school club), the parent must go through a Level 2 background check, the cost of which the parent is responsible for. The school district conducts a complete background check to ensure the individual is clear of anything in their past which would prevent them from working with children. If the school District will not conduct the Level 2 background check, Navigator Academy of Leadership may use an outside vendor to conduct the level 2 background check and the cost will be the responsibility of the parent.

(10.6.6) Research Requests

Requests for research studies involving students and/or staff of Navigator Academy of Leadership must be submitted to Management for approval. Any research utilizing human subjects must be authenticated by the sponsoring university. Written permission from parents of the students to be involved must also be obtained as well as the approval of Management.

Navigator Academy of Leadership will provide the university with the necessary information and data to conduct research and make decisions to support and improve the school. Student privacy will be respected in all such matters.

(10.6.7) Complaint Process

Although no member of the school community shall be denied the right to petition the Board for redress of a grievance, the complaints will be referred through the proper administrative channels for a solution before investigation or action by the Board. Exceptions are complaints that concern Board actions or Board operations only.

The Board advises the school community that the proper channeling of complaints involving instruction, discipline, or learning materials is as follows:

1. Teachers
2. Assistant Principal
3. Principal
4. Relationship Manager
5. Vice President of Academics & Operations
6. Governing Board

Any complaint about school personnel will be investigated by the Administration before

consideration and action by the Board of Directors.

(10.6.8) Special Events

Special events involving animals must be approved by the Principal at least two weeks prior to the event. If such an event is approved, a list of all animals to be present must be sent home to parents to ensure that no students will have allergic reactions to the animals. If a student has allergies to an animal, the teacher is responsible for finding another environment for that student and providing opportunities to gain from the learning experience as other students who do not have allergies.

(10.6.9) Classroom Pets

Teachers will be allowed to have classroom pets if such pets pertain to the curriculum the teacher is offering. The teacher will be responsible for the care, cleaning up, and well-being of classroom pets. Prior to bringing the pet into the classroom, the Principal must approve of the proposed animal, then signed consent forms must be obtained from the parent/guardian of each student who would access the classroom. These forms must be submitted to Administration prior to bringing the animal into the school. The administration has the right to ask that the animal be removed at any time.

(10.7) CLASSROOM DÉCOR

(10.7.1) Custom Paintings/Murals

Prior to any staff member permanently affixing any design or color to a classroom wall (i.e., painting, permanent markers, etc.), a plan for the design must be submitted to Management for approval. The Staff member should also be prepared to paint over any designs should the Management deem they are a distraction or no longer appropriate for the classroom.

(10.7.1.2) Affixing Items to Walls

Methods for affixing any items to common school areas, such as hallway walls, etc., shall be prior approved by Management. Methods of affixing typically approved would be sticky materials or tape, which can be removed without leaving any holes of any kind or defacing walls by paint removal, etc. Methods of affixing requiring approval include, but are not limited to, staples, nails, tacks, or any objects requiring repairing, patching, or rebuilding surface areas to restore ready for painting.

(10.8) HAZARDOUS MATERIALS

To ensure that all chemicals and materials used in the care and maintenance of the building are stored and recorded in an appropriate manner. Management will ensure that appropriate documentation will be kept of the purchase, use, storage, and disposal of substances designated as hazardous by local, state, and federal authorities.

(10.9) KEY DISTRIBUTION AND CONTROL

Keys will be issued to employees at the beginning of the school year and will be collected at the culmination of the school year. Employees are responsible for their keys, and if they lose their keys, they may be responsible for the cost of rekeying the locks on the building as well as the cost of additional keys. When utilizing keys to enter the building during non-business hours, the employee is responsible for ensuring the building is properly secured.

11 – BEFORE AND AFTER CARE

(11.1) GENERAL

(11.1.1) Hours of Operation

The Principal will establish and post the hours of operation for the before and after care program annually. Parents may drop off and pick up their students within the posted times.

(11.1.2) Fees

The Finance Team shall annually develop a fee schedule to be used for the before and after care program as part of the annual budgeting process, and these fees and budget should be incorporated into the budget assumptions and approved by the Governing Board.

(11.1.3) Emergency closings / delays

If school is delayed, released or canceled due to severe weather or emergencies, after-care will also be canceled. If severe weather develops after after-care has begun, parents will be expected to make arrangements to pick up children as soon as possible.

(11.1.4) Registration

Students wishing to enroll in before- or after-care must complete a registration form which documents important information which may be needed by Before and After Care. These forms must be completed prior to the student starting the program.

(11.1.5) Consistent Use

When a family signs up for Before and After Care, they are expected to have consistent use of the service. Each child will have fifteen (15) days throughout the year, taken in one-week increments, where they are able to not use the service and not be charged.

However, should they utilize more days than this they will either lose their spot or must pay for the service even if not used.

(11.2) STUDENT EXPECTATIONS

(11.2.1) Student Rules

Students are required to follow the rules of the Before and After Care program that will be distributed at the commencement of the school year and signed by the

student and the parent(s).

(11.2.2) Consequences for Misbehavior

Students who disregard the rules shall receive consequences within the program that will be identified on the rules that are distributed. Should the student's behavior not improve, the parents shall be given written warning advising them that the student is at risk of no longer being allowed to utilize the Before and After Care services should their behavior not improve. The Principal retains the right to use the school's discipline policies as described within this policy manual for student misbehavior.

(11.3) STAFFING

Before and After Care shall always have at least two (2) staff persons on duty while children are present. The staff will ensure that all children are supervised at all times. Procedures in effect during the normal school day regarding the supervision, safety, and accountability of staff and students remain in effect for Before and After Care.

FORM OF EMPLOYEE ACKNOWLEDGMENT ON FOLLOWING PAGE

(11.4) Employee Acknowledgement

As an employee of Navigator Academy of Leadership, I acknowledge that I have received my copy of the Employee Handbook. This is an excerpt that encompasses most of the policies and procedures required by employees. Employees have electronic access to the Comprehensive Policy and Procedures handbook which includes the organization’s employment policies as well as dothers approved by the Board. The policy manual outlines the instructions of the Governing Board with regard to the operation of the organization. The employee policies describe important information about the organization, and I understand that I should consult Management regarding any questions not answered in the manual. I have entered into my employment relationship with the organization voluntarily and acknowledge that there is no specified length of employment. Accordingly, either I or the organization can terminate the relationship at will, with or without cause, at any time, so long as there is no violation of applicable federal or state law.

This manual and the policies and procedures contained herein supersede all prior practices, oral or written representations, or statements regarding the terms and conditions of your employment with the organization. By distributing this manual, the Organization expressly revokes all previous policies and procedures which are inconsistent with those contained herein.

I understand that, except for employment-at-will status, all policies and practices may be changed at any time by the Governing Board, and the Organization reserves the right to change my hours, wages and working conditions at any time. All such changes will be communicated through official notices, and I understand that revised information may supersede, modify, or eliminate existing policies. Only the Governing Board can adopt any revisions to the policies in this handbook.

I understand and agree that nothing in the manual creates, or is intended to create, a promise or representation of continued employment and that employment at the Organization is employment-at-will, which may be terminated at the will of either the Organization or myself.

Furthermore, I acknowledge that this manual is neither a contract of employment nor a legal document. I understand and agree that employment and compensation may be terminated with or without cause and with or without notice at any time by the Organization or myself.

In addition, I specially acknowledge the following policies contained within the policy manual (Please initial each item):

_____ I understand that employment at the Organization is at-will.

_____ I acknowledge that I have received and understand the Conflict-of-Interest Policy (3.8.6).

_____ I acknowledge that I have received and understand the Organization’s Employment Non-Discrimination and Non-Harassment (3.2)

_____ I acknowledge that I have received and understand the Organization’s social media Policy(6.8.4)

I acknowledge that I have received electronic access to the Comprehensive Policy Manual

EMPLOYEE NAME (PRINTED)	EMPLOYEE SIGNATURE	DATE SIGNED

NAL Davenport Student Application System

Create A New Account

Please create a parent account in order to register your children.

First Name	Last Name
<input type="text" value="First Name"/>	<input type="text" value="Last Name"/>
Create a Username	
<input type="text" value="Create a Username"/>	
Create a password	ReEnter / Verifv Password
<input type="text" value="Create a password"/>	<input type="text" value="ReEnter / Verify Password"/>
Email Address *	Mobile Phone
<input type="text" value="Email Address"/>	<input type="text" value="Mobile Phone"/>
Verification Method	
<input checked="" type="radio"/> Send Email	
<input type="radio"/> Text Mobile Phone	

[Log In To Existing Account](#)

NAL Davenport Student Application System

Create A New Account

Please create a parent account in order to register your children.

First Name	Last Name
<input type="text" value="Navigator"/>	<input type="text" value="Davenport"/>
Create a Username	
<input type="text" value="NAV.TestingAccount"/>	
Create a password	ReEnter / Verify Password
<input type="password" value="*****"/>	<input type="password" value="*****"/>
Email Address *	Mobile Phone
<input type="text" value="amaris.caballero@navigatoracadem"/>	<input type="text" value="8633533005"/>
Verification Method	
<input checked="" type="radio"/> Send Email	
<input type="radio"/> Text Mobile Phone	

[Log In To Existing Account](#)

Student Application System

Your Information Edit Information

Address 1 495 Holly Hill RD
 Apartment [-]
 City Davenport
 Email Address amaris.caballero@navigatoracademy.com
 Home Phone [-]
 Mobile Phone (863) 353-3005
 Office Phone [-]
 State Florida
 Zip 33837

Registered Children Add Child

- [Testing System](#) Applied to Navigator Academy Of Leadership Davenport

Other Adults Add Adult


Applications Submitted

Navigator Academy Of Leadership Davenport

- Applications Submitted:
 - [Testing System](#) applied on 04/14/2023. Current Status: Applied [Withdraw Application](#).

School Information
 495 Holly Hill Rd
 Davenport, FL33837

Website:
<http://navigatoracademypolk.com>
[Directions](#) 1 ft



View larger map

Navigator Academy of Leadership Davenport

Google

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*Developing the Leaders, Inventors, and
Entrepreneurs of Tomorrow*

2024 - 2025
Registration Packet

**Navigator Academy of Leadership Davenport
495 Holly Hill RD
Davenport, Florida 33837
863-353-3005**

www.navigatoracademypolk.com

Only packets that have been completed will be accepted.

Please use the checklist provided on the next page to ensure completion.

No Registration Packet (or portions of the packet) will be accepted electronically or via the mail.



STUDENT NAME (Print Full Name)

POLK STUDENT ID

GRADE for the 2023-2024 school year

PARENT/GUARDIAN (Print Full Name)

Primary Telephone Number

EMAIL ADDRESS

Place a check mark by the documents that you have included in your registration packet:

- Student Registration Form
- Student Emergency Contact Information
- Student Records Request Form
- Parent & Student Contract (Student Code of Conduct & Collegiality)
- Transcripts and/or most recent Report Card
- Polk County Home Language Survey (Will be provided at the school)
- Student's ORIGINAL Birth Certificate (we must make a copy of the original)
- Parent/Guardian's Valid Photo ID
- FL Health School Entry Health Exam
- FL Health Certification of Immunization
- TWO Proofs of Residence (ie: lease/rental agreement, bills, voter's registration, etc.)

- ONLY IF APPLICABLE*
- Proof of Custody
- IEP / 504 / EP / ELL Plan

SIGN EACH OF THE TWO APPROVALS BELOW:

1. Computer Network Acceptable Use Policy Approval

Students are encouraged to become familiar with the use of information technology. This agreement must be signed by students and parents/guardians annually. Parents/guardians are encouraged to contact the appropriate personnel at the School if they require more information about this form. The entire *Computer Usage Policy* is available on the school's website. Student's understand that the Internet can connect them to useful information. I will follow all rules as stated in the *Computer Usage Policy*. The student WILL only use the Internet for the purpose directed by the teacher, use the Internet solely for educational purposes, and respect the rights and privacy of other users. Students WILL NOT reveal any private information such as another person's name, address or phone number, attempt to retrieve, view or disseminate any obscene, offensive or illegal material, send anonymous or falsely addressed electronic mail, download or print information without permission from my teacher, use chat channels, disclose my home address, telephone number or any credit card or pin number, attempt to change or tamper with the computer network in any way. If I accidentally come across something that is illegal, dangerous or offensive, I will minimize my screen, and immediately and quietly inform my teacher. I understand that if Navigator Academy of Leadership decides I have broken this agreement, I may be prevented from using the Internet for a period of time.

(Student Name – Please Print)

Student Signature

(Parent/Guardian Name – Please Print)

Parent/GuardianSignature

2. Photography and Direct Quote Approval

I authorize Navigator Academy of Leadership to take, obtain or issue photographs or quotations of my child to be used for promotional materials, website, social media, etc. Photography may include school events, classroom images and student recognition.

Parent/Guardian Signature

Date

Requirements for Registration

- A. **Student Registration Form**: Complete all areas, sign, and date.
- B. **Student Emergency Contact Information**: **Student Emergency Contact Information must be completed and updated each year.** Please notify the school if any information changes during the school year. Complete the form in its entirety, sign, and date.
- C. **Student Records Request Form**: Requests for the release of official student records from a previous school must be filled out and signed for all students. Oftentimes, these records are essential in the appropriate placement of students in the correct classroom and programs.
- D. **Copy of Last Report Card or Transcripts**: To consider academic placement in classes and programs.
- E. **Parent & Student Contract**: Review, sign, and date.
- F. **Home Language Survey**: Complete, sign, and date.
- G. **Parent/Legal Guardian Photo Identification**: Parent/legal guardian who registers a student must **present with a valid photo ID** at time of registration (DL or ID). We will make a copy. Please do not send a copy.
- H. **Student Birth Certificate or Birth Registration Card**: An **ORIGINAL** Birth Certificate (must have the official seal from the state/country where it was issued) or a Passport. For Kindergarten applicants, student must be five (5) years old on or before September 1st. Parents who provide a passport for proof of age must also provide documentation of proof of parent age, proof of legal custody and/or guardianship, or any other evidence that one is a parent as that term is defined under F.S. 1000.21(5). In the event that such documentation is not available, the person enrolling the child must present, at the time of enrollment, an affidavit sworn to by the parent, that he/she is the parent, legal guardian, or otherwise as defined by the statute above.
- I. **Florida Health School Entry Health Exam**: Exam must have occurred in Florida within the previous 12 months prior to enrollment. If your child's health examination is more than 12 months old and you have trouble scheduling an appointment with their regular doctor prior to the Registration deadline, a walk-in clinic can facilitate this exam.
- J. **Florida Health Certification of Immunization (DH 680)**: DH 680 (Immunization Form) Completed by a Florida physician. Immunization form can be printed at any walk-in clinic for free.
- K. **Proof of Residence**:
Provide any **TWO** of the following:
- Current Polk County Homestead Exemption Receipt (considered family's primary residence)
 - Current Polk County Property Tax Notice (may require additional verification)
 - Voter's Registration with address of residence
 - Proof of current government benefits (disability, food stamps, Medicare, etc.) with address of residence
 - Home Purchase Contract in Polk County with specified closing date - A copy of the deed to be provided within 30 days of closing date
 - A current rental or lease agreement
 - Automobile insurance with address of residence
 - Current electric billing statement, water bill, cable bill, or landline phone bill with address of residence
- L. **Proof of Custody**: Proof of custody is required **ONLY IF** the Parent/legal Guardian registering the child **is not** listed on the child's Birth Certificate. This must be a legal document, such as a court ordered custody document, etc.
- M. **Student Plans, (if applicable)**:
A copy of the student's:
- i) Individual Education Plan (IEP)
 - ii) 504 Accommodation Plan (504)
 - iii) Gifted Educational Plan (EP)
 - iv) ELL Student Educational Plan (ELL)



Student Registration Form 2024-2025

Please complete ALL areas below:

Polk Student ID #	Grade:	Birth Date:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
Last Name:		Residence Address:	
Middle Name:			
First Name:		Mailing Address: (if different)	
Telephone #:			
Has the child repeated any grade? <input type="checkbox"/> Yes <input type="checkbox"/> No		If yes, which grade?	
Student lives with: <input type="checkbox"/> Both Parents <input type="checkbox"/> Mom <input type="checkbox"/> Dad <input type="checkbox"/> Shared Custody <input type="checkbox"/> Other: _____			
Ethnicity - Hispanic/Latino: <input type="checkbox"/> Yes <input type="checkbox"/> No		Method of Transportation: <input type="checkbox"/> Parent Pickup <input type="checkbox"/> Walks Home <input type="checkbox"/> Carpool <input type="checkbox"/> Private Transportation - Name of Company: _____	
Race: <input type="checkbox"/> White <input type="checkbox"/> Black/African American <input type="checkbox"/> American Indian/Native Alaskan <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander			
<ul style="list-style-type: none"> • Has the student been in an exceptional education (ESE) or any other Special Education Program? <input type="checkbox"/> Yes <input type="checkbox"/> No • Has the student ever had an IEP? <input type="checkbox"/> Yes <input type="checkbox"/> No • Has the student ever had an LP? <input type="checkbox"/> Yes <input type="checkbox"/> No • Has the student been determined eligible under Section 504 and/or has a Section 504 Plan? <input type="checkbox"/> Yes <input type="checkbox"/> No • Has the student ever been in ESOL or ELL program or Class? <input type="checkbox"/> Yes <input type="checkbox"/> No • Has the student ever attended a school in Polk County (grades PreK-12)? <input type="checkbox"/> Yes <input type="checkbox"/> No 			
Name of Last School/Current School Attended:			
Address of Last School/Current School Attended:			
<p>Has the student ever been expelled from any school, had an arrest which resulted in a charge, had any other Department of Juvenile Justice actions against him/her, or been referred for mental health services? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><i>If yes is answered for any of the above, please describe below (Florida Statute 837.06 provides that whoever knowingly makes a false statement in writing with the intent to mislead a public servant in the performance of his official duty shall be guilty of a misdemeanor of the second degree).</i></p>			
Enrolling Parent/Guardian Name (Print):			
Enrolling Parent/Guardian Signature:			
Date:			

Navigator Academy of Leadership will utilize an automated parent notification system to notify parents of important school information. Due to recent changes to the Telephone Consumer Protection Act (TCPA), parents are required to provide prior expressed consent to receive automated communication on their mobile devices. Consent is not required in the call or text is for emergency purposes or if made directly from a principal, teacher, or other staff member.

I, _____, voluntarily consent to give the school permission to contact me via my cellular device for automated phone calls or SMS text messages for general messages. I understand that emergency messages are excluded from this permission. By signing, I am stating that I am the owner of this cellular device and its user contract. I will notify the school immediately if this change.

Parent/Guardian Signature: _____ Date: _____

Cellular # _____ I DO NOT give consent



STUDENT EMERGENCY CONTACT INFORMATION 2024-2025 School Year

Please complete ALL areas below:

Polk Student ID #	Grade:	Birth Date:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
Last Name:		Residence Address:	
First Name:			
Middle Name:		Mailing Address: (if different)	
Telephone #:			
Student lives with: <input type="checkbox"/> Both Parents <input type="checkbox"/> Mom <input type="checkbox"/> Dad <input type="checkbox"/> Shared Custody <input type="checkbox"/> Other: _____			

Method of Transportation: <input type="checkbox"/> Parent Pickup <input type="checkbox"/> Walks Home <input type="checkbox"/> Carpool <input type="checkbox"/> Private Transportation	
<input type="checkbox"/> Court Order on File <input type="checkbox"/> Court Order Received by School Parents appearing on the birth certificate have access to the student and student records unless a court order deems otherwise. School must have a copy.	

Contact #1 MUST be primary parent/guardian	Contact 1 Parent/Guardian	Contact 2	Contact 3	Contact 4
Relation to Student:	<input type="checkbox"/> Parent <input type="checkbox"/> Guardian <input type="checkbox"/> Step Parent <input type="checkbox"/> Other (please specify) _____	<input type="checkbox"/> Parent <input type="checkbox"/> Guardian <input type="checkbox"/> Step Parent <input type="checkbox"/> Other (please specify) _____	<input type="checkbox"/> Parent <input type="checkbox"/> Guardian <input type="checkbox"/> Step Parent <input type="checkbox"/> Other (please specify) _____	<input type="checkbox"/> Parent <input type="checkbox"/> Guardian <input type="checkbox"/> Step Parent <input type="checkbox"/> Other (please specify) _____
First Name				
Last Name				
Cell Phone				
Home Phone				
Work Phone				
Email Address				
Notify if Sick / Injured	YES	Y or N	Y or N	Y or N
Receive Automated Emergency Calls	YES	Y or N	Y or N	Y or N
Notify if Absent	YES	Y or N	Y or N	Y or N
Pick Up Allowed	YES	Y or N	Y or N	Y or N
Records Access Allowed	YES	Y or N	Y or N	Y or N
Personal Contact Allowed at School	YES	Y or N	Y or N	Y or N

	Contact 5	Contact 6	Contact 7	Contact 8
Relation to student:	<input type="checkbox"/> Parent <input type="checkbox"/> Guardian <input type="checkbox"/> Step Parent <input type="checkbox"/> Other (please specify) _____	<input type="checkbox"/> Parent <input type="checkbox"/> Guardian <input type="checkbox"/> Step Parent <input type="checkbox"/> Other (please specify) _____	<input type="checkbox"/> Parent <input type="checkbox"/> Guardian <input type="checkbox"/> Step Parent <input type="checkbox"/> Other (please specify) _____	<input type="checkbox"/> Parent <input type="checkbox"/> Guardian <input type="checkbox"/> Step Parent <input type="checkbox"/> Other (please specify) _____
First Name				
Last Name				
Cell Phone				
Home Phone				
Work Phone				
Email				
Notify if Sick / Injured	Y or N	Y or N	Y or N	Y or N
Receive Automated Emergency Calls	Y or N	Y or N	Y or N	Y or N
Notify if Absent	Y or N	Y or N	Y or N	Y or N
Pick Up Allowed	Y or N	Y or N	Y or N	Y or N
Records Access Allowed	Y or N	Y or N	Y or N	Y or N
Personal Contact Allowed at School	Y or N	Y or N	Y or N	Y or N

Siblings Attending This School

Name	Grade

List any allergies or medical conditions below <input type="checkbox"/> 504 (if applicable)
<input type="checkbox"/> My Child Has No Allergies <input type="checkbox"/> My Child Has No Medical Conditions
Physician's Name: _____ Ph# _____
Medications taken at home and purpose for medication: Please note that medication to be administered at school will require a form to be completed by the physician.
<input type="checkbox"/> My Child Takes No Medications

Parent/Guardian Name: _____ Signature: _____ Date: __/__/__



Student Records Request

495 Holly Hill Road
Davenport, Florida 33837
863-353-3005

Date: _____

Last School Attended _____

Address of School: _____

School's Phone Number: _____

PLEASE SEND A TRANSCRIPT OR THE OFFICIAL RECORDS FOR:

Student Name	Grade	Date of Birth	Student ID#
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Please Include:

- Current Grades
- Test Scores
- ELL Records
- ESE Records (IEP, EP, 504)
- Any Evaluations and Information on Medical History
- Any other information deemed necessary for the educational placement of the aforementioned student.

I hereby give permission for the above-named school to immediately release all student records as herein requested to facilitate the enrollment of my child at the Navigator Academy of Leadership.

Parent/Guardian Signature

Date



Student Code of Conduct & Collegiality

As a public charter school of Hillsborough County, Navigator Academy of Leadership follows the Code of Student Conduct for Hillsborough County in addition to the *Code of Collegiality*.

Rationale

Navigator Academy of Leadership believes that behavioral excellence is essential to the effective academic and character development of each student. In order to help ensure success, Navigator Academy of Leadership will strive to make behavioral expectations clear so that students can make wise choices and “live” *The 7 Habits*.

Navigator Academy of Leadership intends to recognize and celebrate the talents of every student. While we expect our students to be well behaved and exemplify the standards our school was founded on, we realize that clear boundaries are necessary to help them feel successful and understand expectations. Therefore, our behavior program has been developed to provide opportunities for students to learn and change any negative behaviors they may be exhibiting. We also realize that consequences need to be reasonable, clear, and administered fairly with the intention of creating positive change.

When a student exhibits misbehavior, there are several avenues we can use within the school setting to help students change their behavior, and keep parents informed of what is happening. In order to fully develop our educational program and school culture, Navigator Academy of Leadership will follow a District Code of Student Conduct and the Board approved Code of Collegiality that will establish guidelines for model student behavior. The Code of Conduct and The Code of Collegiality will follow levels of infractions as leveled by the district. The intent is that the Code of Collegiality proactively sets guidelines and expectations and the Code of Student Conduct will provide rules and policies along with consequences with an opportunity for reflection so that students may learn from their mistakes. Included in the Code of Collegiality is our expectation for students to stand TAAL - Think, Act, Accountability, and Learn. In alignment with the 7 Habits, expecting students to stand TAAL will require them to:

TAAL	WHAT DOES IT MEAN	7 HABITS
Think	Think before you act. The choices you make today may determine your tomorrow.	Be Proactive, Begin with the End in Mind, Put First Things First, Think Win-Win
Act	Take Action! Live passionately, not passively.	Begin with the End in Mind, Put First Things First, Think Win-Win, Seek First to Understand and Then Be Understood, Synergize, Sharpen the Saw
Accountable	You are responsible for your own actions.	Begin with the End in Mind, Put First Things First, Think Win-Win, Seek First to Understand and Then Be Understood, Synergize, Sharpen the Saw
Learn	Every action we take is an opportunity to learn and grow. A mistake is only a mistake if you repeat them. Reflect on your actions and their outcomes.	All 7 Habits

Having expectations of students standing TAAL will begin with their Leadership Binder where students set goals, track their progress and reflect on goals, progress and actions. Conflict resolution will take an active approach to correlating an array of options with outcomes. While adhering to the sponsor's Code of Student Conduct, students with continuous infractions will be required to complete an analysis of their choices and the different outcomes. The goal is to have students use accountable talk to change their perspective and improve their behavior.

Discipline measures will be fair and consistent and will incorporate techniques that require students to have ownership of their behavior. Students will be encouraged to take responsibility for their actions so that they may learn from their mistakes. There will be a greater focus in rewarding the efforts of students, including positive reinforcement for students demonstrating exemplary behavior and conduct instead of negative behavior. As students experience behavioral or disciplinary issues, their attention will be drawn to these strategies by means of conferencing with teachers or administrators. Conflict resolution strategies will also be used to resolve conflicts between students and allow for effective conflict resolution strategies be modeled as an expectation of behavior.

Classroom Consequences for Misbehavior

- 1st Consequence – Verbal Warning
- 2nd Consequence – Conference with student and reflection
- 3rd Consequence – Parent contacted
- 4th Consequence – Detention
- 5th Consequence - Referral to administration

Consequences for Referrals to Administration

1. Administrative detention
2. Conference with administrator, parent, student and teacher in order to develop an agreement of behavior
3. Saturday School (if available)
4. Removed from participating in extra-curricular or social events sponsored by the school
5. In School Suspension
6. Out of School Suspension

Suspension

The principal or other designated administrator may suspend a student for up to ten days based upon the severity and/or frequency of misconduct. Administrators will take all circumstances into account when making suspension decisions, such as prior disciplinary offenses, previous disciplinary strategies attempted, and the appropriateness of other strategies that may be attempted before suspension. Parents will be notified immediately of the offense and dates of the suspension. During a suspension, students will be permitted to complete missed work as long as it is submitted to the appropriate teachers within three days of returning to school. In-School Suspension is the first form of suspension considered unless the infraction is severe enough that it warrants an Out of School Suspension under the Code of Student Conduct. During In-School Suspension, students will undergo a multi-step process where they reflect on the violation, consequences, purpose of rules, appropriate behavior, and restitution. Restitution may be in the form of a letter, a conversation, or an action that rectifies the rule violated. Out of School Suspensions are left as a last resort and will require students to complete the same multi-step process of an In-School Suspension, yet it is done at home and with parent participation. Students returning from Out of School Suspension must first debrief with an administrator, counselor, or principal designee before returning to class. This will help ensure that the student is ready and focused to return with a positive and proactive attitude.

Dismissal or Recommendation for Expulsion

Navigator Academy of Leadership will follow all district regulations regarding expulsion as indicated in the District Code of Student Conduct. Should the consideration of expulsion arise, the principal may request the School's Governing Board review the student's file, conduct, and previous administrative disciplinary actions and vote to make a recommendation to the District Superintendent that the student be recommended for expulsion. At that time, the Board and the school principal, will follow the District Change of Placement procedure when recommending an expulsion.

Zero-Tolerance for Aggression, Bullying, and Drugs

The use of aggression with the intent of hurting others emotionally, physically or verbally will not be tolerated. Thus, any kind of bullying including cyber bullying, fall within our Zero-Tolerance policy and **must be reported immediately**. Included in the zero-tolerance policy is gang affiliation or incidents involving drugs. Such behavior will be reported immediately to an

administrator and will be investigated. Disciplinary action will be taken according to the seriousness of the incident and in accordance with the Code of Conduct. Students are expected to value each other and treat each other with respect. Navigator Academy of Leadership will implement a comprehensive anti-bullying policy to ensure that bullying is proactively discouraged, immediately reported, effectively investigated and remediated.

It is the policy of this school that all of its students, employees, and volunteers learn and work in an environment that is safe, secure, and free from harassment and bullying of any kind. The school will not tolerate bullying and harassment of any type. Conduct that constitutes bullying and harassment, as defined within our policy, is prohibited.

Bullying means intentionally and repetitively inflicting physical hurt or psychological distress on one or more students or employees and may involve but is not limited to:

- a) Teasing
- b) Social Exclusion
- c) Threat
- d) Intimidation
- e) Stalking, including cyber stalking
- f) Physical violence
- g) Theft
- h) Sexual, religious, racial or gender orientation harassment
- i) Public humiliation
- j) Destruction of property

We encourage any student or parent who believes they have witnessed or are experiencing bullying to report it promptly so that it can be investigated and dealt with in a proactive way. Bullying can be reported by speaking with the Principal or other trusted staff member, and can be done either in person, by telephone or preferably in writing. Once a report of bullying is made, it will be investigated to ensure the safety of the students, staff, parents and volunteers. It is important for students to also understand that bullying behavior which occurs outside of school, but has an impact on students while they are at school, is still considered bullying and can still be dealt with by the school. For example, cyber-bullying by posting information online or texting is considered bullying, and consequences can be issued at school for such behavior. If after investigating a report of bullying, it is determined that bullying is occurring according to our definition, the school will develop a plan to ensure that it ceases and that the students involved are addressed.

School Behavior Consequences

The following list is a representative list of behaviors, not an all-inclusive menu. This list will assist the school's administration in determining the appropriate level of consequences for misbehavior of students at the school. Please bear in mind that all criminal offenses will be reported to law enforcement officials.

LEVEL 1 BEHAVIORS are acts that disrupt the orderly operation of the classroom, school function, and extracurricular activities or approved transportation.

Disruptive Behaviors

- Unauthorized location
- Confrontation with another student
- Cutting class
- Misrepresentation (lying)
- Disruptive behavior (including behavior on the school bus and at the school bus stop)
- Failure to comply with class and/or school rules
- Possession of items or materials that are inappropriate for an educational setting
- Inappropriate public display of affection
- Use of profane/crude language
- Unauthorized use of electronic devices
- Violation of dress code

LEVEL 2 BEHAVIORS are more serious than Level 1 because they significantly interfere with learning and/or the well-being of others.

Seriously Disruptive Behaviors

- Cheating
- Confrontation with a staff member
- Defiance of school personnel
- Failure to comply with previously prescribed corrective strategies
- False accusation
- Fighting (minor)
- Harassment (non-sexual or isolated)
- Petty theft (under \$300.00)
- Use of profane and provocative language directed at someone
- Possession of and/or use of tobacco products
- Slander
- Vandalism (minor)

LEVEL 3 BEHAVIORS are more serious than Level II because they endanger health and safety, damage property, and/or cause serious disruptions to the learning environment.

Offensive/Harmful Behaviors

- Assault/Threat against a non-staff member
- Breaking and Entering/Burglary
- Bullying (repeated harassment)
- Disruption on campus/disorderly conduct
- Fighting (serious)
- Harassment
- Possession or use of alcohol, unauthorized over-the-counter medications, drug paraphernalia, controlled substances and/or anything that alters mood or is used for mood altering
- Possession of simulated weapons
- Sexual harassment; sexting (1)
- Vandalism (major)

LEVEL 4 BEHAVIORS are more serious acts of unacceptable behavior than Level III. They seriously endanger the health and well-being of others and/or damage property.

Dangerous or Violent Behaviors

- Battery against a non-staff member
- Grand theft (over \$300.00)
- Hate crime
- Hazing (felony)
- Motor vehicle theft
- Other major crimes/incidents
- Intent to sell/distribute or sale of alcohol, unauthorized over-the-counter medications, drug paraphernalia, controlled substances and/or anything that alters mood or is used for mood altering
- Sex offenses (other) (including possession and/or distribution of obscene or lewd materials); sexting (2)

LEVEL 5 BEHAVIORS are the most serious acts of misconduct and violent actions that threaten life.

Most Serious, Dangerous or Violent Behaviors

- Aggravated assault
- Aggravated battery
- Armed robbery
- Arson
- Public display of sexual body parts
- Making a false report/threat against the school
- Sexual battery; sexting (3)
- Possession, use, sale, or distribution of firearms, explosives, destructive devices, and other weapons.

Discipline Matrix

The following are examples of the types of consequences the school administrator may administer based on the level of the offensive behavior. These are representative and not prescriptive, the administrator may handle each situation on a case-by-case scenario, using the following as general guidelines.

Misbehavior	Range of Corrective Strategies (Consequences)
Level 1 Offense	Plan 1: Parent/guardian contact (Behavior Slip); Student, parent/guardian/staff conference; Revocation of the right to participate in social and/or extracurricular activities; Confiscation of electron device; Detention; Temporary assignment from class where the infraction occurred; Student contract; Replacement or payment for any damaged property (if appropriate); Participation in counseling session related to infraction; Behavior plan.
Level 2 Offense	Plan 2: Parent/guardian contact; School-based program that focuses on modifying the student’s inappropriate behavior or promotes positive behavior; Suspension from school for one to five days for habitual infractions; In-school suspension; Participation in counseling session related to the infraction Refer to outside agency/provider; Diversion Center; Corrective strategies from Level 1;
Level 3 Offense	Plan 3: Parent/guardian contact; Suspension from school for one to ten days; In-school suspension; Corrective Strategies from Level I & II; Permanent removal from class (placement review committee decision required); Recommendation for alternative educational setting; Recommendation for expulsion; Participation in counseling session related to the infraction; Refer to outside agency/provider. Corrective strategies from previous plans.
Level 4 Offense	Plan 4: Parent/guardian contact; Suspension from school for one to ten days; In-school suspension; Participation in counseling session related to the infraction; Refer to outside agency/provider; Recommendation for alternative educational setting; Recommendation for expulsion; Corrective strategies from previous plans.
Level 5 Offense	Plan 5: Parent/guardian contact; Suspension from school for ten days; In-school suspension; Participation in counseling session related to the infraction; Refer to outside agency/provider; Recommendation for reassignment; Corrective strategies from previous plans.

Code of Collegiality

The aforementioned policies will be reviewed annually with the student and will be sent home in the form of a *Code of Collegiality* so that it can be discussed, signed by parents and students, and returned to the school. In addition to the information listed above, the following is included in the Code of Collegiality:

“As a student at Navigator Academy of Leadership, I am committed to abide by the Code of Student Conduct and the Code of Collegiality.

- I understand that my behavior is a direct reflection of both my family and the School. I will strive to honor and respect both by exhibiting exemplary behavior that of a scholar and leader at all times and in all places.*
- I will adhere by the school uniform dress code as outlined in the Parent/Student Handbook.*
- I will be responsible to deliver to any announcements, messages, and reports to and from school.*
- I will be responsible for completing and turning in all class assignments and homework.*
- I will be responsible for taking care of all books and school property. I will replace anything that is misused or lost.*
- I will abide by the Code of Conduct and the Code of Collegiality adopted by the Board.*
- I will refrain from fighting, intimidating, harassing, or threatening others and I will refrain from using inappropriate language.*
- I will exhibit the principles of good citizenship and leadership.”*

Acknowledgement

Student Name: _____

Student Grade: _____ **School Year:** _____

As a student at Navigator Academy of Leadership, I am committed to abide by the Code of Student Conduct and the Code of Collegiality as found in the Parent & Student Handbook (available in its entirety on our web page).

- I understand that my behavior is a direct reflection of both my family and the School. I will strive to honor and respect both by exhibiting exemplary behavior that of a scholar and leader at all times and in all places.*
- I will adhere by the school uniform dress code as outlined in the Parent/Student Handbook.*
- I will be responsible to deliver to any announcements, messages, and reports to and from school.*
- I will be responsible for completing and turning in all class assignments and homework.*
- I will be responsible for taking care of all books and school property. I will replace anything that is misused or lost.*
- I will abide by the Code of Conduct and the Code of Collegiality adopted by the Board.*
- I will refrain from fighting, intimidating, harassing, or threatening others and I will refrain from using inappropriate language.*
- I will exhibit the principles of good citizenship and leadership.*

Student Name (Print)

Student Name (Sign)

Date

As a parent/guardian, I have read and understood the school rules, policies, and procedures of Navigator Academy of Leadership as well as the Code of Conduct and Collegiality as listed in the Parent & Student Handbook and I agree to take an active role in ensuring that my child meets the outlined expectations, as well as myself. I have made a personal decision to enroll my child as a student at Navigator Academy of Leadership and I recognize that Navigator Academy of Leadership is a public charter school of choice.

I understand that my signature below serves as evidence that:

- 1. I accept the rules, policies and procedures as listed above as well as the consequences of their violation.*
- 2. I am aware that I must review and acknowledge the Code of Student Conduct*
- 3. I have communicated these expectations with my child (above)*

Parent/Guardian Name (Print)

Parent/Guardian Name (Sign)

Date

JOB DESCRIPTION

Director of Schools/Principal

Position	Reports To	Position Type
Principal	Governing Board	Salary / Exempt
Work Schedule	Salary Schedule	Last Updated
12-Month Position	Set Annually Performance Based Schedule	July 13, 2023

MAJOR FUNCTION:

The Principal performs responsible administrative and supervisory work in the area of instruction, personnel, curriculum and all the daily operations of the school. Works to maintain the integrity of the school as a place for high achieving students and represents the “face” of the school. Establishes and maintains a school culture aligned with the mission and vision of the school.

ESSENTIAL DUTIES AND RESPONSIBILITIES (NOT ALL INCLUSIVE):

Leadership:

- Initiates, designs, and implements programs to meet the specific needs of the school.
- Implementing, evaluating and reporting to the Governing Board the school’s progress towards goals and objectives that reflect organizational and state goals.
- Maintain a positive school/community climate and a safe and healthy environment. This includes overseeing, implementing, and practicing safety procedures on a regular basis.
- Establishes and maintains active relationships with all stakeholders, especially parents, students, and staff in order to meet objectives and goals of the organization.
- Maintains and supports high standards of student conduct and ensures that discipline is enforced fairly and proactively.
- Attends special events held to recognize student achievement and attends school sponsored activities to support staff and school initiatives.
- Assumes responsibility for own professional growth.
- Supervises all professional, paraprofessional, administrative, and support personnel attached to the school.
- Works collaboratively with the ESP or Board designee, to orient new teachers and staff and assist in their development.
- Oversees the effective use of instructional time maximize instruction and maintain an effective learning environment.
- Oversee teacher certification to ensure all teachers maintain their certification up-to-date, including waivers, and that certification deadlines are closely monitored. Processes all employees for District clearance and maintains faculty locator and employee numbers.



Instructional:

- Effectively allocates school time to maximize instruction and maintain an effective learning environment.
- Leads in the planning, implementation, and evaluation of the school's instructional program based on student needs within state guidelines.
- Review teacher lesson plans and instruction to ensure they match Florida Standards and expected pacing. This considerable task should be evenly distributed between the Principal and Assistant Principal/Dean to ensure effective supervision.
- Works collaboratively with the ESP or Board designee to develop the scheduling process in order to ensure school and student schedules are correct and developed in a timely manner. This is especially important in preparation and maintenance of FTE records which is the responsibility of the Principal.
- Evaluates and counsels all staff members regarding their individual and group performance. This includes recognizing effective teachers and great staff, assisting in professional development goal-setting, and prescriptive/SWOT analysis for employees not meeting expectations.
- Conduct regularly scheduled staff meetings to keep members informed of such things such as policy changes, clear communication of expectations, and progress in order to ensure the proper functioning of the school. Faculty meetings should be scheduled monthly on a designated day.
- Assist in the in-service and training of teachers and staff.

Administrative:

- Planning, implementing, supervising, and evaluating all other programs, i.e. Athletics, Extra-Curricular, Co-Curricular.
- Determining staffing needs including selection, supervision, staff development and evaluation of all school personnel. The Principal is the only person permitted to do formal evaluations.
- Recommends to the Governing Board the appointment or dismissal of all employees of the school.
- Assists in management and preparation of the school budget and ensures the school is operating within the budget set by the Board.
- Overseeing the proper record keeping processes, and inventory control of all school resources.
- Oversees the Attendance Committee to enforce compulsory attendance in accordance with State laws and enforced by the Sponsor.
- Supervises the maintenance of all records including but not limited to student test scores, attendance records, overseeing IEPs, and all other reports as needed for efficient operation of the school and compliance with federal, state and local requirements.
- Recruit students and faculty for the school as needed.
- Assure that all academic components of the school's charter are being met.
- Enforces the Policies and Procedures of the organization as set by the Governing Board.
- Develops and implements school rules and regulations in keeping with the Policies and Procedures.
- Attends and participates in meetings of the Board and its committees as requested.
- Ensure that the Governing Board is informed of the operations of the school and any problems which arise.
- Is familiar with Charter School Laws and Florida Statutes and attends other duties as assigned by or in the absence of the Governing Board.
- Participates in principal meetings with the Sponsor, ESP, Board and any others required.
- Responds to all written and oral requests for information.



- Assumes responsibility for all school correspondence and media releases.
- Overseeing, approves, and maintains all PTO (Paid Time Off) requests and ensures that it is properly reflected on payroll.
- Review and approve payroll bi-weekly
- Performs such other tasks and assumes such other responsibilities as the Board or Board designee may, from time to time, assign.

Computer Skills:

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

MINIMUM QUALIFICATIONS:

- Florida certification as either School Principal or Educational Leadership required (or in progress)
- Minimum of Master’s Degree in Educational Leadership is required (or in progress)
- A minimum of five (5) years of teaching experience required
- Experience in School Leadership is preferred
- Strong leadership and managerial capabilities
- Knowledge of the needs of student population
- Positive evaluations and recommendations from previous administrative position(s)
- Excellent communication skills
- Demonstrated capacity to meet and or exceed the Florida Principal Leadership Standards
- Well-rounded in curriculum and instruction
- Demonstrate a strong growth-mindset
- Knowledge of STEM education is preferred
- Knowledge or intention of implementing *The Leader in Me* with fidelity

COMPENSATION:

Salary amounts are set annually by the Governing Board and are consistent with the requirements of Florida statute.

I acknowledge that I have received the job description associated with my responsibilities and I understand the expectations of my position. I understand that, should my performance not meet the expectations established by the school, I will receive written notice during a conference with appropriate administrative staff and will be given the opportunity to improve unless the infraction is of a serious nature which may include, but not be limited to, violation of Florida’s Professional Ethics, insubordination, etc. I also understand that I am required to perform such other tasks and assume such other responsibilities as the Governing Board or Bard Designee may, from time to time, assign.

Signature of Employee: _____ Date: ____/____/____

Signature of Governing Board Chair: _____ Date: ____/____/____

JOB DESCRIPTION

Teacher

Position	Reports To	Position Type
Teacher	Principal & Assistant Principal/Dean	Salary / Exempt
Work Schedule	Salary Schedule	Last Updated
10-Month Position	Set Annually Performance Based Schedule	July 13, 2023

MAJOR FUNCTION:

Instructional position responsible for the educational leadership of students in a group or class in the school. The educational leader is expected to understand and demonstrate the use of the school's curriculum, student instruction and assessment to maximize educational achievement for all students; work collaboratively to ensure a working and learning climate for all students that is safe, secure, and respectful. Implementing strategies to reach all students through creative lessons is required.

ESSENTIAL DUTIES AND RESPONSIBILITIES (NOT ALL INCLUSIVE):

Classroom Environment, Instruction, and Planning

- Assists in the planning, implementing, and evaluating of the school's instructional program based on student needs within state guidelines.
- Ensures the effective use of instructional time in order to maximize instruction and maintain an effective learning environment.
- Understands central concepts, tools of inquiry, and structure of the discipline(s) taught and makes the subject matter relevant to students.
- Develops a climate and culture of openness, fairness, mutual respect, support, and inquiry.
- Engages every student in grade level appropriate learning experiences that promote performance.
- Demonstrates respect for students, colleagues, administrators, and parents.
- Models and reinforces self-discipline and responsibility.
- Works effectively with school colleagues, parents, and the community to support students' learning and well-being.
- Provides professional leadership to establish a culture conducive to learning and student diversity, involves students in the development of a mission and goals that support the school's goals and guide classroom decisions, and uses data for continual improvement.
- Develops and implements a strategic planning system including course, unit, and lesson plans.
- Provides opportunities for students to demonstrate appropriate progress toward graduation expectations: knowledgeable, lifelong learner; responsible individual; effective communicator; problem solver; collaborative team worker, and self-directed learner.
- Uses formal and informal assessment strategies to determine whether students have achieved high standards and modifies instructional strategies as needed to maximize achievement.



- Understands how students learn and provides learning opportunities that support intellectual, social, and personal development of diverse learners.
- Establishes and maintains a safe and secure classroom environment.
- Manages student misconduct promptly and resolves conflict and crises effectively.
- Promotes independent and collaborative work ethic.
- Develops and manages human resources within the classroom by maintaining a professional development plan and engaging in professional development activities, recognizing students and parents for contributions to goal achievement.
- Uses teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socioeconomic background.
- Seeks resources necessary to achieve classroom and school goals, such as course materials that match the reading level of students.
- Uses classroom processes that support effective teaching and learning to promote high student achievement, designing lessons to promote all students engaged in learning all the time through such strategies as active learning, hands-on application, and teacher-student and student-student conversations about the learning.
- Participates in the in-service and trainings provided to teachers and staff.
- Takes ownership of the Leader in Me curriculum and embraces it, in order to effectively be able to share an understanding with the students.
- Implement Leader in Me through direct instruction of the habits.
- Assist with school initiatives through participation in Leader in Me action teams.
- Model effective practice through goal-setting and celebrating when goals are met. (WIGS – Wildy, Important Goals)
- Uses appropriate technology in teaching and learning processes.
- Demonstrates positive classroom results and trends.
- Assumes responsibility for own professional growth.
- Performs and actively supervises assigned duty before, during, and after school.

Record Keeping

- Prepares lessons for classes assigned and has written evidence of preparation and planning available.
- Provides students and parents with timely data for improvement in student achievement.
- Maintains accurate, complete, and correct records as required by law and administrative expectations. This includes but is not limited to weekly lesson plans, weekly grading and gradebook maintenance, daily attendance, and any other required by Administration.
- Actively participates in regularly scheduled staff meetings.
- Actively prepares information required for all honor roll assemblies.
- Maintains communication with parents via the school's approved communication platform, maintains school-approved webpage, via school emails or student agendas.

MINIMUM QUALIFICATIONS:

Positive evaluations and recommendations from previous position(s)
Excellent communication skills
Well-rounded in curriculum and instruction



Knowledge of STEM education is preferred
Demonstrate a strong growth-mindset
Knowledge or intention of implementing *The Leader in Me* with fidelity

Bachelor's degree from a fully accredited college or university. Possession of, or eligibility for, a Florida teaching certificate for the level and subject area to be taught.

Preferred Florida certifications are in Elementary Education for teachers in Grade K-5 and Subject Specific for teachers in Grades 6-8 and 9-12.

COMPENSATION:

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

I acknowledge that I have received the job description associated with my responsibilities and I understand the expectations of my position. I understand that, should my performance not meet the expectations established by the school, I will receive written notice during a conference with appropriate administrative staff and will be given the opportunity to improve unless the infraction is of a serious nature which may include, but not be limited to, violation of Florida's Professional Ethics, insubordination, etc. I also understand that I am required to perform such other tasks and assume such other responsibilities as the Principal or direct supervisor may, from time to time, assign.

Signature of Employee: _____ Date: ____/____/____

Signature of the Principal: _____ Date: ____/____/____



JOB DESCRIPTION

Music Teacher

Position	Reports To	Position Type
Music Teacher	Principal & Assistant Principal/Dean	Salary / Exempt
Work Schedule	Salary Schedule	Last Updated
10-Month Position	Set Annually Performance Based Schedule	July 13, 2023

MAJOR FUNCTION:

This is an instructional position with responsibility for establishing music as a vital living experience in the life of each child. The teacher is expected to understand and demonstrate effective student instruction and assessment to maximize educational achievement for all students; work collaboratively to ensure a working and learning climate for all students that is safe, secure and respectful. Implementing strategies to reach the multiple intelligences of students through creative lessons is required.

ESSENTIAL DUTIES AND RESPONSIBILITIES (NOT ALL INCLUSIVE):

- Plans a program that incorporates and teaches the Florida Standards.
- Guides the student to enjoy, appreciate and interpret music in his/her daily life.
- Encourages and assists the student to acquire skills in music through a series of sequential experiences.
- Encourages the student to develop his/her own creativity by providing opportunities for creativity in each experience area.
- Encourages and promotes the coordination of music with other subject areas in the curriculum.
- Determines the materials to be used in instruction and plans the best methods for presenting them.
- Assists in planning, preparing, and presenting programs, and festivals for the school.
- Evaluates the student's performance in music.
- Plans in-depth experiences for special groups or individuals based on student needs.
- Assists the principal and staff in inventorying, organizing, ordering, and caring for music materials and equipment.
- Maintains students' grades
- Maintains communication with parents via the school's approved communication platform, maintains school-approved webpage, via school emails or student agendas.
- Develops a climate and culture of openness, fairness, mutual respect, support and inquiry.
- Listens and interacts effectively with students, parents, colleagues, and community members, respecting diverse perspectives.
- Demonstrates respect for students, colleagues, administrators, and parents.
- Models and reinforces self-discipline and responsibility.
- Develops and implements a strategic planning system including course, unit and lesson plans.
- Provides students and parents with timely data for improvement in student achievement.
- Promotes independent and collaborative work ethic.
- Establishes and maintains a safe and secure classroom environment.



- Manages student misconduct promptly and resolves conflict and crises effectively.
- Performs and actively supervises assigned duty before, during, and after school.
- Works effectively with school colleagues, parents, and the community to support students' learning and well-being.
- Performs other related duties as required

Record Keeping

- Prepares lessons for classes assigned and has written evidence of preparation and planning available.
- Provides students and parents with timely data for improvement in student achievement.
- Maintains accurate, complete, and correct records as required by law and administrative expectations. This includes but is not limited to weekly lesson plans, weekly grading and gradebook maintenance, daily attendance, and any other required by Administration.
- Actively participates in regularly scheduled staff meetings.
- Actively prepares information required for all honor roll assemblies.
- Maintains communication with parents via the school's approved communication platform, maintains school-approved webpage, via school emails or student agendas.

MINIMUM QUALIFICATIONS:

Positive evaluations and recommendations from previous position(s)
 Excellent communication skills
 Well-rounded in curriculum and instruction
 Knowledge of STEM education is preferred
 Demonstrate a strong growth-mindset
 Knowledge or intention of implementing *The Leader in Me* with fidelity
 Bachelor's degree from a fully accredited college or university. Possession of, or eligibility for, a Florida teaching certificate for the level and subject area to be taught as well as competency in music education.
 Preferred Florida certifications are in Music Education K-12.

COMPENSATION:

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

I acknowledge that I have received the job description associated with my responsibilities and I understand the expectations of my position. I understand that, should my performance not meet the expectations established by the school, I will receive written notice during a conference with appropriate administrative staff and will be given the opportunity to improve unless the infraction is of a serious nature which may include, but not be limited to, violation of Florida's Professional Ethics, insubordination, etc. I also understand that I am required to perform such other tasks and assume such other responsibilities as the Principal or direct supervisor may, from time to time, assign.

Signature of Employee: _____ Date: ____/____/____

Signature of the Principal: _____ Date: ____/____/____

JOB DESCRIPTION

Art Teacher

Position	Reports To	Position Type
Art Teacher	Principal & Assistant Principal/Dean	Salary / Exempt
Work Schedule	Salary Schedule	Last Updated
10-Month Position	Set Annually Performance Based Schedule	July 13, 2023

MAJOR FUNCTION:

This position has responsibility for designing significant learning experience in art for the individual child. These experiences include the development of the student's perceptual and community skills through the use of visual art. The teacher is expected to understand and demonstrate effective student instruction and assessment to maximize educational achievement for all students; work collaboratively to ensure a working and learning climate for all students that is safe, secure and respectful. Implementing strategies to reach the multiple intelligences of students through creative lessons is required.

ESSENTIAL DUTIES AND RESPONSIBILITIES (NOT ALL INCLUSIVE):

- Understands central concepts, tools of inquiry, and structure of the discipline(s) taught and makes the subject matter meaningful to students.
- Develops a climate and culture of openness, fairness, mutual respect, support and inquiry.
- Engages every student in grade level appropriate learning experiences that promote performance.
- Listens and interacts effectively with students, parents, colleagues, and community members, respecting diverse perspectives.
- Demonstrates respect for students, colleagues, administrators, and parents.
- Models and reinforces self-discipline and responsibility.
- Works effectively with school colleagues, parents, and the community to support students' learning and well-being. Provides professional leadership to establish a culture conducive to learning and student diversity, involves students in the development of a mission and goals that support the school's goals and guide classroom decisions, and uses data for continual improvement.
- Develops and implements a strategic planning system including course, unit and lesson plans.
- Maintains communication with parents via the school's approved communication platform, maintains school-approved webpage, via school emails or student agendas.
- Provides opportunities for students to demonstrate appropriate progress toward graduation expectations: knowledgeable, lifelong learner; responsible individual; effective communicator; problem solver; collaborative team worker, and self-directed learner.
- Provides students and parents with timely data for improvement in student achievement.
- Uses formal and informal assessment strategies to determine whether students have achieved high standards and modifies instructional strategies as needed to maximize achievement.



- Understands how students learn and provides learning opportunities that support intellectual, social, and personal development of diverse learners.
- Establishes and maintains a safe and secure classroom environment.
- Manages student misconduct promptly and resolves conflict and crises effectively.
- Performs and actively supervises assigned duty before, during, and after school.
- Promotes independent and collaborative work ethic.
- Develops and manages human resources within the classroom by maintaining a professional development plan and engaging in professional development activities, recognizing students and parents for contributions to goal achievement.
- Uses teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socioeconomic background.
- Seeks resources necessary to achieve classroom and school goals, such as; course materials that match the reading level of students.
- Uses classroom processes that support effective teaching and learning to promote high student achievement, designing lessons to promote all students engaged in learning all the time through such strategies as active learning, hands-on application, and teacher-student and student-student conversations about the learning.
- Uses appropriate technology in teaching and learning processes.
- Demonstrates positive classroom results and trends.
- Performs other related duties as required

Record Keeping

- Prepares lessons for classes assigned and has written evidence of preparation and planning available.
- Provides students and parents with timely data for improvement in student achievement.
- Maintains accurate, complete, and correct records as required by law and administrative expectations. This includes but is not limited to weekly lesson plans, weekly grading and gradebook maintenance, daily attendance, and any other required by Administration.
- Actively participates in regularly scheduled staff meetings.
- Actively prepares information required for all honor roll assemblies.
- Maintains communication with parents via the school's approved communication platform, maintains school-approved webpage, via school emails or student agendas.

MINIMUM QUALIFICATIONS:

Positive evaluations and recommendations from previous position(s)

Excellent communication skills

Well-rounded in curriculum and instruction

Knowledge of STEM education is preferred

Demonstrate a strong growth-mindset

Knowledge or intention of implementing *The Leader in Me* with fidelity

Bachelor's degree from a fully accredited college or university. Possession of, or eligibility for, a Florida teaching certificate for the level and subject area to be taught as well as competency in Art education.

Preferred Florida certifications are in Art Education K-12.



COMPENSATION:

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

I acknowledge that I have received the job description associated with my responsibilities and I understand the expectations of my position. I understand that, should my performance not meet the expectations established by the school, I will receive written notice during a conference with appropriate administrative staff and will be given the opportunity to improve unless the infraction is of a serious nature which may include, but not be limited to, violation of Florida's Professional Ethics, insubordination, etc. I also understand that I am required to perform such other tasks and assume such other responsibilities as the Principal or direct supervisor may, from time to time, assign.

Signature of Employee: _____ Date: ____/____/____

Signature of the Principal: _____ Date: ____/____/____

JOB DESCRIPTION

PE/Health Teacher

Position	Reports To	Position Type
PE Health Teacher	Principal & Assistant Principal/Dean	Salary / Exempt
Work Schedule	Salary Schedule	Last Updated
10-Month Position	Set Annually Performance Based Schedule	July 13, 2023

MAJOR FUNCTION:

Instructional position responsible for conducting, planning and organizing a sound physical education and health program in an intermediate elementary and middle school. The teacher is expected to understand and demonstrate effective student instruction and assessment to maximize educational achievement for all students; work collaboratively to ensure a working and learning climate for all students that is safe, secure and respectful. Implementing strategies to reach the multiple intelligences of students through creative lessons is required.

ESSENTIAL DUTIES AND RESPONSIBILITIES (NOT ALL INCLUSIVE):

- Coordinates program which meets the requirements of the Florida Standards for physical education and health standards.
- Plans for and directs the physical education program.
- Maintains communication with parents via the school's approved communication platform, maintains school-approved webpage, via school emails or student agendas.
- Recommends the purchase of physical education supplies and equipment.
- Participates in in-service programs for physical education and/or health specialists.
- Develops a climate and culture of openness, fairness, mutual respect, support and inquiry.
- Listens and interacts effectively with students, parents, colleagues, and community members, respecting diverse perspectives.
- Demonstrates respect for students, colleagues, administrators, and parents.
- Models and reinforces self-discipline and responsibility.
- Develops and implements a strategic planning system including course, unit and lesson plans.
- Provides students and parents with timely data for improvement in student achievement.
- Promotes independent and collaborative work ethic.
- Establishes and maintains a safe and secure classroom environment.
- Manages student misconduct promptly and resolves conflict and crises effectively.
- Performs and actively supervises assigned duty before, during, and after school.
- Works effectively with school colleagues, parents, and the community to support students' learning and well-being.
- Performs other related duties as required.

Record Keeping



- Prepares lessons for classes assigned and has written evidence of preparation and planning available.
- Provides students and parents with timely data for improvement in student achievement.
- Maintains accurate, complete, and correct records as required by law and administrative expectations. This includes but is not limited to weekly lesson plans, weekly grading and gradebook maintenance, daily attendance, and any other required by Administration.
- Actively participates in regularly scheduled staff meetings.
- Actively prepares information required for all honor roll assemblies.
- Maintains communication with parents via the school's approved communication platform, maintains school-approved webpage, via school emails or student agendas.

MINIMUM QUALIFICATIONS:

Positive evaluations and recommendations from previous position(s)
Excellent communication skills
Well-rounded in curriculum and instruction
Knowledge of STEM education is preferred
Demonstrate a strong growth-mindset
Knowledge or intention of implementing *The Leader in Me* with fidelity

Bachelor's degree from a fully accredited college or university. Possession of, or eligibility for, a Florida teaching certificate for the level and subject area to be taught as well as competency in Physical & Health Education.

Preferred Florida certifications are in PE K-12.

COMPENSATION:

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

I acknowledge that I have received the job description associated with my responsibilities and I understand the expectations of my position. I understand that, should my performance not meet the expectations established by the school, I will receive written notice during a conference with appropriate administrative staff and will be given the opportunity to improve unless the infraction is of a serious nature which may include, but not be limited to, violation of Florida's Professional Ethics, insubordination, etc. I also understand that I am required to perform such other tasks and assume such other responsibilities as the Principal or direct supervisor may, from time to time, assign.

Signature of Employee: _____ Date: ____/____/____

Signature of the Principal: _____ Date: ____/____/____



JOB DESCRIPTION

ELL Teacher

Position	Reports To	Position Type
ELL Teacher	Principal & Assistant Principal/Dean	Salary / Exempt
Work Schedule	Salary Schedule	Last Updated
10-Month Position	Set Annually Performance Based Schedule	July 13, 2023

MAJOR FUNCTION:

Responsible for the educational leadership of students placed in English Language Learners education programs. The specialist is expected to understand and demonstrate the use of the school's curriculum, student instruction and assessment to maximize educational achievement for all students; work collaboratively to ensure a working and learning climate for all students that is safe, secure and respectful. Implementing strategies to reach all students through creative lessons is required.

ESSENTIAL DUTIES AND RESPONSIBILITIES (NOT ALL INCLUSIVE):

Classroom Environment, Instruction, and Planning

- Assists in the planning, implementing, and evaluating the school's instructional program based on student needs within state guidelines.
- Ensures the effective use of instructional time maximize instruction and maintain an effective learning environment.
- Understands central concepts, tools of inquiry, and structure of the discipline(s) taught and makes the subject matter relevant to students.
- Develops a climate and culture of openness, fairness, mutual respect, support and inquiry.
- Engages every student in grade level appropriate learning experiences that promote performance.
- Demonstrates respect for students, colleagues, administrators, and parents.
- Models and reinforces self-discipline and responsibility.
- Works effectively with school colleagues, parents, and the community to support students' learning and well-being.
- Maintains communication with parents via the school's approved communication platform, maintains school-approved webpage, via school emails or student agendas.
- Provides professional leadership to establish a culture conducive to learning and student diversity, involves students in the development of a mission and goals that support the school's goals and guide classroom decisions, and uses data for continual improvement.
- Develops and implements a strategic planning system including course, unit and lesson plans.
- Provides opportunities for students to demonstrate appropriate progress toward graduation expectations: knowledgeable, lifelong learner; responsible individual; effective communicator; problem solver; collaborative team worker, and self-directed learner.



- Uses formal and informal assessment strategies to determine whether students have achieved high standards and modifies instructional strategies as needed to maximize achievement.
- Understands how students learn and provides learning opportunities that support intellectual, social, and personal development of diverse learners.
- Establishes and maintains a safe and secure classroom environment.
- Manages student misconduct promptly and resolves conflict and crises effectively.
- Performs and actively supervises assigned duty before, during, and after school.
- Promotes independent and collaborative work ethic.
- Develops and manages human resources within the classroom by maintaining a professional development plan and engaging in professional development activities, recognizing students and parents for contributions to goal achievement.
- Uses teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socioeconomic background.
- Seeks resources necessary to achieve classroom and school goals, such as; course materials that match the reading level of students.
- Uses classroom processes that support effective teaching and learning to promote high student achievement, designing lessons to promote all students engaged in learning all the time through such strategies as active learning, hands-on application, and teacher-student and student-student conversations about the learning.
- Participates in the in-service and trainings provided to teachers and staff.
- Uses appropriate technology in teaching and learning processes.
- Demonstrates positive classroom results and trends.
- Assumes responsibility for own professional growth.

Record Keeping

- Provides students and parents with timely data for improvement in student achievement.
- Maintains accurate, complete, and correct records as required by law and administrative expectations. This includes but is not limited to lesson plans, grading and gradebook maintenance, attendance, and any other required by Administration.
- Actively participates in regularly scheduled staff meetings.

ELL Compliance

- Assesses students for placement in ELL program determining level of English Language proficiency.
- Maintain updated ELL records and logs for FTE and reporting purposes.
- Works cooperatively with assigned county staffing in accordance to the District's ELL policies and procedures.
- Collects student performance data and reports student progress.
- Supports general education teachers in implementing appropriate accommodations or enrichment/acceleration strategies.
- Schedules and conducts meetings with parents and appropriate school and agency personnel.
- Regularly reviews and provides updated information to appropriate personnel.
- Reports Full Time Equivalency (FTE) accurately.
- Plans and delivers instruction designed to assist ELL students in mastering the Florida Standards.
- Assists in the development of appropriate interventions for students.
- Consults regularly with school administrators on ELL issues.



- Maintains a log of daily services (or frequency as listed in LEP Plan) to students using approved log which includes general education teacher's signatures.

MINIMUM QUALIFICATIONS:

Positive evaluations and recommendations from previous position(s)
Excellent communication skills
Well-rounded in curriculum and instruction
Knowledge of ELL Compliance as required by the District
Knowledge of STEM education is preferred
Demonstrate a strong growth-mindset
Knowledge or intention of implementing *The Leader in Me* with fidelity

Bachelor's degree from a fully accredited college or university. Possession of, or eligibility for, a Florida teaching certificate for the level and subject area to be taught.

Preferred Florida certifications are in Elementary Education for teachers in Grade K-5 and Subject Specific for teachers in Grades 6-8 and 9-12 with (or working towards) ESOL endorsement/certification.

COMPENSATION:

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

I acknowledge that I have received the job description associated with my responsibilities and I understand the expectations of my position. I understand that, should my performance not meet the expectations established by the school, I will receive written notice during a conference with appropriate administrative staff and will be given the opportunity to improve unless the infraction is of a serious nature which may include, but not be limited to, violation of Florida's Professional Ethics, insubordination, etc. I also understand that I am required to perform such other tasks and assume such other responsibilities as the Principal or direct supervisor may, from time to time, assign.

Signature of Employee: _____ Date: ____/____/____

Signature of the Principal: _____ Date: ____/____/____



JOB DESCRIPTION

SPED/Gifted Teacher

Position	Reports To	Position Type
SPED/Gifted Teacher	Principal & Assistant Principal/Dean	Salary / Exempt
Work Schedule	Salary Schedule	Last Updated
10-Month Position	Set Annually Performance Based Schedule	July 13, 2023

MAJOR FUNCTION:

Responsible for the educational leadership of students placed in exceptional education programs, including gifted students and students with disabilities. The specialist is expected to understand and demonstrate the use of the school's curriculum, student instruction and assessment to maximize educational achievement for all students; work collaboratively to ensure a working and learning climate for all students that is safe, secure and respectful. Implementing strategies to reach all students through creative lessons is required

ESSENTIAL DUTIES AND RESPONSIBILITIES (NOT ALL INCLUSIVE):

Classroom Environment, Instruction, and Planning

- Assists in the planning, implementing, and evaluating the school's instructional program based on student needs within state guidelines.
- Ensures the effective use of instructional time maximize instruction and maintain an effective learning environment.
- Understands central concepts, tools of inquiry, and structure of the discipline(s) taught and makes the subject matter relevant to students.
- Develops a climate and culture of openness, fairness, mutual respect, support and inquiry.
- Engages every student in grade level appropriate learning experiences that promote performance.
- Demonstrates respect for students, colleagues, administrators, and parents.
- Models and reinforces self-discipline and responsibility.
- Works effectively with school colleagues, parents, and the community to support students' learning and well-being.
- Provides professional leadership to establish a culture conducive to learning and student diversity, involves students in the development of a mission and goals that support the school's goals and guide classroom decisions, and uses data for continual improvement.
- Develops and implements a strategic planning system including course, unit and lesson plans.
- Provides opportunities for students to demonstrate appropriate progress toward graduation expectations: knowledgeable, lifelong learner; responsible individual; effective communicator; problem solver; collaborative team worker, and self-directed learner.
- Uses formal and informal assessment strategies to determine whether students have achieved high standards and modifies instructional strategies as needed to maximize achievement.



- Understands how students learn and provides learning opportunities that support intellectual, social, and personal development of diverse learners.
- Establishes and maintains a safe and secure classroom environment.
- Performs and actively supervises assigned duty before, during, and after school.
- Manages student misconduct promptly and resolves conflict and crises effectively.
- Maintains communication with parents via the school's approved communication platform, maintains school-approved webpage, via school emails or student agendas.
- Promotes independent and collaborative work ethic.
- Develops and manages human resources within the classroom by maintaining a professional development plan and engaging in professional development activities, recognizing students and parents for contributions to goal achievement.
- Uses teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socioeconomic background.
- Seeks resources necessary to achieve classroom and school goals, such as; course materials that match the reading level of students.
- Uses classroom processes that support effective teaching and learning to promote high student achievement, designing lessons to promote all students engaged in learning all the time through such strategies as active learning, hands-on application, and teacher-student and student-student conversations about the learning.
- Participates in the in-service and trainings provided to teachers and staff.
- Provides trainings to teachers and staff as needed.
- Uses appropriate technology in teaching and learning processes.
- Demonstrates positive classroom results and trends.
- Assumes responsibility for own professional growth.
- Works in collaboration with the administrative team to complete risk and crisis assessments and interventions.
- Conducts child study team meetings
- Confers with classroom teachers, administration, support staff, etc. regarding the students needs and goals.

Record Keeping

- Provides students and parents with timely data for improvement in student achievement.
- Maintains accurate, complete, and correct records as required by law and administrative expectations. This includes but is not limited to lesson plans, service logs, grading and gradebook maintenance, attendance, and any other required by Administration.
- Actively participates in regularly scheduled staff meetings.
- Performs such other tasks and assumes such other responsibilities as the Principal or Assistant Principal may, from time to time, assign.

SPED/Gifted Compliance

- Works cooperatively with assigned county staffing to initiate and complete pre-referrals for ESE, utilizing pre-and posttest assessments, interventions and observations in areas of concern in accordance to the District's ESE policies and procedures.
- Works cooperatively with parents and teachers to identify students sited as potentially eligible for Gifted Program services. Conduct screenings to determine need for further evaluation for eligibility; collects characteristics data and administers state and district required testing. Develops appropriate



Individual Educational Plans (IEPs), Gifted Educational Plans (EPs) or Academic Improvement Plans (AIPs), and Behavior Success Plans (BSPs), including determining present levels of performance, annual goals, and benchmarks and/or short-term objectives.

- Collects student performance data and reports student progress toward IEP/EP goals.
- Supports general education teachers in implementing appropriate accommodations or enrichment/acceleration strategies.
- Schedules and conducts IEP/EP meetings with parents and appropriate school and agency personnel. Completes matrix of services if required.
- Maintains and/or oversees specialized therapists' (i.e. SP, OT) maintenance of ESE case management records.
- Regularly reviews and provides updated information.
- Reports Full Time Equivalency (FTE) accurately and maintains service logs as documentation.
- Participates in eligibility determination meetings.
- Serves as Local Education Agency (LEA) Representative, if designated by administrator.
- Participates in Professional Development activities relating to performing job responsibilities.
- Demonstrates knowledge of Individuals with Disabilities Education Act (IDEA) and implements all requirements.
- Demonstrates knowledge of Alternate Assessment options.
- Plans and delivers instruction designed to assist students with disabilities in mastering the Florida Standards.
- Plans and develops curricula designed to address the Florida Standards for Gifted Students and delivers instruction that effectively challenges their higher-level thinking skills.
- Assists in the development of appropriate interventions for students suspected of having a disability.
- Participates in developing Functional Assessment of Behaviors (FABs) and implementing Behavior Improvement Plans (BIPs).
- Participates in Manifestation Determination meetings.
- Consults regularly with school administrators on ESE issues.
- Maintains a log of daily services (or frequency as listed in EP or IEP) to students using approved log which includes general education teacher's signatures.
- Assists in the MTSS process

MINIMUM QUALIFICATIONS:

Positive evaluations and recommendations from previous position(s)
Excellent communication skills
Well-rounded in curriculum and instruction
Knowledge of SPED/Gifted Compliance as required by the District
Knowledge of STEM education is preferred
Demonstrate a strong growth-mindset
Knowledge or intention of implementing *The Leader in Me* with fidelity

Bachelor's degree from a fully accredited college or university. Possession of, or eligibility for, a Florida teaching certificate for the level and subject area to be taught.



Preferred Florida certifications are in Elementary Education for teachers in Grade K-5 and Subject Specific for teachers in Grades 6-8 and 9-12 with (or working towards) SPED and/or Gifted endorsement/certification.

COMPENSATION:

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

I acknowledge that I have received the job description associated with my responsibilities and I understand the expectations of my position. I understand that, should my performance not meet the expectations established by the school, I will receive written notice during a conference with appropriate administrative staff and will be given the opportunity to improve unless the infraction is of a serious nature which may include, but not be limited to, violation of Florida's Professional Ethics, insubordination, etc. I also understand that I am required to perform such other tasks and assume such other responsibilities as the Principal or direct supervisor may, from time to time, assign.

Signature of Employee: _____ Date: ____/____/____

Signature of the Principal: _____ Date: ____/____/____



JOB DESCRIPTION

Paraprofessional

Position	Reports To	Position Type
Educational Assistant	Principal & Assistant Principal/Dean	Salary
Work Schedule	Salary Schedule	Last Updated
10-Month Position	\$18,000-\$28,000	July 13, 2023

MAJOR FUNCTION:

Performs instructional/clerical support work assisting teachers with academic and instructional support in the classroom as well as in certain daily classroom activities. Implements goals and objectives established by certified teachers and works directly with children to that end. Work is performed under close supervision of a classroom teachers or administration's designee.

ESSENTIAL DUTIES AND RESPONSIBILITIES (NOT ALL INCLUSIVE):

- Carries out clerical duties
- Prepares instructional materials based on teacher directions which may include lesson plans, pacing guides, thematic units, activities, etc.
- Plans for and conducts learning activities with small groups of students
- Assists with attendance reports, class reports; collects and accounts for monies
- Grades homework and tests based on teacher instructions as well as track OPM results
- Maintains supplies and equipment for classroom use
- Monitors students and assists in maintaining a safe and healthy educational environment
- Maintains communication with parents via the school's approved communication platform, maintains school-approved webpage, via school emails or student agendas.
- Files records and materials
- Types from rough drafts or final copy
- Escorts children to classes or specialized functions
- Performs related work as required
- Demonstrates respect for students, colleagues, administrators, and parents.
- Models and reinforces self-discipline and responsibility.
- Works effectively with school colleagues, parents, and the community to support students' learning and well-being.
- Assumes responsibility for own professional growth.
- Performs and actively supervises assigned duty before, during, and after school.

Record Keeping

- Prepares lessons for classes assigned and has written evidence of preparation and planning available.
- Provides students and parents with timely data for improvement in student achievement.



- Maintains accurate, complete, and correct records as required by law and administrative expectations. This includes but is not limited to weekly lesson plans, weekly grading and gradebook maintenance, daily attendance, and any other required by Administration.
- Actively participates in regularly scheduled staff meetings.
- Actively prepares information required for all honor roll assemblies.
- Maintains communication with parents via the school's approved communication platform, maintains school-approved webpage, via school emails or student agendas.

MINIMUM QUALIFICATIONS:

Minimum of 60 credit hours at an accredited college/university.
Basic computer skills, MS Office Suite and educational software
Good organizational skills
Ability to functions independently and as part of a team
Excellent communication skills
Excellent time-management skills
Ability to multi-task
Positive evaluations and recommendations from previous position(s)
Demonstrate a strong growth-mindset
Knowledge or intention of implementing *The Leader in Me* with fidelity

COMPENSATION:

This is a full-time exempt hourly position. The actual rate will be set annually by the Board through the budget process based on the qualifications of the individual selected.

I acknowledge that I have received the job description associated with my responsibilities and I understand the expectations of my position. I understand that, should my performance not meet the expectations established by the school, I will receive written notice during a conference with appropriate administrative staff and will be given the opportunity to improve unless the infraction is of a serious nature which may include, but not be limited to, violation of Florida's Professional Ethics, insubordination, etc. I also understand that I am required to perform such other tasks and assume such other responsibilities as the Principal or direct supervisor may, from time to time, assign.

Signature of Employee: _____ Date: ____/____/____

Signature of the Principal: _____ Date: ____/____/____



JOB DESCRIPTION

ESE Paraprofessional

Position	Reports To	Position Type
Educational Assistant	ESE Teacher and Principal	Salary
Work Schedule	Salary Schedule	Last Updated
10-Month Position	\$18,000 – \$28,000	July 13, 2023

MAJOR FUNCTION:

Performs instructional/clerical support work assisting the ESE teachers with academic and instructional support in the classroom as well as in certain daily classroom activities. Implements goals and objectives established by certified teachers and works directly with children to that end. Work is performed under close supervision of a classroom teachers or administration's designee.

ESSENTIAL DUTIES AND RESPONSIBILITIES (NOT ALL INCLUSIVE):

- Carries out clerical duties
- Prepares instructional materials based on teacher directions which may include lesson plans, pacing guides, thematic units, activities, etc.
- Plans for and conducts learning activities with small groups of students
- Assists with attendance reports & class reports
- Grades homework and tests based on teacher instructions as well as track OPM results
- Monitors students and assists in maintaining a safe and healthy educational environment
- Files records and materials
- Maintains logs of times served with students.
- Types from rough drafts or final copy
- Escorts children to classes or specialized functions
- Performs related work as required
- Demonstrates respect for students, colleagues, administrators, and parents.
- Models and reinforces self-discipline and responsibility.
- Works effectively with school colleagues, parents, and the community to support students' learning and well-being.
- Attends IEP meetings, upon request by the ESE team.
- Assumes responsibility for own professional growth.
- Performs and actively supervises assigned duty before, during, and after school.

MINIMUM QUALIFICATIONS:

Minimum of 60 credit hours at an accredited college/university.



- Basic computer skills, MS Office Suite and educational software
- Good organizational skills
- Ability to functions independently and as part of a team
- Excellent communication skills
- Excellent time-management skills
- Ability to multi-task
- Positive evaluations and recommendations from previous position(s)
- Demonstrate a strong growth-mindset
- Knowledge or intention of implementing *The Leader in Me* with fidelity

COMPENSATION:

This is a full-time exempt salary position. The actual rate will be set annually by the Board through the budget process based on the qualifications of the individual selected.

I acknowledge that I have received the job description associated with my responsibilities and I understand the expectations of my position. I understand that, should my performance not meet the expectations established by the school, I will receive written notice during a conference with appropriate administrative staff and will be given the opportunity to improve unless the infraction is of a serious nature which may include, but not be limited to, violation of Florida's Professional Ethics, insubordination, etc. I also understand that I am required to perform such other tasks and assume such other responsibilities as the Principal or direct supervisor may, from time to time, assign.

Signature of Employee: _____ Date: ____/____/____

Signature of the Principal: _____ Date: ____/____/____

JOB DESCRIPTION

Dean/Assistant Principal

Position	Reports To	Position Type
Assistant Principal	Principal	Salary / Exempt
Work Schedule	Salary Schedule	Last Updated
12-Month Position	Set Annually Performance Based Schedule	July 13, 2023

MAJOR FUNCTION:

The Assistant Principal/Dean works closely with the Principal and assists in performing responsible administrative and supervisory work in the area of instruction, personnel, curriculum and all the daily operations of the school. Works to maintain the integrity of the school as a place for high achieving students and represents the school in the Principal's absence.

ESSENTIAL DUTIES AND RESPONSIBILITIES (NOT ALL INCLUSIVE):

Leadership:

- Maintain a positive school/community climate and a safe and healthy learning environment. This includes overseeing and practicing safety procedures on a regular basis, especially in the absence of the Principal.
- Assists the Principal in maintaining active relationships with all stakeholders, especially parents, students, and staff in order to meet objectives and goals of the organization.
- Maintains and supports high standards of student conduct and ensures that discipline is enforced fairly and proactively.
- Assumes responsibility for own professional growth.
- Assists the Principal in supervising professional, paraprofessional, administrative, and support personnel attached to the school.
- Assists the Principal in orienting new teachers and staff.
- Makes recommendations for appropriate revisions of policies and rules affecting student life in school
- Works collaboratively with parents, teachers, counselors, and students on matters of discipline, safety, and student life at the school.
- Ensures that Leader in Me is being rolled out and instructed with fidelity.
- Assists with campus supervision which includes high traffic areas such as hallways, cafeteria, arrival, and dismissal.
- Has general supervisory responsibility for student activities, athletic events, programs of student orientation, and similar activities.
- Assists in assigning faculty to co-curricular activities.

Instructional:

- Assists in the planning, implementing, and evaluating the school's instructional program based on student needs within state guidelines.



- Review teacher lesson plans and instruction to ensure they match with the Florida Standards and expected pacing. This considerable task should be evenly distributed between the Principal and Assistant Principal/Dean to ensure effective supervision.
- Conducts frequent walkthroughs and informal evaluations with feedback loop that facilitates the professional growth and development of the teachers.
- Oversees the effective use of instructional time in order to maximize instruction and maintain an effective learning environment.
- Assists the Principal/Dean in assigned initiatives that support staff members regarding their individual and group performance. This includes recognizing effective teachers and great staff, assisting in professional development goal-setting, and prescriptive/SWOT analysis for employees not meeting expectations.
- Actively participates in regularly scheduled staff meetings as conducted by the Principal, or lead these meetings in the absence of the Principal.
- Assist in the in-service and training of teachers and staff.
- Is an instructional leader working closely with the Principal, lead teachers and department heads to review data, progress towards goals, and revision of curriculum plans and pacing guides.
- Coordinate and oversee all afterschool tutorials, interventions, and remediation that takes place at the school.
- Assist in developing assessments that will be used to gather data and guide the instructional focus of the school.
- Oversee ongoing progress monitoring and response to intervention (MTSS)
- Implements positive behavior incentives and interventions, maintains accurate records for disciplinary issues, works with teachers, students, and parents to issue consequences per the Code of Student Conduct.

Administrative:

- Manage the proper record keeping processes, and inventory control of all school resources and report to the principal.
- Assists in the maintenance of all records including but not limited to student test scores.
- Assists in student and faculty recruitment as needed.
- Works with the principal to enforces the Policies and Procedures of the organization as set by the Governing Board.
- Is familiar with Charter School Laws and Florida Statutes and attends other duties as assigned by or in the absence of the Principal.
- Assists the Principal in planning, implementing, supervising, and evaluating all other programs, i.e. Athletics, Extra-Curricular, Co-Curricular.
- Functions as the Test Coordinator.
- Oversees scheduling and works with the Data Processor/Terminal Operator/Registrar to ensure schedules are correctly entered and followed.
- Shares with the Principal the responsibility for protecting the health and welfare of the students.
- Assists in overseeing the extra-curricular activities of the school as they relate to campus life.
- Enforces the Policies and Procedures of the organization as set by the Governing Board.
- Works with the Principal to oversee the Attendance Committee to enforce compulsory attendance in accordance with State laws and enforced by the Charter Board and implements proactive initiatives and incentives to promote and increase student attendance.



- Supervises the distribution of student agendas, calendars, bulletins, and car tags etc.
- Oversees the dismissal process.
- Assists with social media and other platforms used to distribute information the families. Specifically, supervises Class DOJO.
- Organizes, facilitates kindergarten orientation (Space Camp).
- Posts / Updates report cards and interim reports on parent portal on FOCUS.
- Submits monthly reports on discipline to the Polk County School District.

Computer Skills:

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

MINIMUM QUALIFICATIONS:

Florida certification as either School Principal or Educational Leadership (or in progress)
Minimum of Master’s Degree in Educational Leadership is required (or in progress)
A minimum of five (5) years of teaching experience required
Strong leadership and managerial capabilities
Knowledge of the needs of student population is preferred
Positive evaluations and recommendations from previous position(s)
Excellent communication skills
Demonstrate a strong growth-mindset
Well-rounded in curriculum and instruction
Knowledge of STEM education is preferred
Knowledge or intention of implementing *The Leader in Me* with fidelity

COMPENSATION:

Salary amounts are set annually by the Governing Board and are consistent with the requirements of Florida statute.

I acknowledge that I have received the job description associated with my responsibilities and I understand the expectations of my position. I understand that, should my performance not meet the expectations established by the school, I will receive written notice during a conference with appropriate administrative staff and will be given the opportunity to improve unless the infraction is of a serious nature which may include, but not be limited to, violation of Florida’s Professional Ethics, insubordination, etc. I also understand that I am required to perform such other tasks and assume such other responsibilities as the Principal or direct supervisor may, from time to time, assign.

Signature of Employee: _____ Date: ____/____/____

Signature of the Principal: _____ Date: ____/____/____

JOB DESCRIPTION

Before and Aftercare Director

Position	Reports To	Position Type
Before and Aftercare Director	Principal & Assistant Principal/Dean	Salary / Exempt
Work Schedule	Salary Schedule	Last Updated
10-Month Position	Set Annually Performance Based Schedule	July 13, 2023

MAJOR FUNCTION:

This person will be responsible for maintaining the coordination, implementation and administration of the Before / After Care program. This position requires a person who is able to build good rapport with administration, staff, parents and students. The ideal candidate is able to work with many distractions, interruptions and still meet established deadlines. The person in this position must be able to maintain appropriate accounting records using school's protocol, implement program development, along with providing a safe and nurturing environment.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Ability to create and implement fun, engaging developmentally appropriate activities in the areas of character development, project-based learning, STEAM/STEM, fitness and recreation, academics/enrichment.
- Responsible for immediately reporting and documenting any and all injuries or incidents utilizing established procedures for notification to parents and administration.
- Maintain cleanliness in all program areas; including the upkeep of the equipment and facility, in an acceptable manner. Set-up and breakdown during the program day to contribute to ongoing efforts to keep the school orderly.
- Design a site program schedule/calendar together with site team that includes a variety of educational, enrichment, and recreational activities that align with the school's requirements.
- Develop rapport and build relationships with faculty, staff and member families.
- Manages monthly, or as needed, the site calendar completion, supply order requests, binder set-up, enrollment rosters, and emergency contact information.
- Works with collaborative partners and other providers to implement programs that reinforce program success.
- Ability to delegate, supervise and motivate others to achieve the goals of the Before / After Care Program.
- Communicates effectively and in a professional manner with school administrators, school staff, parents and all other stakeholders on a regular basis regarding program activities.
- Ability to make programmatic changes based on organizational requirements.
- Ability to clearly convey messages regarding organizational policies, procedures and practices.



- Ability to recognize potential issues and apply established school procedures and problem solving methods as needed.
- Ability to observe staff and member behavior, assess its appropriateness and apply the appropriate behavior management technique, positive redirection, or corrective action as necessary in order to support positive behavior choices.
- Assists in marketing of programs for growth and retention.
- Assist with homework including math up to basic algebra and geometry, and basic reasoning on other subjects.
- Organize physical activities for students.
- Maintain comprehensive student and volunteer records and produce reports as required.
- Monitor and collect fees associated with the on-site program as well as follow up with past-due fees.
- Takes initiative in researching, proposing, and implementing fee-based programs.
- Plans the summer program and presents a budget to the board according to deadlines set for submission.
- Works with administrative team on a plan for students that are not enrolled, but are not picked-up in a timely manner and require supervision.
- Uses appropriate technology in teaching and learning processes.

MINIMUM QUALIFICATIONS:

Graduation from high school, or equivalent, and twelve months verifiable experience, either paid or volunteer, working with and monitoring school-aged children in an organized setting. Applicant must be able to pass a Level 2 background check through the Florida Department of Law Enforcement and a reference check prior to being hired. A valid First Aid and CPR certificate issued by an authorized agency if preferred.

Demonstrate a strong growth-mindset and Knowledge or intention of implementing *The Leader in Me* is preferred.

COMPENSATION:

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

I acknowledge that I have received the job description associated with my responsibilities and I understand the expectations of my position. I understand that, should my performance not meet the expectations established by the school, I will receive written notice during a conference with appropriate administrative staff and will be given the opportunity to improve unless the infraction is of a serious nature which may include, but not be limited to, violation of Florida's Professional Ethics, insubordination, etc. I also understand that I am required to perform such other tasks and assume such other responsibilities as the Principal or direct supervisor may, from time to time, assign.

Signature of Employee: _____ Date: ____/____/____

Signature of the Principal: _____ Date: ____/____/____

JOB DESCRIPTION

Before and Aftercare Staff

Position	Reports To	Position Type
Before and Aftercare Director	Aftercare Director, Principal & Assistant Principal/Dean	Hourly / Exempt
Work Schedule	Salary Schedule	Last Updated
10-Month Position	\$9.50-\$10 p/h	July 13, 2023

MAJOR FUNCTION:

This staff person will provide direct supervision and coordinate activities for students who stay after school for supervision until their parents pick them up from school. This position requires a person who is able to build good rapport with students and can provide high quality supervision to children. The ideal candidate is able to work with many distractions, interruptions and still accomplish their objectives. The person in this position must be able to implement activities, while maintaining program safety.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Ability to create and implement fun, engaging developmentally appropriate activities in the areas of character development, project-based learning, STEAM/STEM, fitness and recreation, academics/enrichment.
- Responsible for immediately reporting and documenting any and all injuries or incidents utilizing established procedures for notification to parents and administration.
- Maintain cleanliness in all program areas; including the upkeep of the equipment and facility, in an acceptable manner. Set-up and breakdown during the program day to contribute to ongoing efforts to keep the School orderly.
- Ability to communicate with administration, staff, and parents regarding program activities.
- Develop rapport and build relationships with faculty, staff and member families.
- Ability to lead and supervise fitness activities, monitor behavior, oversee curriculum activities and perform housekeeping responsibilities.
- Ability to recognize potential issues and apply established school procedures and problem solving methods as needed.
- Assist with homework including math up to basic algebra and geometry, and basic reasoning on other subjects.
- Organize physical activities for students.
- Uses appropriate technology in teaching and learning processes.
- Communicates effectively and works collaboratively with the Aftercare Director and fellow Aftercare Counselors
- Performs other related duties as required.



MINIMUM QUALIFICATIONS:

Graduation from high school, or equivalent, and twelve months verifiable experience, either paid or volunteer, working with and monitoring school-aged children in an organized setting. Applicant must be able to pass a Level 2 background check through the Florida Department of Law Enforcement and a reference check prior to being hired. A valid First Aid and CPR certificate issued by an authorized agency if preferred.

Demonstrate a strong growth-mindset and Knowledge or intention of implementing *The Leader in Me* is preferred.

COMPENSATION:

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

I acknowledge that I have received the job description associated with my responsibilities and I understand the expectations of my position. I understand that, should my performance not meet the expectations established by the school, I will receive written notice during a conference with appropriate administrative staff and will be given the opportunity to improve unless the infraction is of a serious nature which may include, but not be limited to, violation of Florida's Professional Ethics, insubordination, etc. I also understand that I am required to perform such other tasks and assume such other responsibilities as the Principal or direct supervisor may, from time to time, assign.

Signature of Employee: _____ Date: ____/____/____

Signature of the Principal: _____ Date: ____/____/____



JOB DESCRIPTION

Business Manager

Position	Reports To	Position Type
Business Manager	Director of Finance	Salary / Non-Exempt
Work Schedule	Salary Schedule	Last Updated
12-Month Position	\$27,000 - \$35,000	July 13, 2023

MAJOR FUNCTION:

The Business Manager is primary responsible for ensuring the smooth operations of the business of the charter school. The person ensures the office is run well, provides assistance to parents and other staff members, and ensures the Board policies are carried out to ensure proper business operations of the school. Where the school has contracted part of its financial management to an ESP, the Business Manager will work with the ESP in matters related to budget, purchases, and finances. At all times, the Business Manager is an employee of the school and the principal has ultimate supervisory authority.

ESSENTIAL DUTIES AND RESPONSIBILITIES (NOT ALL INCLUSIVE):

Office Manager

- Create and maintain a welcoming and efficient front office that emphasizes organization, professionalism, courtesy, flexibility, and teamwork.
- Carry out all procedures and responsibilities in accordance with the school's policy.
- Maintain vendor and audit files which includes price comparisons, purchase orders, invoices, and RFPs when required.
- Research vendor contracts and pricing
- Oversee purchasing process for the school
 - Process purchasing paperwork
 - Secure Principal's approval for payment
 - Tracks and processes accounts payables and receivables and follows up when necessary.
- Maintain the Employee Database Profile for payroll and PTO.
- Manage the organization's corporate documents.
- Coordinate and maintain security passcodes.

Book Keeper

- Payroll
 - Collect time/attendance sheets and obtain processing approval
 - Work with various program directors and managers to provide timesheets to the Principal for their review and approval.
 - Scan required materials into Payroll System



- Provide limited HR assistance, track and manage FMLA, and insurance as assigned by the ESP.
- Calculate and enter Paid Time Off (PTO) information
- Supervises the collection, recordkeeping, safekeeping, and distribution of all funds including fundraiser activities, clubs, fieldtrips, internal school accounts, etc.
- Maintains a complete and accurate set of records of all school financial transactions
- Maintains an updated fundraiser calendar
- Collects and oversees the reconciliation of lunch deposits from the cafeteria manager.
- Collects money for lost textbooks
- Checks fees owed for students withdrawing and communicates to teachers and notifies parents of outstanding balances.
- Works with the various program directors (aftercare, lunch, etc.) to ensure all efforts are being made to collect past due fees for the respective programs.
- Works with and oversees the National School Lunch Program.

MINIMUM QUALIFICATIONS:

- Ability to prepare and maintain financial documents, accounts and spreadsheets
- Basic computer skills, MS Office Suite
- Bilingual is preferred
- Good organizational skills
- Ability to function independently and as part of a team
- Excellent communication skills
- Excellent time-management skills
- Ability to multi-task
- Requires the ability to read a variety of correspondence, reports, forms, applications, purchase orders, test results, etc.
- Requires the ability to speak before groups of people with poise, voice control and confidence.
- Ability to define problems, collect data, establish facts, and draw valid conclusions.
- Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.
- To perform this job successfully an individual must have knowledge of accounting software, order processing software, spreadsheet software and work processing software.
- Positive evaluations and recommendations from previous position(s)
- Demonstrate a strong growth-mindset
- Knowledge or intention of implementing *The Leader in Me* with fidelity

REQUIRED EDUCATION AND EXPERIENCE:

- Bachelor's Degree and two to five years related experience and/or training; or Associates degree with four to seven years related experience; or ten to fifteen years related experience in lieu of a degree.
- Accounting and bookkeeping experience preferred.

COMPENSATION:



This is a full-time non-exempt salaried position. The actual rate will be set annually by the Board through the budget process based on the qualifications of the individual selected.

I acknowledge that I have received the job description associated with my responsibilities and I understand the expectations of my position. I understand that, should my performance not meet the expectations established by the school, I will receive written notice during a conference with appropriate administrative staff and will be given the opportunity to improve unless the infraction is of a serious nature which may include, but not be limited to, violation of Florida's Professional Ethics, insubordination, etc. I also understand that I am required to perform such other tasks and assume such other responsibilities as the Principal or direct supervisor may, from time to time, assign.

Signature of Employee: _____ Date: ____/____/____

Signature of the Principal: _____ Date: ____/____/____

JOB DESCRIPTION

Facilities Manager

Position	Reports To	Position Type
Facilities Coordinator	Principal or Principal Designee	Salary/non-exempt
Work Schedule	Salary Schedule	Last Updated
12-Month Position	\$25,000-\$45,000	July 13, 2023

MAJOR FUNCTION:

Performs moderately heavy routine manual work in housekeeping and janitorial cleaning tasks within the facility. Performs semi-skilled and skilled manual work by performing preventative maintenance tasks, general maintenance tasks and repair of building, equipment and systems involving a wide variety of trade areas. Oversees campus maintenance and security and reports problems/solutions to direct supervisor. Work is performed under independently and reviewed through results obtained.

Where the school has contracted part of its responsibilities for facilities management to an ESP, the Facility Coordinator will work in conjunction with the ESP. At all times, the Facilities Coordinator is an employee of the school and the principal has ultimate supervisory authority.

ESSENTIAL DUTIES AND RESPONSIBILITIES (NOT ALL INCLUSIVE):

- Oversees facilities (including maintenance and custodial work and repair)
- Reviews all contractual agreements, inspections, and warranties to ensure appropriate operation of all machinery and purchases.
- Coordinates building repair and maintenance activities and performs tasks as needed.
- Examines building on a regular basis and reviews/inspects work done.
- Meets with vendors such as, but not limited to, cleaning companies to ensure all contractual obligations and expectations are being met.
- Ensures availability of supplies is readily available through inventory and provides materials when requested and prepares orders when replenishment is necessary.
- Assists with inventory of keys and audio-visual equipment.
- Oversees transportation needs of the school and reports to Principal or designee.
- Assists with required fire and safety drills and is a member of the school's Safety Committee. This includes the development and execution of practices that ensure campus control and safety.
- Oversees the maintenance of the alarm and HVAC systems.
- Works with the administrative team to ensure facilities and custodial teams are ready for scheduled events.
- Ensures every room has a posted fire exit by all doors.



- Develop task/time lists for maintenance for summer and school-break needs.
- Assists in determining priority of maintenance needs which includes preventative maintenance.
- Establishes a system for locking, checking, and safe-guarding facility.
- Works collaboratively with local police and fire departments on campus and reports back to the Principals or designee.
- Oversees and assists as needed with the following: Scrubs, mops, waxes floors; dusts and polishes furniture, washes windows, woodwork, toilets, blinds, washrooms, fixtures and related items. Empties waste baskets; takes trash to designated areas for disposal.
- Applies knowledge of cleaning materials and equipment used in janitorial work in public buildings.
- Follows instructions and deals courteously with others.
- Performs strenuous tasks on a daily basis, including routine heavy lifting.
- Applies knowledge of multi-trades areas in preventative maintenance, general repair, and minor construction duties involving school building structures; heating/air conditioning, electrical and plumbing systems; and related interior/exterior equipment and furnishings.
- Diagnoses problems for referral to a higher skilled maintenance trade when necessary.
- Assists with emergency repairs such as removing and replacing broken glass or securing openings when necessary, unstopping toilets, unclogging drain and sewage lines, stopping leaks.
- Applies knowledge of electrical repair and necessary safety precautions in performing duties such as repairing broken wires, replacing light switches and electrical outlets and changing ballasts.
- Utilizes plumbing knowledge in the maintenance and repair of plumbing fixtures such as replacing washers and valve stems and rebuilding flushometers.
- Maintains a maintenance log of projects to be completed and works on them during available times.
- Sets priorities based on maintaining a safe and sanitary environment for the welfare of the students.
- Applies knowledge of standard tools, materials, equipment, and methods of multi-trades areas in the performance of daily work assignments; cleans tools and work area upon completion of project.
- May participate in general building upkeep such as painting and removal of graffiti from exterior and interior structures.
- Performs such other tasks and assumes such other responsibilities as the Principal or Assistant Principal may, from time to time, assign

MINIMUM QUALIFICATIONS:

Graduation from a standard high school or possession of a GED. Previous school experience preferred.

Skilled person able to handle multiple tasks and assignments.

Ability to function independently and as part of a team

Excellent communication skills

Excellent time-management skills

Positive evaluations and recommendations from previous position(s)

Demonstrate a strong growth-mindset

Knowledge or intention of implementing *The Leader in Me* with fidelity

COMPENSATION:



This is a full-time non-exempt position. The actual rate will be set annually by the Board through the budget process based on the qualifications of the individual selected.

I acknowledge that I have received the job description associated with my responsibilities and I understand the expectations of my position. I understand that, should my performance not meet the expectations established by the school, I will receive written notice during a conference with appropriate administrative staff and will be given the opportunity to improve unless the infraction is of a serious nature which may include, but not be limited to, violation of Florida's Professional Ethics, insubordination, etc. I also understand that I am required to perform such other tasks and assume such other responsibilities as the Principal or direct supervisor may, from time to time, assign.

Signature of Employee: _____ Date: ____/____/____

Signature of the Principal: _____ Date: ____/____/____



JOB DESCRIPTION

Cafeteria Manager

Position	Reports To	Position Type
Cafeteria Manager	Principal and Food Service Director	Salary
Work Schedule	Pay Schedule	Last Updated
10-Month Position	Bi-Weekly	July 13, 2023

MAJOR FUNCTION:

The Cafeteria Manager will be directly responsible for coordinating and maintaining Cafeteria area, Staff, production and equipment to guidelines of the National School Lunch Program.

ESSENTIAL DUTIES AND RESPONSIBILITIES (NOT ALL INCLUSIVE):

- Knowledge National School Breakfast and Lunch Programs.
- Coordinate meal services and lunch schedules with Cafeteria staff.
- Follow menus or oversee that provided meals meet the National School Breakfast and Lunch Programs requirements.
- Follow system for placing breakfast/lunch orders and ensure that all monies received are handled in a manner to prevent loss.
- Ensure meal counts are accurately reported at point of service or roster when necessary.
- Conduct inventory of product on hand and ensure all products meet the National School Lunch Program.
- Training of any Cafeteria staff on compliance of the NSLP.
- Monitor Cafeteria staff the National School Breakfast and Lunch Program guidelines.
- Work with Cafeteria staff on understanding components and portion foods according to Federal and State guidelines.
- Work with cafeteria personnel to determine production quantities and compile and place food orders and supplies from vendors approved.
- Work with cafeteria personnel to ensure production of adequate quantities of product and tracking of daily counts.
- Ensure that safe and sanitary food handling procedures are in place at all times.
- Ensure that food service equipment is maintained to meet the needs of the operation, with guidelines.
- Implement and monitor safety policies and procedures.
- Maintain necessary counts and records. Place orders and accept deliveries as needed meeting guidelines and standards.
- Review procedures on any students with allergies.
- Verify cafeteria staffs' hours in Timeco.
- Assure dates on all products are not expired and in rotation.
- Assure only NSLP approved items and NSLP sales are approved and in place.
- Ensure correct and accurate completion of production records.



- Assists in the cafeteria any time additional staff is needed in prepping, serving, and cleaning up between and after lunches. Substitutes for cafeteria staff when short-staffed

MINIMUM QUALIFICATIONS:

- High school diploma.
 - Food service training and experience.
 - Food Service and Sanitation certification
 - Ability to read, write and communicate in English to understand directions and communicate with students and staff.
 - Ability to physically move about the cafeteria and kitchen.
 - Ability to repetitively lift 30 pounds.
 - Ability to make decisions in accordance with established procedures.
-

I acknowledge that I have received the job description associated with my responsibilities and I understand the expectations of my position. I understand that, should my performance not meet the expectations established by the school, I will receive written notice during a conference with appropriate administrative staff and will be given the opportunity to improve unless the infraction is of a serious nature which may include, but not be limited to, violation of Florida's Professional Ethics, insubordination, etc. I also understand that I am required to perform such other tasks and assume such other responsibilities as the Principal or direct supervisor may, from time to time, assign.

Signature of Employee: _____ Date: ____/____/____

Signature of the Principal: _____ Date: ____/____/____



JOB DESCRIPTION

Cafeteria Staff

Position	Reports To	Position Type
Cafeteria Staff	Principal and Cafeteria Manager	Hourly
Work Schedule	Pay Schedule	Last Updated
10-Month Position	Bi -weekly	July 13, 2023

MAJOR FUNCTION:

The Cafeteria Staff will be directly responsible for coordinating meals for all students in a safe and timely manner while maintaining cafeteria line standards that comply to the National School Lunch Program.

ESSENTIAL DUTIES AND RESPONSIBILITIES (NOT ALL INCLUSIVE):

- Knowledge of National School Breakfast and Lunch Programs meal standards.
- Follow system in place for breakfast/lunch orders to prevent loss and proper cash handling procedures.
- Ensure meal counts are accurately reported at point of service and or tracked properly by roster.
- Follow menus to ensure all meal components and portions are met by the National School Lunch Program.
- Work with Cafeteria Manager to ensure production of adequate quantities and losses are tracked.
- Ensure that safe and sanitary food handling procedures are in place at all times.
- Ensure that food service equipment is maintained and cleaned to meet the NSLP guidelines.
- Be prepared at any time for a possible visit from the Health Department.
- Follow safety policies and procedures to ensure safety of all staff and children.
- Proper training on the POS system and proper cash handling procedures, meal counting, meal components and cleaning daily
- Complete necessary production and temperature records daily.
- Responsible pulls/ thaws for next day meals and organization and sanitation of cafeteria, dry storage and freezer to ensure the area is clean and items are not out of date.
- Must have meals ready for provided lunch schedules. Maintaining a clean and sanitary cafeteria at all times.
- Assist cafeteria manager with inventories. Must collect and verify lunch counts daily, in order to prevent waste.

MINIMUM QUALIFICATIONS:

- High school diploma.
- Some food service training and experience.



- Ability to read, write and communicate in English to understand directions and communicate with students and staff.
- Ability to physically move about the cafeteria and kitchen.
- Ability to repetitively lift 20 pounds.
- Work at a steady pace the entire shift.
- Ability to stand for duration of a shift (5-6 hours daily).

I acknowledge that I have received the job description associated with my responsibilities and I understand the expectations of my position. I understand that, should my performance not meet the expectations established by the school, I will receive written notice during a conference with appropriate administrative staff and will be given the opportunity to improve unless the infraction is of a serious nature which may include, but not be limited to, violation of Florida's Professional Ethics, insubordination, etc. I also understand that I am required to perform such other tasks and assume such other responsibilities as the Principal or direct supervisor may, from time to time, assign.

Signature of Employee: _____ Date: ____/____/____

Signature of the Principal: _____ Date: ____/____/____



JOB DESCRIPTION

Food Service Director

Position	Reports To	Position Type
Food Service Director	Principal and Business Manager	Contracted Services
Work Schedule	Salary Schedule	Last Updated
12-Month Position	\$30,000 - \$50,000	July 13, 2023

MAJOR FUNCTION:

The Food Service Director will be directly responsible for coordinating and maintaining the National School Lunch Program's breakfast and lunch.

ESSENTIAL DUTIES AND RESPONSIBILITIES (NOT ALL INCLUSIVE):

- Oversee all aspects of the National School Breakfast and Lunch Programs.
- Coordinate meal services with food service management company or vendor providing meal services
- Provide applications for meal benefits to each household and approve and/or deny applications for meal benefits under the National School Breakfast and Lunch Programs.
- Work with the cafeteria personnel to establish a system for placing breakfast/lunch orders and ensure that all monies received are handled in a manner to prevent loss.
- Ensure meal counts are accurately reported at point of service.
- Conduct a monthly edit of meal counts and submit claims for reimbursement to the National School Lunch Program.
- Verify meal counts and production records to ensure that they are accurate, prior to submission to the NSLP.
- Participate in all required trainings and webinars for compliance of the NSLP.
- Assist in the monitoring and review of breakfast and lunch program procedures to maintain compliance with the National School Breakfast and Lunch Program guidelines.
- Work with food service providers to plan menus, prepare meals based on approved standardized recipes, and portion foods according to Federal and State guidelines.
- Work with cafeteria personnel to determine production quantities and compile and place food orders and supplies from vendors approved.
- Work with cafeteria personnel to ensure production of adequate quantities of product and complete daily production reports.
- Ensure that safe and sanitary food handling procedures are in place at all times.
- Be prepared for a visit from the Health Department at any time.
- Ensure that food service equipment is maintained to meet the needs of the operation, with budgetary guidelines.
- Implement and monitor safety policies and procedures.



- Supervise the utilization of computer technology in the operation of the cafeteria.
- Maintain necessary files and records.
- Ensure follow through on balances from managers is done, in order to collect outstanding balances and input of any monies collected.
- Ensure all documentation is collected for students with allergies.
- Responsible for planning, preparation, service costing, and billing of food for special school sponsored activities, that at will not compromise the NSLP
- Supervise and verify hours worked in Timeco.

MINIMUM QUALIFICATIONS:

- High school diploma.
- BS in dietetics or related field preferred.
- Food service training and experience.
- Ability to obtain any required Food Service and Sanitation certification
- Ability to read, write and communicate in English to understand directions and communicate with students and staff.
- Ability to physically move about the cafeteria and kitchen.
- Ability to repetitively lift 30 pounds.
- Ability to make decisions in accordance with established procedures.

COMPENSATION:

This is a full-time non-exempt salaried position. The actual rate will be set annually by the Board through the budget process based on the qualifications of the individual selected.

I acknowledge that I have received the job description associated with my responsibilities and I understand the expectations of my position. I understand that, should my performance not meet the expectations established by the school, I will receive written notice during a conference with appropriate administrative staff and will be given the opportunity to improve unless the infraction is of a serious nature which may include, but not be limited to, violation of Florida's Professional Ethics, insubordination, etc. I also understand that I am required to perform such other tasks and assume such other responsibilities as the Principal or direct supervisor may, from time to time, assign.

Signature of Employee: _____ Date: ____/____/____

Signature of the Principal: _____ Date: ____/____/____



JOB DESCRIPTION

Instructional Coach

Position	Reports To	Position Type
Instructional Coach	Principal or Assistant Principal/Dean	Salary / Exempt
Work Schedule	Salary Schedule	Last Updated
12-Month Position	Set Annually By the school Board	July 13, 2023

MAJOR FUNCTION:

Meet the educational needs of the students by assisting teachers in the implementation of all academic programs. Provides a framework for curriculum pacing and resources and frequently reviews data with administration and teachers in order to assist in making curriculum decisions. Provides modeling, mentoring and coaching feedback to teachers to professionally develop them.

ESSENTIAL DUTIES AND RESPONSIBILITIES (NOT ALL INCLUSIVE):

- Contribute the expertise needed to prepare the school's academic program including curriculum pacing and development of lesson plans as needed.
- Work with the school's curriculum personnel in planning and implementing the basic skills remediation program as determined by appropriate data collection and analysis and in response to interventions.
- Provide assistance with understanding individual diagnostic testing to enable better prescriptive approaches for classroom instruction.
- Ensures the tracking of ongoing data collection, analysis as well as assisting teachers with responding to the data using data driven instruction.
- Provide in-service training for school staff by modeling and coaching and on effective instructional strategies for content area instruction.
- Present academic updates at faculty and staff meetings.
- Participate in a team-teaching effort with classroom teachers which includes modeling and coaching teachers.
- Interpret the academic program for both parents and the community.
- Ensure student and teacher needs are being met by analyzing data regarding student as well as teacher training and recommend steps to address those needs.
- Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments.
- Review current developments, literature and technical sources of information related to job responsibility.
- Attend district sponsored trainings and coach's meetings.



- Lighthouse Lead for Leader in Me Lighthouse Team, as well as Action Teams.
- Assembles and maintains substitute teacher keys and plans. Oversees substitute orientation and handbook.
- Assists with training for new hires that come in after the school year has started.
- Assist with walkthroughs and lesson plan evaluations as part of the coaching cycle.
- Performs and actively supervises assigned duty before, during, and after school.
- Assumes responsibility for own professional growth.

MINIMUM QUALIFICATIONS:

Minimum of a Bachelor's degree from an accredited college or university.
Master's degree preferred
Florida certification in Content Areas (Reading and Math Preferred)
Minimum of three (3) years of teaching experience in the field.
Strong leadership and managerial capabilities
Ability to function independently and as part of a team
Excellent communication skills
Excellent time-management skills
Positive evaluations and recommendations from previous position(s)
Demonstrate a strong growth-mindset
Knowledge or intention of implementing *The Leader in Me* with fidelity

COMPENSATION:

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

I acknowledge that I have received the job description associated with my responsibilities and I understand the expectations of my position. I understand that, should my performance not meet the expectations established by the school, I will receive written notice during a conference with appropriate administrative staff and will be given the opportunity to improve unless the infraction is of a serious nature which may include, but not be limited to, violation of Florida's Professional Ethics, insubordination, etc. I also understand that I am required to perform such other tasks and assume such other responsibilities as the Principal or direct supervisor may, from time to time, assign.

Signature of Employee: _____ Date: ____/____/____

Signature of the Principal: _____ Date: ____/____/____



JOB DESCRIPTION

Technology Consultant

Position	Reports To	Position Type
Technology Consultant	Members of the Board	Contracted Services
Work Schedule	Salary Schedule	Last Updated
12-Month Position	\$30,000 - \$60,000	July 13, 2023

MAJOR FUNCTION:

The Technology Consultant will coordinate all aspects of infrastructure and network services within the school. Under the direction of the Principal and/or Board the IT Specialist will organize and coordinate to monitor and maintain performance of the Infrastructure ensuring all technology in the school performs to expected parameters.

ESSENTIAL DUTIES AND RESPONSIBILITIES (NOT ALL INCLUSIVE):

- Maintain network connectivity to its full potential
- Diagnose and repair all network issues
- Train teachers and staff on the proper use and care of all technology used. In the event of Online eLearning or virtual courses are required, is able to provide professional development to teachers and staff as well as provide the support needed to execute this educational platform.
- Evaluate, purchase (with Board Approval), install, and manage, technology, computer hardware and software resources.
- Ensures all technology purchased with grants/etc. are properly labeled and inventoried.
- Ensures the network is safe for school use.
- Performs such other tasks and assumes such other responsibilities that the Board deems Technology related.
- Provide support for all learning platforms either in class or online.
- Develop and maintain functioning platforms for virtual learning.
- Work with Facilities to support all technology related issues regarding HVAC controls, Security Camera Systems, Paging Systems and Building Automation systems from a technology aspect only.
- Assist teachers in technology related areas when needed.
- Work with Vendors to control costs and ensure the network is at optimum operation.

MINIMUM QUALIFICATIONS:

- Bachelor's degree from an accredited college/university in Computer Science, Engineering, or related field. Will accept verifiable work experience and technical training in lieu of Degree



- Has or will attain the appropriate Certifications to maintain the systems at the school and in the cloud.
- Ability to prioritize and multi-task
- Positive evaluations and recommendations from previous position
- Demonstrate a strong growth-mindset
- Knowledge or intention of implementing *The Leader in Me* with fidelity

COMPENSATION:

This is a full-time non-exempt salaried position. The actual rate will be set annually by the Board through the budget process based on the qualifications of the individual selected.

I acknowledge that I have received the job description associated with my responsibilities and I understand the expectations of my position. I understand that, should my performance not meet the expectations established by the school, I will receive written notice during a conference with appropriate administrative staff and will be given the opportunity to improve unless the infraction is of a serious nature which may include, but not be limited to, violation of Florida's Professional Ethics, insubordination, etc. I also understand that I am required to perform such other tasks and assume such other responsibilities as the Principal or direct supervisor may, from time to time, assign.

Signature of Employee: _____ Date: ____/____/____

Signature of the Principal: _____ Date: ____/____/____



JOB DESCRIPTION

LEAD TEACHER

Position	Reports To	Position Type
Lead Teacher	Principal & Assistant Principal/Dean	Salary / Exempt
Work Schedule	Salary Schedule	Last Updated
10-Month Position	Set Annually Performance Based Schedule	August 2023

MAJOR FUNCTION:

Instructional position responsible for providing guidance and mentorship to other teachers in their grade level or department.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Classroom Environment, Instruction and Planning

- Coordinating with administration to create education plans for the students.
- Assists in the planning, implementing, and evaluating of the school's instructional program based on student needs within state guidelines.
- Understands central concepts, tools of inquiry, and structure of the discipline(s) taught and makes the subject matter relevant to students.
- Engages every student in grade level appropriate learning experiences that promote performance.
- Assisting teachers in their grade level through department planning sessions regarding pacing and curriculum decisions. Develops curriculum and creates and shares materials.
- Works collaboratively with classroom teachers to improve classroom management techniques.
- Mentoring new teachers and guiding them with planning, demonstrating lessons, or providing support through their first years as a teacher and or first year as a Navigator teacher.
- Develops a climate and culture of openness, fairness, mutual respect, support and inquiry.
- Able to promote high expectations, demonstrate a caring attitude and establish an environment that supports high achievement in students.
- Listens and interacts effectively with students, parents, colleagues, and community members, respecting diverse perspectives.
- Demonstrates respect for students, colleagues, administrators, and parents.
- Models and reinforces self-discipline and responsibility.
- Works effectively with school colleagues, parents, and the community to support students' learning and well-being.
- Provides professional leadership to establish a culture conducive to learning and student diversity.
- Understands how students learn and provides learning opportunities that support intellectual, social, and personal development of diverse learners.



- Promotes independent and collaborative work ethic.
- Performs other related duties as required or assigned by the Principal.

Record Keeping

- Provides students and parents with timely data for improvement in student achievement.
- Maintains accurate, complete, and correct records as required by law and administrative expectations. This includes but is not limited to weekly lesson plans, weekly grading and gradebook maintenance, daily attendance, submitting team meeting notes, and any other documentation required by Administration.
- Actively participates in regularly scheduled staff meetings.
- Actively prepares information required for all honor roll assemblies.

MINIMUM QUALIFICATIONS:

Positive evaluations and recommendations from previous position(s)
Excellent communication skills
Well-rounded in curriculum and instruction
Knowledge of STEM education is preferred
Demonstrate a strong growth-mindset
Knowledge or intention of implementing *The Leader in Me* with fidelity

Bachelor's degree from a fully accredited college or university. Possession of, or eligibility for, a Florida teaching certificate for the level and subject area to be taught.

Preferred Florida certifications are in Elementary Education for teachers in Grade K-5 and Subject Specific for teachers in Grades 6-8 and 9-12.

COMPENSATION:

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

I acknowledge that I have received the job description associated with my responsibilities and I understand the expectations of my position. I understand that, should my performance not meet the expectations established by the school, I will receive written notice during a conference with appropriate administrative staff and will be given the opportunity to improve unless the infraction is of a serious nature which may include, but not be limited to, violation of Florida's Professional Ethics, insubordination, etc. I also understand that I am required to perform such other tasks and assume such other responsibilities as the Principal or direct supervisor may, from time to time, assign.

Signature of Employee: _____ Date: ____/____/____

Signature of the Principal: _____ Date: ____/____/____



JOB DESCRIPTION

School Nurse

Position	Reports To	Position Type
School Nurse	Principal	Salary
Work Schedule	Pay Schedule	Last Updated
11-Month Position	Bi-Weekly	July 13, 2023

MAJOR FUNCTION:

The School Nurse's primary goal is to care for our students. A caring, compassionate, experienced professional who loves taking care of children and prioritizes communication and engagement. The School Nurse is required to complete all administrative work as well as one-on-one time with students and communicating with parents. This may include educating students about healthy habits as well as responding to any medical concerns at school and performing routine screenings. The School Nurse will be responsible for assisting in the isolation room for students and staff with symptoms of COVID19 and will wear all required protective gear and work with the principal to follow COVID19 protocol.

ESSENTIAL DUTIES AND RESPONSIBILITIES (NOT ALL INCLUSIVE):

- Oversees and supervises the school clinic.
- Ensure accident reports are completed and reviews them for the principal to approve.
- Makes calls and effectively communicates with parents regarding the health of their student including calling parents when students need to be picked up.
- Evaluate patients who complain of specific ailments.
- Educates students on hand washing, germs, and other health care and safety issues.
- Assists in following up with students that have expired immunizations/vaccinations.
- Monitors and dispenses prescription medications based on instructions from the pediatrician as documented.
- Maintains all documentation, as it relates to medication administration.
- Ensures that all required medical documentation is acquired from parent and information is uploaded into focus. Hard copies are maintained, to be accessed in the school's clinic.
- Maintain accurate record and inventory of all medications and keeps it all locked in the medical cabinet provided.
- Assists with any medical emergency as directed by the principal until first responders arrive.
- Provide reasonable first aid to students as needed and assess situations and provide solutions to properly respond.
- Sanitize clinic and office areas where sick students frequently visit.
- Updates bulletin board assigned with anything that pertains to our students on health and safety.



- Implement and monitor safety policies and procedures under the supervision of the Principal or Principal designee.
- Follows health plans and procedures including COVID19 protocol.
- Assist in the front office as needed.

MINIMUM QUALIFICATIONS:

- Certification in Nursing
 - At least 2 years of experience
 - Works well with children
 - Exceptional organizational skills
 - CPR and First Aid certified
-

I acknowledge that I have received the job description associated with my responsibilities and I understand the expectations of my position. I understand that, should my performance not meet the expectations established by the school, I will receive written notice during a conference with appropriate administrative staff and will be given the opportunity to improve unless the infraction is of a serious nature which may include, but not be limited to, violation of Florida's Professional Ethics, insubordination, etc. I also understand that I am required to perform such other tasks and assume such other responsibilities as the Principal or direct supervisor may, from time to time, assign.

Signature of Employee: _____ Date: ____/____/____

Signature of the Principal: _____ Date: ____/____/____



JOB DESCRIPTION

Registrar/Terminal Operator & Office Manager

Position	Reports To	Position Type
Data Processor	Principal & AP/Dean	Salary / Non-Exempt
Work Schedule	Salary Schedule	Last Updated
12-Month Position	20,000 to 35,000	July 13, 2023

MAJOR FUNCTION:

The data processor is responsible for ensuring all student data is up-to-date and accurate in the student information systems utilized by the school and school district. This is a key operational position which allows the school to ensure accurate reporting to the state to calculate total revenue received based on student enrollment.

ESSENTIAL DUTIES AND RESPONSIBILITIES (NOT ALL INCLUSIVE):

- Attends all District meetings and shares information with the administrative staff as needed.
- Attendance Clerk
- Maintains immunization records and notifies parents of immunization requirements.
- Maintains student enrollment to capacity and in accordance with class size regulations.
- Maintains student application system in preparation for the lottery as well as registration packets.
- Facilitates the annual lottery.
- Maintains an updated waitlist.
- Works closely with the assistant principal and principal to ensure proper placement of students in class and ensures student schedules are correct.
- Performs all clerical functions including record keeping related to enrolling and withdrawing students.
- Requests records and grades from other schools for current students' files.
- Inputs all student information into the school' district's student information systems.
- Prepares School District reports for FTE, minutes, missing data, and survey edit reports.
- Responds to student records requests.
- Prepares necessary forms for record keeping.
- Sends records CUMs, report cards and FSA, EOC scores to the school district and future schools.
- Oversees the filing and paperwork maintained in the CUMs.
- Receives CUMs from other schools and maintains log of CUM records requested, sent, and accessed.
- Make necessary student data corrections for FLDOE.
- Maintain and make updates to student information and/or emergency contact cards.
- Follow up with parents that do not complete the "Intent to Return" paperwork for existing students.
- Disposition of student's permanent records report for the school district.
- Update students retained/promotion information in the school district' student information system.
- Update FTE minutes in the district's student information system.
- Maintains accurate daily attendance and processes attendance daily as expected by the Principal and in accordance to the district's system. This includes, tardies, excused absences, etc.



- Works with the Attendance Committee to process attendance letters and maintains a log of notifications sent home regarding attendance.
- Maintains updated class rosters.
- Assist in processing progress reports and quarterly report cards.
- Assists the receptionist as the need arises.
- Assists the Business Manager in an effort to verify the accuracy of cash collections.

MINIMUM QUALIFICATIONS

- Basic computer skills
- Good organizational skills
- Ability to function independently and as part of a team
- Excellent communication skills
- Excellent time-management skills
- Requires the ability to read a variety of correspondence, reports, forms, applications, test results, etc.
- Requires the ability to prepare correspondence, reports, presentations, newspaper articles, requisitions, forms, evaluations, etc. using prescribed formats and conforming to all rules of punctuations, grammar, diction, and style.
- Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.
- To perform this job successfully an individual must have knowledge of accounting software, order processing software, spreadsheet software and work processing software.
- Positive evaluations and recommendations from previous position(s)
- Demonstrate a strong growth-mindset
- Knowledge or intention of implementing *The Leader in Me* with fidelity

REQUIRED EDUCATION AND EXPERIENCE:

- High school diploma and two to five years related experience and/or training.

COMPENSATION:

This is a full-time non-exempt salaried position. The actual rate will be set annually by the through the budget process based on the qualifications of the individual selected.

I acknowledge that I have received the job description associated with my responsibilities and I understand the expectations of my position. I understand that, should my performance not meet the expectations established by the school, I will receive written notice during a conference with appropriate administrative staff and will be given the opportunity to improve unless the infraction is of a serious nature which may include, but not be limited to, violation of Florida's Professional Ethics, insubordination, etc. I also understand that I am required to perform such other tasks and assume such other responsibilities as the Principal or direct supervisor may, from time to time, assign.

Signature of Employee: _____ Date: ____/____/____

Signature of the Principal: _____ Date: ____/____/____

JOB DESCRIPTION

Receptionist

Position	Reports To	Position Type
Receptionist	Principal and Business Manager	Salary / Non-Exempt
Work Schedule	Salary Schedule	Last Updated
12 Month	20,000 to 25,000	July 13, 2023

MAJOR FUNCTION:

The receptionist is responsible for greeting people as they come to the school in person, answering the telephone, and assisting with general office responsibilities.

ESSENTIAL DUTIES AND RESPONSIBILITIES (NOT ALL INCLUSIVE):

- Answer phones and direct calls to appropriate party
- Retrieve messages from the school's voicemail system and deliver them in a timely manner.
- Take and deliver messages in a timely manner
- Maintain and enforce security protocol in the front office and reception area which includes the safe dismissal of students.
- Assist parents and visitors with any questions they may have
- Sign in and greet visitors and/or volunteers through verification system. Alerts administration about any persons who should not be on campus.
- Receive and distribute mail
- Assist the Data Processor with logging tardies, excused absence, and early dismissal information and entering them into the sponsor's computer system
- Prepare and issue Car Tags as well as sell student agendas
- Assist in assembly of classroom/student materials as directed by Principal Assistant Principal
- Maintain a clean and professional work area and ensures most current handouts are available.
- Maintains confidentiality in all circumstances regarding to student information and any other information deemed confidential by the Principal.
- Enforces sign-in and sign-out policies and report issues to the Principal or designee.
- Maintains updated information binder with information on school happenings, clubs, meetings, events, announcements, etc.
- Properly and effectively uses classroom communication system to answer calls or call into classrooms.
- Oversees the clinic and ensures District procedures are followed as outlined.
- Ensures all medications in the clinic area are properly stored, logged and accounted for.

MINIMUM QUALIFICATIONS:

- Basic computer skills, MS Office Suite



- Bilingual is preferred
- Good organizational skills
- Ability to functions independently and as part of a team
- Excellent communication skills
- Excellent time-management skills
- Ability to multi-task
- Requires the ability to read a variety of correspondence, reports, forms, applications, test results, etc.
- Requires the ability to prepare correspondence, reports, presentations, newspaper articles, forms, etc. using prescribed formats and conforming to all rules of punctuations, grammar, diction, and style.
- Ability to define problems, collect data, establish facts, and draw valid conclusions.
- Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables
- To perform this job successfully an individual must have knowledge of spreadsheet software and work processing software.
- Positive evaluations and recommendations from previous position(s)
- Demonstrate a strong growth-mindset
- Knowledge or intention of implementing *The Leader in Me* with fidelity

EDUCATION / EXPERIENCE REQUIREMENTS:

- High school diploma and two to five years related experience and/or training.

COMPENSATION:

This is a full-time non-exempt salaried position. The actual rate will be set annually by the through the budget process based on the qualifications of the individual selected.

I acknowledge that I have received the job description associated with my responsibilities and I understand the expectations of my position. I understand that, should my performance not meet the expectations established by the school, I will receive written notice during a conference with appropriate administrative staff and will be given the opportunity to improve unless the infraction is of a serious nature which may include, but not be limited to, violation of Florida's Professional Ethics, insubordination, etc. I also understand that I am required to perform such other tasks and assume such other responsibilities as the Principal or direct supervisor may, from time to time, assign.

Signature of Employee: _____ Date: ____/____/____

Signature of the Principal: _____ Date: ____/____/____

JOB DESCRIPTION

Guidance Counselor

Position	Reports To	Position Type
Guidance Counselor	Principal and Assistant Principal/Dean	Salary / Exempt
Work Schedule	Salary Schedule	Last Updated
10-Month Position	Set Annually Performance Based Schedule	July 13, 2023

MAJOR FUNCTION:

Provides a comprehensive school-counseling program that assists all students in acquiring the skills and knowledge to maximize highest student achievement in a safe learning environment. Responsibilities may vary depending upon the specific work setting and counselor to student ratio and should correspond to the needs and priorities established in the schools counseling program.

ESSENTIAL DUTIES AND RESPONSIBILITIES (NOT ALL INCLUSIVE):

- Implements the comprehensive school counseling program
- Acts as an advocate for all students
- Works in collaboration with other stakeholders in narrowing the achievement gap
- Provides professional leadership to establish a culture conducive to learning
- Counsels individual and/or small groups of students with academic, career and personal/social concerns
- Assists students in developing a plan for achieving educational, career and personal/social goals
- Consults with a variety of school-based teams to facilitate appropriate placement decisions to enhance student achievement, which includes but is not limited to exceptional student staffing's, 504 determination meetings, and Child Study team meetings
- Works with the Data Processor to ensure that all data is properly maintained for each student using the District's student information system.
- Works with the Registrar or Data Processor to ensure proper class placement and communicates schedule changes in a timely manner
- Confers with classroom teachers, administration, support staff, community agencies, and parents regarding students and their needs
- Provides support to teachers in the delivery of counseling program related curriculum
- Coordinates with school and community agencies to broaden students' resources
- Seeks resources necessary to achieve school goals
- Guides individuals/groups of students through the development of educational plans, career awareness and personal/social growth issues
- Identifies and disaggregates critical data, such as grades, test scores, attendance, promotion rates, graduation and postsecondary enrollment rate



- Supervises grades and transcripts in accordance with the Student Progression Plan and assists in notifying parents for students in danger of failing or retention
- Facilitates grade-level articulation, especially in “entry points” such as 4th grade, 6th grade, middle school, and high school
- Coordinate events such as career day, Red Ribbon Week, etc
- Work with the administration to develop subject selection cards and in the development of course offerings and master schedule
- Assists in the preparation of quarterly honor roll
- Uses data to develop strategies to positively impact students
- Follows the guidelines of the national, state, and district standards for professional school counselors
- Adheres to ethical and legal professional standards
- Uses appropriate technology for counseling services
- Coordinates and schedules hearing & vision screening dates and times for K – 3rd and 6th grade students.
- Assumes responsibility for own professional growth.

MINIMUM QUALIFICATIONS:

Positive evaluations and recommendations from previous position(s)
Excellent communication skills
Demonstrate a strong growth-mindset
Knowledge or intention of implementing *The Leader in Me* with fidelity

Master's degree from an accredited college or university in Counseling and State of Florida School Counselor certification or eligibility for Florida State certification.

Preference to candidates who have Orientation to and/or experience in a school setting.

COMPENSATION:

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

I acknowledge that I have received the job description associated with my responsibilities and I understand the expectations of my position. I understand that, should my performance not meet the expectations established by the school, I will receive written notice during a conference with appropriate administrative staff and will be given the opportunity to improve unless the infraction is of a serious nature which may include, but not be limited to, violation of Florida’s Professional Ethics, insubordination, etc. I also understand that I am required to perform such other tasks and assume such other responsibilities as the Principal or direct supervisor may, from time to time, assign.

Signature of Employee: _____ Date: ____/____/____

Signature of the Principal: _____ Date: ____/____/____



JOB DESCRIPTION

Paraprofessional

Position	Reports To	Position Type
Educational Assistant	Principal & Assistant Principal/Dean	Salary
Work Schedule	Salary Schedule	Last Updated
10-Month Position	\$18,000-\$25,000	July 13, 2023

MAJOR FUNCTION:

Performs instructional/clerical support work assisting teachers with academic and instructional support in the classroom as well as in certain daily classroom activities. Implements goals and objectives established by certified teachers and works directly with children to that end. Work is performed under close supervision of a classroom teachers or administration's designee.

ESSENTIAL DUTIES AND RESPONSIBILITIES (NOT ALL INCLUSIVE):

- Carries out clerical duties
- Prepares instructional materials based on teacher directions which may include lesson plans, pacing guides, thematic units, activities, etc.
- Plans for and conducts learning activities with small groups of students
- Assists with attendance reports, class reports; collects and accounts for monies
- Grades homework and tests based on teacher instructions as well as track OPM results
- Maintains supplies and equipment for classroom use
- Monitors students and assists in maintaining a safe and healthy educational environment
- Maintains communication with parents via the school's approved communication platform, maintains school-approved webpage, via school emails or student agendas.
- Files records and materials
- Types from rough drafts or final copy
- Escorts children to classes or specialized functions
- Performs related work as required
- Demonstrates respect for students, colleagues, administrators, and parents.
- Models and reinforces self-discipline and responsibility.
- Works effectively with school colleagues, parents, and the community to support students' learning and well-being.
- Assumes responsibility for own professional growth.
- Performs and actively supervises assigned duty before, during, and after school.

Record Keeping

- Prepares lessons for classes assigned and has written evidence of preparation and planning available.
- Provides students and parents with timely data for improvement in student achievement.



- Maintains accurate, complete, and correct records as required by law and administrative expectations. This includes but is not limited to weekly lesson plans, weekly grading and gradebook maintenance, daily attendance, and any other required by Administration.
- Actively participates in regularly scheduled staff meetings.
- Actively prepares information required for all honor roll assemblies.
- Maintains communication with parents via the school's approved communication platform, maintains school-approved webpage, via school emails or student agendas.

MINIMUM QUALIFICATIONS:

Minimum of 60 credit hours at an accredited college/university.
Basic computer skills, MS Office Suite and educational software
Good organizational skills
Ability to functions independently and as part of a team
Excellent communication skills
Excellent time-management skills
Ability to multi-task
Positive evaluations and recommendations from previous position(s)
Demonstrate a strong growth-mindset
Knowledge or intention of implementing *The Leader in Me* with fidelity

COMPENSATION:

This is a full-time exempt hourly position. The actual rate will be set annually by the Board through the budget process based on the qualifications of the individual selected.

I acknowledge that I have received the job description associated with my responsibilities and I understand the expectations of my position. I understand that, should my performance not meet the expectations established by the school, I will receive written notice during a conference with appropriate administrative staff and will be given the opportunity to improve unless the infraction is of a serious nature which may include, but not be limited to, violation of Florida's Professional Ethics, insubordination, etc. I also understand that I am required to perform such other tasks and assume such other responsibilities as the Principal or direct supervisor may, from time to time, assign.

Signature of Employee: _____ Date: ____/____/____

Signature of the Principal: _____ Date: ____/____/____



JOB DESCRIPTION

Test Coordinator

Position	Reports To	Position Type
Test Coordinator	Principal & Assistant Principal/Dean	Hourly / Exempt
Work Schedule	Salary Schedule	Last Updated
10-Month Position	\$9.00 - \$12.00	July 13, 2023

MAJOR FUNCTION:

Performs instructional/clerical support work related to test administration at the school, District, and State level.

ESSENTIAL DUTIES AND RESPONSIBILITIES (NOT ALL INCLUSIVE):

- Ensures that testing protocols are strictly followed school-wide, providing training for all test proctors and test administrators.
- Coordinates State and District mandated testing and obtain Principal approval
- Facilitates the administration of testing; including securing test materials at all times which includes receiving, counting, inventorying, distributing, packaging test materials and manuals.
- Coordinates the scheduling, preparation, scanning, and processing of all inhouse assessments
- Maintains test security and student confidentiality at all times
- Performs and actively supervises assigned duty before, during, and after school.
- Attends trainings to keep current with assessment compliance and State mandated assessments to ensure compliance and security

MINIMUM QUALIFICATIONS:

Minimum of 60 credit hours at an accredited college/university.
 Basic computer skills, MS Office Suite and spreadsheets
 Good organizational skills
 Ability to functions independently and as part of a team
 Excellent communication skills
 Excellent time-management skills
 Ability to multi-task
 Positive evaluations and recommendations from previous position(s)
 Demonstrate a strong growth-mindset
 Knowledge or intention of implementing *The Leader in Me* with fidelity

COMPENSATION:

This is a full-time exempt hourly position. The actual rate will be set annually by the Board through the budget process based on the qualifications of the individual selected.

I acknowledge that I have received the job description associated with my responsibilities and I understand



the expectations of my position. I understand that, should my performance not meet the expectations established by the school, I will receive written notice during a conference with appropriate administrative staff and will be given the opportunity to improve unless the infraction is of a serious nature which may include, but not be limited to, violation of Florida's Professional Ethics, insubordination, etc. I also understand that I am required to perform such other tasks and assume such other responsibilities as the Principal or direct supervisor may, from time to time, assign.

Signature of Employee: _____ Date: ____/____/____

Signature of the Principal: _____ Date: ____/____/____

JOB DESCRIPTION

Book Keeper

Position	Reports To	Position Type
Book Keeper	Principal	Salary / Non-Exempt
Work Schedule	Salary Schedule	Last Updated
12-Month Position	\$27,000 - \$33,500	July 13, 2023

MAJOR FUNCTION:

The Book Keeper is primary responsible for the supervision, collection, safekeeping and distribution of all funds including fundraisers, clubs and activities fees. The person ensures the office is run well, provides assistance to parents and other staff members, and ensures the Board policies are carried out to ensure proper business operations of the school. This person may also be the Business Manager (see *Business Manager* Job Description).

ESSENTIAL DUTIES AND RESPONSIBILITIES (NOT ALL INCLUSIVE):

Book Keeper

- Supervises the collection, recordkeeping, safekeeping, and distribution of all funds including fundraiser activities, clubs, fieldtrips, etc.
- Maintains a complete and accurate set of records of all school financial transactions
- Maintains an updated fundraiser calendar
- Collects and oversees the reconciliation of lunch deposits from the cafeteria manager.
- Collects money for lost textbooks
- Checks fees owed for students withdrawing and communicates to teachers and notifies parents of outstanding balances.

Administrative Assistant to the Principal

- Backup for front office staff when needed.

MINIMUM QUALIFICATIONS:

- Ability to prepare and maintain financial documents, accounts and spreadsheets
- Basic computer skills, MS Office Suite
- Bilingual is preferred
- Good organizational skills
- Ability to functions independently and as part of a team
- Excellent communication skills
- Excellent time-management skills
- Ability to multi-task



- Requires the ability to read a variety of correspondence, reports, forms, applications, purchase orders, test results, etc.
- Requires the ability to speak before groups of people with poise, voice control and confidence.
- Ability to define problems, collect data, establish facts, and draw valid conclusions.
- Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.
- To perform this job successfully an individual must have knowledge of accounting software, order processing software, spreadsheet software and work processing software.
- Positive evaluations and recommendations from previous position(s)
- Demonstrate a strong growth-mindset
- Knowledge or intention of implementing *The Leader in Me* with fidelity

REQUIRED EDUCATION AND EXPERIENCE:

- Bachelor's Degree and two to five years related experience and/or training; or Associates degree with four to seven years related experience; or ten to fifteen years related experience in lieu of a degree.
- Accounting and bookkeeping experience preferred.

COMPENSATION:

This is a full-time non-exempt salaried position. The actual rate will be set annually by the Board through the budget process based on the qualifications of the individual selected.

I acknowledge that I have received the job description associated with my responsibilities and I understand the expectations of my position. I understand that, should my performance not meet the expectations established by the school, I will receive written notice during a conference with appropriate administrative staff and will be given the opportunity to improve unless the infraction is of a serious nature which may include, but not be limited to, violation of Florida's Professional Ethics, insubordination, etc. I also understand that I am required to perform such other tasks and assume such other responsibilities as the Principal or direct supervisor may, from time to time, assign.

Signature of Employee: _____ Date: ____/____/____

Signature of the Principal: _____ Date: ____/____/____

Administrative Assistant

Position	Reports To	Position Type
Administrative Assistant	Principal or Assistant Principal/Dean	Salary / Non-Exempt
Work Schedule	Salary Schedule	Last Updated
12-Month Position	\$27,000 - \$33,500	July 13, 2023

MAJOR FUNCTION:

The Administrative Assistant is primary responsible for ensuring the smooth operations of the charter school. The person ensures the office is run well, provides assistance to parents and other staff members, and ensures the Board policies are carried out to ensure proper business operations of the school. This person may also function as a Business Manager to the Principal (see *Business Manager* Job Description).

ESSENTIAL DUTIES AND RESPONSIBILITIES (NOT ALL INCLUSIVE):

Office Manager

- Create and maintain a welcoming and efficient front office that emphasizes organization, professionalism, courtesy, flexibility, and teamwork.
- Carry out all procedures and responsibilities in accordance with the school's policy.
- Maintain vendor and audit files which includes price comparisons, purchase orders, invoices, and RFPs when required.
- Research vendor contracts and pricing
- Oversee purchasing process for the school
 - Process purchasing paperwork
 - Secure Principal's approval for payment
- Update and maintain employee database and files including benefits, waivers, certification, etc.
- Coordinate the school's employee background and fingerprint checks.
- Process employee termination paperwork.
- Assist with verification of employment when requested.
- Support faculty in coordinating substitute teachers and payment.
- Assist in the hiring of office staff.
- Conduct annual evaluations of office staff.
- Manage the organization's corporate documents.
- Coordinate and maintain security passcodes.
- Act as notary.
- Act as emergency coordinator for student/staff medical issues.
- Facilitate work flow of copies, phones, and fax machines.
- Backup for front office staff when needed.

Administrative Assistant to the Principal

- Regularly check voicemail, takes and delivers messages in a timely manner
- Schedules meetings and appointments for the Principal
- Maintains an updated faculty roster and phone tree



- Maintains accurate accounting of faculty absence requests

MINIMUM QUALIFICATIONS:

- Ability to prepare and maintain financial documents, accounts and spreadsheets
- Basic computer skills, MS Office Suite
- Bilingual is preferred
- Good organizational skills
- Ability to functions independently and as part of a team
- Excellent communication skills
- Excellent time-management skills
- Ability to multi-task
- Requires the ability to read a variety of correspondence, reports, forms, applications, purchase orders, test results, etc.
- Requires the ability to speak before groups of people with poise, voice control and confidence.
- Ability to define problems, collect data, establish facts, and draw valid conclusions.
- Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.
- Positive evaluations and recommendations from previous position(s)
- Demonstrate a strong growth-mindset
- Knowledge or intention of implementing *The Leader in Me* with fidelity

REQUIRED EDUCATION AND EXPERIENCE:

- Bachelor's Degree and two to five years related experience and/or training; or Associates degree with four to seven years related experience; or ten to fifteen years related experience in lieu of a degree.

COMPENSATION:

This is a full-time non-exempt salaried position. The actual rate will be set annually by the Board through the budget process based on the qualifications of the individual selected.

I acknowledge that I have received the job description associated with my responsibilities and I understand the expectations of my position. I understand that, should my performance not meet the expectations established by the school, I will receive written notice during a conference with appropriate administrative staff and will be given the opportunity to improve unless the infraction is of a serious nature which may include, but not be limited to, violation of Florida's Professional Ethics, insubordination, etc. I also understand that I am required to perform such other tasks and assume such other responsibilities as the Principal or direct supervisor may, from time to time, assign.

Signature of Employee: _____ Date: ____/____/____

Signature of the Principal: _____ Date: ____/____/____



JOB DESCRIPTION

Custodial & Maintenance

Position	Reports To	Position Type
Custodial & Maintenance	Principal or Assistant Principal/Dean	Hourly
Work Schedule	Salary Schedule	Last Updated
12-Month Position	\$10.00-\$15.00	July 13, 2023

MAJOR FUNCTION:

Performs moderately heavy routine manual work in maintenance, housekeeping, and janitorial cleaning tasks within the facility. Performs semi-skilled and skilled manual work by performing preventative maintenance tasks, general maintenance tasks and repair of building, equipment and systems involving a wide variety of trade areas. Work is performed under independently and reviewed through results obtained.

ESSENTIAL DUTIES AND RESPONSIBILITIES (NOT ALL INCLUSIVE):

- Scrubs, mops, waxes floors; dusts and polishes furniture, washes windows, woodwork, toilets, blinds, washrooms, fixtures and related items.
- Empties waste baskets; takes trash to designated areas for disposal.
- Applies knowledge of cleaning materials and equipment used in janitorial work in public buildings.
- Follows instructions and deals courteously with others.
- Performs and actively supervises assigned duty before, during, and after school.
- Performs strenuous tasks on a daily basis, including routine heavy lifting.
- Applies knowledge of multi-trades areas in preventative maintenance, general repair, and minor construction duties involving school building structures; heating/air conditioning, electrical and plumbing systems; and related interior/exterior equipment and furnishings.
- Diagnoses problems for referral to a higher skilled maintenance trade when necessary.
- Performs emergency repairs such as removing and replacing broken glass or securing openings when necessary, unstopping toilets, unclogging drain and sewage lines, stopping leaks.
- Applies knowledge of electrical repair and necessary safety precautions in performing duties such as repairing broken wires, replacing light switches and electrical outlets and changing ballasts.
- Utilizes plumbing knowledge in the maintenance and repair of plumbing fixtures such as replacing washers and valve stems and rebuilding flushometers.
- Maintains a maintenance log of projects to be completed and works on them during available times.
- Sets priorities based on maintaining a safe and sanitary environment for the welfare of the students.
- Applies knowledge of standard tools, materials, equipment, and methods of multi-trades areas in the performance of daily work assignments; cleans tools and work area upon completion of project.
- May participate in general building upkeep such as painting and removal of graffiti from exterior and interior structures.
- May be required to act as liaison with outside.



- Performs related work as required.

MINIMUM QUALIFICATIONS:

- Ability to prioritize and multi-task
- Ability to perform custodial, maintenance, and repair work to maintain a clean and safe environment
- Positive evaluations and recommendations from previous position(s)
- Demonstrate a strong growth-mindset
- Knowledge or intention of implementing *The Leader in Me* with fidelity

COMPENSATION:

This is an hourly position but full-time. The actual rate will be set annually by the Board through the budget process based on the qualifications of the individual selected.

I acknowledge that I have received the job description associated with my responsibilities and I understand the expectations of my position. I understand that, should my performance not meet the expectations established by the school, I will receive written notice during a conference with appropriate administrative staff and will be given the opportunity to improve unless the infraction is of a serious nature which may include, but not be limited to, violation of Florida's Professional Ethics, insubordination, etc. I also understand that I am required to perform such other tasks and assume such other responsibilities as the Principal or direct supervisor may, from time to time, assign.

Signature of Employee: _____ Date: ____/____/____

Signature of the Principal: _____ Date: ____/____/____



JOB DESCRIPTION

ESE Paraprofessional

Position	Reports To	Position Type
Educational Assistant	ESE Teacher and Principal	Salary
Work Schedule	Salary Schedule	Last Updated
10-Month Position	\$18,000 – \$22,000	July 13, 2023

MAJOR FUNCTION:

Performs instructional/clerical support work assisting the ESE teachers with academic and instructional support in the classroom as well as in certain daily classroom activities. Implements goals and objectives established by certified teachers and works directly with children to that end. Work is performed under close supervision of a classroom teachers or administration's designee.

ESSENTIAL DUTIES AND RESPONSIBILITIES (NOT ALL INCLUSIVE):

- Carries out clerical duties
- Prepares instructional materials based on teacher directions which may include lesson plans, pacing guides, thematic units, activities, etc.
- Plans for and conducts learning activities with small groups of students
- Assists with attendance reports & class reports
- Grades homework and tests based on teacher instructions as well as track OPM results
- Monitors students and assists in maintaining a safe and healthy educational environment
- Files records and materials
- Maintains logs of times served with students.
- Types from rough drafts or final copy
- Escorts children to classes or specialized functions
- Performs related work as required
- Demonstrates respect for students, colleagues, administrators, and parents.
- Models and reinforces self-discipline and responsibility.
- Works effectively with school colleagues, parents, and the community to support students' learning and well-being.
- Attends IEP meetings, upon request by the ESE team.
- Assumes responsibility for own professional growth.
- Performs and actively supervises assigned duty before, during, and after school.

MINIMUM QUALIFICATIONS:

Minimum of 60 credit hours at an accredited college/university.



- Basic computer skills, MS Office Suite and educational software
- Good organizational skills
- Ability to functions independently and as part of a team
- Excellent communication skills
- Excellent time-management skills
- Ability to multi-task
- Positive evaluations and recommendations from previous position(s)
- Demonstrate a strong growth-mindset
- Knowledge or intention of implementing *The Leader in Me* with fidelity

COMPENSATION:

This is a full-time exempt salary position. The actual rate will be set annually by the Board through the budget process based on the qualifications of the individual selected.

I acknowledge that I have received the job description associated with my responsibilities and I understand the expectations of my position. I understand that, should my performance not meet the expectations established by the school, I will receive written notice during a conference with appropriate administrative staff and will be given the opportunity to improve unless the infraction is of a serious nature which may include, but not be limited to, violation of Florida's Professional Ethics, insubordination, etc. I also understand that I am required to perform such other tasks and assume such other responsibilities as the Principal or direct supervisor may, from time to time, assign.

Signature of Employee: _____ Date: ____/____/____

Signature of the Principal: _____ Date: ____/____/____

JOB DESCRIPTION

LEAD TEACHER

Position	Reports To	Position Type
Lead Teacher	Principal & Assistant Principal/Dean	Salary / Exempt
Work Schedule	Salary Schedule	Last Updated
10-Month Position	Set Annually Performance Based Schedule	August 2023

MAJOR FUNCTION:

Instructional position responsible for providing guidance and mentorship to other teachers in their grade level or department.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Classroom Environment, Instruction and Planning

- Coordinating with administration to create education plans for the students.
- Assists in the planning, implementing, and evaluating of the school's instructional program based on student needs within state guidelines.
- Understands central concepts, tools of inquiry, and structure of the discipline(s) taught and makes the subject matter relevant to students.
- Engages every student in grade level appropriate learning experiences that promote performance.
- Assisting teachers in their grade level through department planning sessions regarding pacing and curriculum decisions. Develops curriculum and creates and shares materials.
- Works collaboratively with classroom teachers to improve classroom management techniques.
- Mentoring new teachers and guiding them with planning, demonstrating lessons, or providing support through their first years as a teacher and or first year as a Navigator teacher.
- Develops a climate and culture of openness, fairness, mutual respect, support and inquiry.
- Able to promote high expectations, demonstrate a caring attitude and establish an environment that supports high achievement in students.
- Listens and interacts effectively with students, parents, colleagues, and community members, respecting diverse perspectives.
- Demonstrates respect for students, colleagues, administrators, and parents.
- Models and reinforces self-discipline and responsibility.
- Works effectively with school colleagues, parents, and the community to support students' learning and well-being.
- Provides professional leadership to establish a culture conducive to learning and student diversity.
- Understands how students learn and provides learning opportunities that support intellectual, social, and personal development of diverse learners.



- Promotes independent and collaborative work ethic.
- Performs other related duties as required or assigned by the Principal.

Record Keeping

- Provides students and parents with timely data for improvement in student achievement.
- Maintains accurate, complete, and correct records as required by law and administrative expectations. This includes but is not limited to weekly lesson plans, weekly grading and gradebook maintenance, daily attendance, submitting team meeting notes, and any other documentation required by Administration.
- Actively participates in regularly scheduled staff meetings.
- Actively prepares information required for all honor roll assemblies.

MINIMUM QUALIFICATIONS:

Positive evaluations and recommendations from previous position(s)
Excellent communication skills
Well-rounded in curriculum and instruction
Knowledge of STEM education is preferred
Demonstrate a strong growth-mindset
Knowledge or intention of implementing *The Leader in Me* with fidelity

Bachelor's degree from a fully accredited college or university. Possession of, or eligibility for, a Florida teaching certificate for the level and subject area to be taught.

Preferred Florida certifications are in Elementary Education for teachers in Grade K-5 and Subject Specific for teachers in Grades 6-8 and 9-12.

COMPENSATION:

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

I acknowledge that I have received the job description associated with my responsibilities and I understand the expectations of my position. I understand that, should my performance not meet the expectations established by the school, I will receive written notice during a conference with appropriate administrative staff and will be given the opportunity to improve unless the infraction is of a serious nature which may include, but not be limited to, violation of Florida's Professional Ethics, insubordination, etc. I also understand that I am required to perform such other tasks and assume such other responsibilities as the Principal or direct supervisor may, from time to time, assign.

Signature of Employee: _____ Date: ____/____/____

Signature of the Principal: _____ Date: ____/____/____



NAVIGATOR ACADEMY

Organization Chart



Navigator Academy of
Leadership, Inc.



Manny Delgado
Board Chair

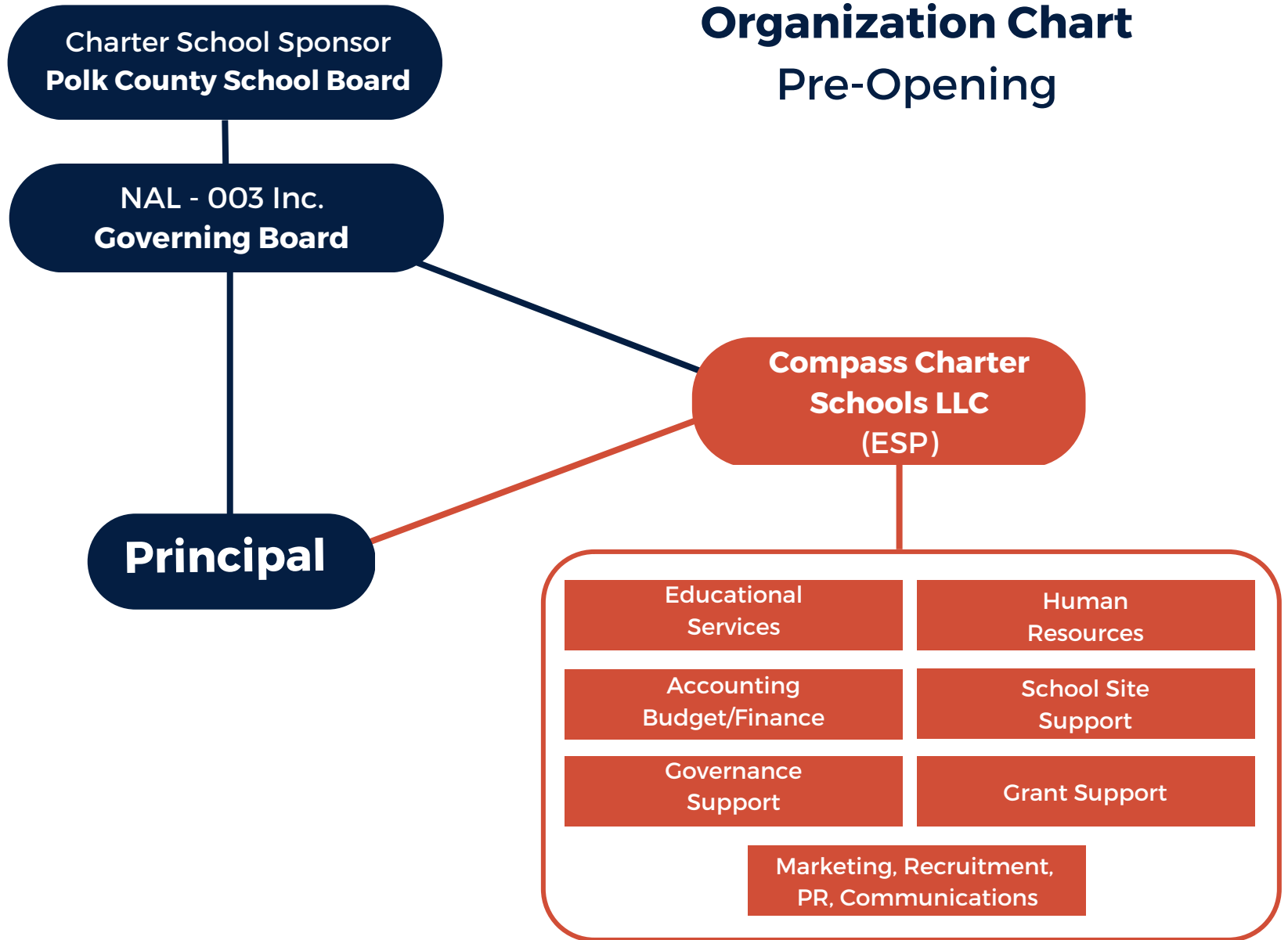


Jesse Price
Vice Chair



Paul Bello
Secretary &
Treasurer

Navigator Academy of Leadership High School Organization Chart Pre-Opening



Compass

Charter Schools

Educational Service Provider Organization Chart



JEREMY CALKINS
MANAGING PRINCIPAL



Anivette Vargas
Director of Finance



Diane LaFrance
Vice President of Academics
and Operations



Jocabed Avila
Finance Analyst



Kathryn O'Connor
Business Manager



Alyssa Hernandez
Project Manager



Alex Rae Rhoades
Community Director



Rebecca Marcano
Relationship Manager

Navigator Academy of Leadership High School Organization Chart Year One

Charter School Sponsor
Polk County School Board

NAL - 003 Inc.
Governing Board

Compass Charter
Schools LLC
(ESP)

Principal

- Instructional Staff
- ESE Teacher / ESOL Coordinator
- Certified Classroom Teachers
- Guidance Counselor
- Other Instructional

- Non-Instructional Staff *
- Business Manager
- Custodial
- Contracted Services
- Other Clerical
- Registrar (DATA Input)
- Food Service
- SRO

PACC

Educational Services	Human Resources
Facilities/Maintenance	School Site Support
Governance Support	Grant Support
Accounting Budget/Finance	IT Services
Marketing, Recruitment, PR, Communications	Professional Development
Data Support	Curriculum Support
Professional Development	

Navigator Academy of Leadership High School Organization Chart Year Five

Charter School Sponsor
Polk County School Board

NAL - 003 Inc.
Governing Board

Compass Charter
Schools LLC
(ESP)

Principal

Asst Principal/Dean

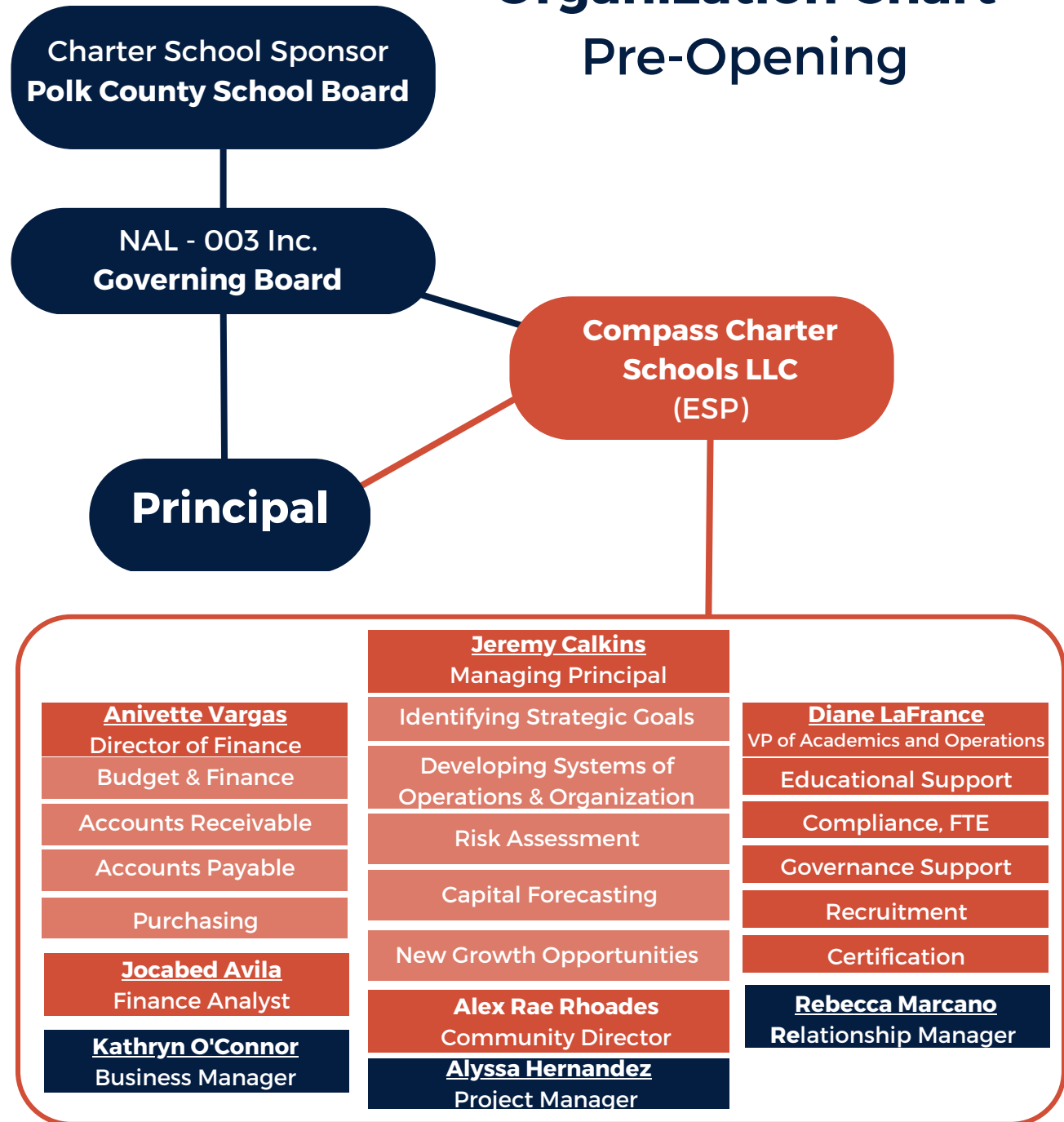
- Instructional Staff
- ESE Teacher /
ESOL Coordinator
- Certified Classroom
Teachers
- Guidance Counselor
- Other
Instructional

- Non-Instructional Staff *
- Business Manager
- Custodial
- Contracted Services
- Other Clerical
- Registrar (DATA Input)
- Food Service
- SRO
- Athletic Director

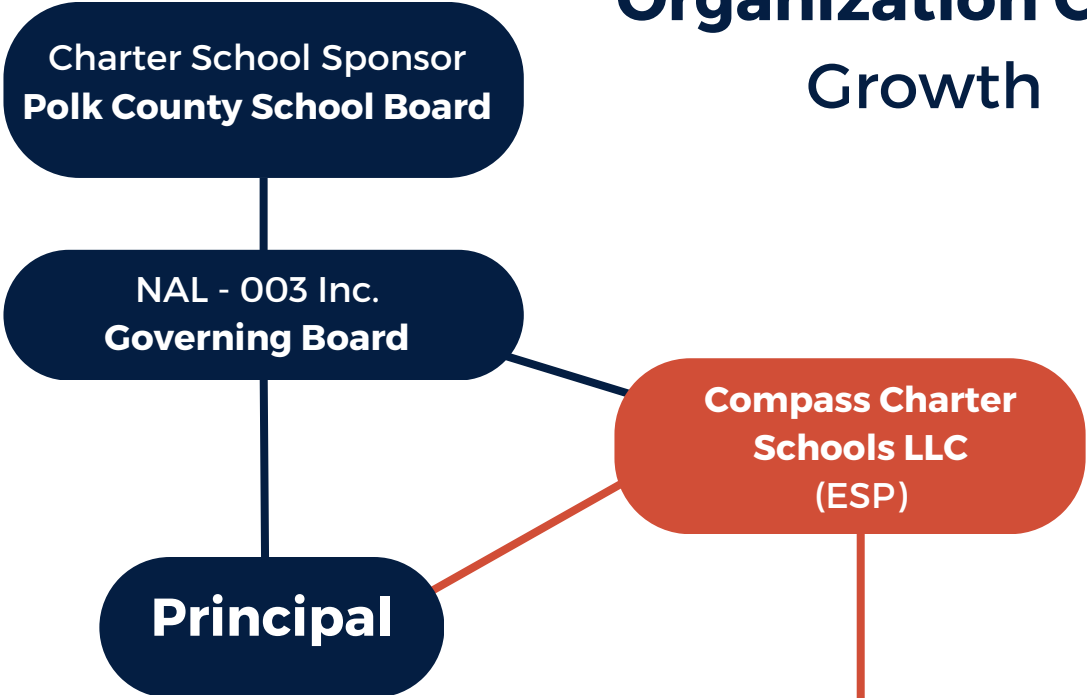
PACC

Educational Services	Human Resources
Facilities/ Maintenance	School Site Support
Governance Support	Grant Support
Accounting Budget/Finance	IT Services
Marketing, Recruitment, PR, Communications	Professional Development
Data Support	Curriculum Support
Professional Development	

Navigator Academy of Leadership Organization Chart Pre-Opening

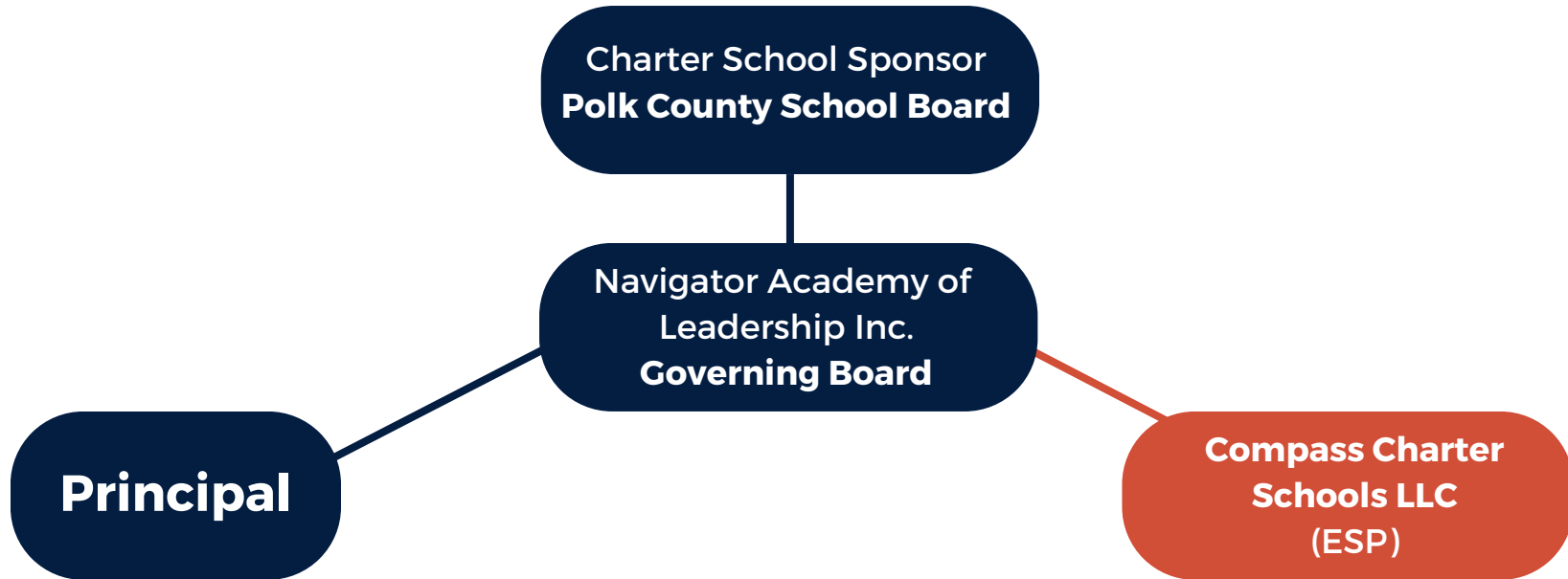


Navigator Academy of Leadership Organization Chart Growth



Anivette Vargas Director of Finance	Jeremy Calkins Managing Principal	Diane LaFrance VP of Academics and Operations
Budget & Finance	Identifying Strategic Goals	Educational Support
Accounts Receivable	Developing Systems of Operations & Organization	Compliance, FTE
Accounts Payable	Risk Assessment	Governance Support
Purchasing	Capital Forecasting	Recruitment
Jocabed Avila Finance Analyst	New Growth Opportunities	Certification
Kathryn O'Connor Business Manager	Alex Rae Rhoades Community Director	Rebecca Marciano Relationship Manager
	Alyssa Hernandez Project Manager	Director of Schools

Compass Charter Schools, LLC Organization Chart Pre-Opening



Compass Charter Schools LLC (ESP)		
	Jeremy Calkins Managing Principal	
Anivette Vargas Director of Finance Budget & Finance	Identifying Strategic Goals	Diane LaFrance VP of Academics and Operations
Accounts Receivable	Developing Systems of Operations & Organization	Educational Support
Accounts Payable	Risk Assessment	Compliance, FTE
Purchasing	Capital Forecasting	Governance Support
Jocabel Avila Finance Analyst	New Growth Opportunities	Recruitment
Kathryn O'Connor Business Manager	Alex Rae Rhoades Community Director	Certification
	Alyssa Hernandez Project Manager	Rebecca Marcano Relationship Manager

Compass

Charter Schools

Educational Service Provider Organization Chart



JEREMY CALKINS
MANAGING PRINCIPAL



Anivette Vargas
Director of Finance



Diane LaFrance
Vice President of Academics
and Operations



Jocabed Avila
Finance Analyst



Kathryn O'Connor
Business Manager



Alyssa Hernandez
Project Manager

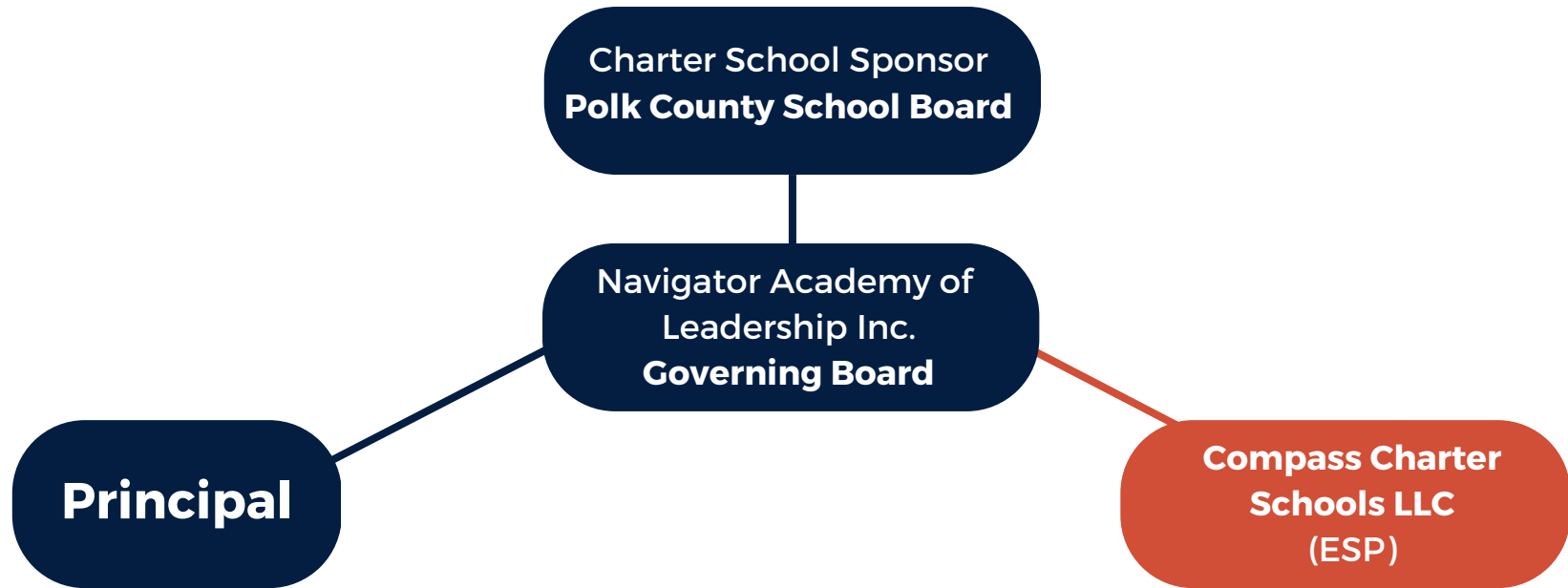


Alex Rae Rhoades
Community Director



Rebecca Marcano
Relationship Manager

Compass Charter Schools, LLC Organization Chart Growth



Anivette Vargas Director of Finance Budget & Finance	Jeremy Calkins Managing Principal Identifying Strategic Goals	Diane LaFrance VP of Academics and Operations Educational Support
Accounts Receivable	Developing Systems of Operations & Organization	Compliance, FTE
Accounts Payable	Risk Assessment	Governance Support
Purchasing	Capital Forecasting	Recruitment
Jocabed Avila Finance Analyst	New Growth Opportunities	Certification
Kathryn O'Connor Business Manager	Alex Rae Rhoades Community Director	Rebecca Marcano Relationship Manager
	Alyssa Hernandez Project Manager	Director of Schools



Navigator Academy of Leadership, Inc.			Status as of the date application is submitted. For any school that is closed, please attach separate page explaining reasons for closure, with supporting documentation if applicable.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/ .	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as (\$25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/ .
(Most Recent Year) (2022-2023)										
District	School Name	MSID	Status (Active/Closed)	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)	Enrollment /FRL%	School Grade/School Improvement Rating
Hillsborough	Navigator Academy of Leadership	29-7823	Active	545	N/A	\$ 3,710,244.00	52%	No		N/A
Polk County	Navigator Academy of Leadership	8007	Active	660	N/A	\$ 1,598,569.00	22%	No		N/A

Navigator Academy of Leadership, Inc.			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/ .	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as (\$25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
			Year -1 (2019-2020)				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Hillsborough	Navigator Academy of Leadership	29-7823	545	N/A	\$227,663	6%	No
Polk County	Navigator Academy of Leadership	8007	660	N/A	\$347,289	7%	No

Navigator Academy of Leadership, Inc.			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/ .	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as (\$25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
			Year -2 (2020-2021)				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Hillsborough	Navigator Academy of Leadership	29-7823	579	N/A	\$ 3,147,951.00	39%	No
Polk County	Navigator Academy of Leadership	8007	766	N/A	\$ 929,719.00	14%	No

Navigator Academy of Leadership, Inc.			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/ .	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as (\$25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen / or request from authorizing district.
Year -3 (2021-2022)							
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Hillsborough	Navigator Academy of Leadership	29-7823	804	N/A	\$3,710,244	53%	No
Polk County	Navigator Academy of Leadership	8007	878	N/A	\$1,598,569	22%	No

Navigator Academy of Leadership, Inc.			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/ .	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as (\$25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
			Year -4 (2022-2023)				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Hillsborough	Navigator Academy of Leadership	29-7823	841	B	N/A	N/A	N/A
Polk County	Navigator Academy of Leadership	8007	890	C	N/A	N/A	N/A



Book	Policy Manual
Section	8000 Operations
Title	WELLNESS
Code	po8510
Status	Active
Adopted	November 12, 2013
Last Revised	September 9, 2016

8510 - **WELLNESS**

As required by law, the School Board establishes the following wellness policy for the District. This policy was developed in accordance with the Child Nutrition and WIC Reauthorization Act of 2004, Public Law 108.265, Section 204.

The Board believes that good health fosters student attendance and achievement. The Board also believes that a healthy staff is a more effective staff and that healthy staff members can serve as role models for healthy lifestyles. The Board is, therefore, committed to provide school and worksite environments that promote and protect children's health, well-being, and ability to learn and employees' health and well-being by promoting and supporting healthy eating, physical activity and healthy lifestyles. This policy encourages a holistic approach to student and staff wellness that is sensitive to individual and community needs by maximizing community and District resources to support optimal health.

The Board, however, believes this effort to support the students' development of healthy behaviors and habits with regard to eating and exercise cannot be accomplished by the schools alone. It will be necessary for not only the staff, but also parents and the public at large to be involved in a community-wide effort to promote, support, and model such healthy behaviors and habits.

The Board sets the following goals in an effort to enable students to establish good health and nutrition habits:

A. With regard to promotion and nutrition education, the District shall:

1. Nutrition education shall be included in the sequential, comprehensive Health curriculum in accordance with the curriculum standards and benchmarks established by the State.
2. Nutrition education shall be integrated into other subject areas of the curriculum, when appropriate.
3. Nutrition education shall extend beyond the school and will involve sharing information with families and the broader community to positively impact students and the health of the community.
4. The School Nutrition Department website will provide monthly nutrition information to parents and students. Links will be provided to quality nutrition information and educational websites. School menus, nutrient composition of foods, and a list of a la carte items will be posted on the website.
5. Families will be encouraged to teach their children about health and nutrition and to provide nutritious meals for their families.

B. With regard to physical activity, the District shall:

1. Physical Education

- a. A sequential, comprehensive physical education program shall be provided for students in K-12 in accordance with the standards and benchmarks established by the State.
- b. All students in grades K-12, including those with disabilities, special health care needs and in alternative educational settings (to the extent consistent with the students' IEPs), shall receive physical education for the entire school year, for 150 minutes per week for K-5 students, a minimum of one (1) semester yearly for students in grades 6-8, and a minimum of two (2) semester, including personal fitness, in grades 9-12.
- c. The physical education curriculum shall provide sequential instruction related to the knowledge, attitudes, and skills necessary to participate in lifelong, health-enhancing physical activity.
- d. Physical education classes shall provide students with opportunities to learn, practice, and be assessed on developmentally appropriate motor skills and social skills, as well as knowledge. A nationally recognized and validated pre- and post-physical fitness assessment that assesses the five (5) health related areas of fitness - body composition, cardiorespiratory endurance, flexibility, muscular endurance, and muscular strength - will be required. Schools will report results to parents.
- e. Planned instruction in physical education shall require students to be engaged in moderate to vigorous physical activity for at least fifty percent (50%) of scheduled class time.

- f. Properly certificated, highly qualified teachers shall provide all instruction in physical education.
- g. Physical education teachers should receive professional development and certification opportunities.
- h. Schools will promote physical activity in the schools outside of physical education and strive to provide opportunities for students.
- i. Schools will strive to meet the goal of teacher/student ratio in physical education of 1:25 (elementary) and 1:35 (secondary) for safe and optimal instruction.
- j. The District will ensure that adequate equipment and facilities are available for all students.

2. Physical Activity

- a. Schools will refrain from using physical activity for punishment or withholding physical activity for academic or behavioral remediation during physical education.
- b. Physical activity and movement shall be integrated, when possible, across the curricula and throughout the school day.
- c. Schools shall encourage families to provide physical activity outside the regular school day, such as outdoor play at home, participation in sports sponsored by community agencies or organizations, and in lifelong physical activities.
- d. Structured and organized physical activity outside of physical education will be allowed and promoted.
- e. All eligible students in grades 9-12 shall have the opportunity to participate in interscholastic sports programs.
- f. Schools will strive to meet physical activity consistent with research recommendations at the national and State levels. Opportunity for physical activity should last fifteen (15) minutes or more, approximately every two (2) hours (elementary).

C. With regard to nutrition guidelines for all foods on campus the District shall:

1. School Meals Program

In accordance with Policy 8500, entitled School Nutrition Program, the school nutrition program shall comply with Federal and State regulations pertaining to the selection, preparation, consumption, and disposal of food and beverages as well as to the fiscal management of the program.

All reimbursable meals will be consistent with Dietary Guidelines for Americans.

Student preferences as well as health will be taken into consideration during menu planning in order to provide nutritious, appealing, and culturally diverse meals.

- a. Student and School Nutrition Manager Menu Surveys will be conducted.
- b. Student taste testing of food items is a bid requirement when considering new menu items.

All elementary, middle and high schools will be required to offer a reimbursable breakfast. The School District will not offer a free universal breakfast program in schools with eighty percent (80%) or more students eligible for free or reduced lunch price meals unless the program participates in the USDA Community Eligibility Provision.

2. Eating Environment

- a. Meals will not be used as rewards or discipline for student behaviors.
- b. The schools shall provide at least ten (10) minutes for breakfast and twenty (20) minutes for lunch from the time the student is seated.
- c. Lunch periods shall be scheduled between 10 am and 2 pm.
- d. Cafeterias should include enough serving areas so that students do not have to spend too much time waiting in line.
- e. The school shall provide attractive, clean environments and have enough space for seating all students.
- f. The schools may provide opportunities for staff, parents, and other community members to model healthy eating habits by dining with students in the school dining areas.
- g. Schools in our system utilize electronic identification and payment systems, therefore, eliminating any stigma or identification of students eligible to receive free and/or reduced meals.
- h. Students are discouraged from sharing their foods or beverages with one another during meal times, given concerns about allergies and other restrictions on some students' diets.

3. Food Safety/Food Security

All foods made available on campus comply with the State and local food safety and sanitation regulations. Hazard Analysis and Critical Control Points (HACCP) plans and guidelines are implemented to prevent food borne illness in schools. For specific guidance, refer to the Student Health Services Manual.

For the safety and security of the food and facility, access to the school nutrition operations is limited to Child Nutrition staff and authorized personnel.

For the safety and security of the food and facility, use of the school nutrition storage areas are limited to the storage of food served as part of the National School Meals Program or food that has been purchased and prepared by school nutrition staff for the school.

During an after school event in which permission by the Board has been granted, the school nutrition preparation and storage facilities may be used. Authorized school nutrition personnel must be present during the event and the storage facilities may not be used.

For further guidance see the US Department of Agriculture food security guidelines.

4. Child Nutrition Operations

The school nutrition program will strive to be financially self-supporting; however, if it is necessary to subsidize the operation, it will not be through the sale of foods with minimal nutritious value.

The school nutrition program will provide all students affordable access to the varied and nutritious foods they need to be healthy and to learn well.

The school will strive to increase participation in the available Federal Child Nutrition programs (school lunch, school breakfast, after-school snack, and summer school nutrition programs).

The school nutrition program shall be administered by a director who is properly qualified, certificated, licensed, or credentialed, according to current professional standards.

School nutrition staff will be properly trained according to current professional standards and will regularly participate in professional development activities.

- a. Each school nutrition manager is required to complete the School Nutrition Leadership Training and yearly professional development activities.
- b. Each school nutrition assistant is required to complete the following school nutrition courses: Foundations, Quantity Cooking, Use and Care of Equipment and Introductory Nutrition.

5. District Nutrition Standards

All foods and beverages available to students during the school day shall be served with consideration for promoting student health and well-being and will meet the nutrient standards as defined by USDA Regulation 7 C.F.R. Part 210.11 sections f-m (hereby referred to as USDA nutrient standards). In accordance with Policy 8550, entitled Competitive Food Sales, the school nutrition department shall be the sole provider of food and beverages during the school day. USDA Regulation 7 C.F.R. Part 210.11 defines the school day as: "the period from the midnight before, to thirty (30) minutes after the end of the school day".

Promotional activities will be limited to programs that are requested by school officials to support teaching and learning. All promotional activities in schools will be connected to activities that encourage physical activity, academic achievement, or positive youth development and are in compliance with local guidelines.

School Parties and Other Activities

Food and beverages provided to students outside of the National School Breakfast or Lunch Program shall not be served during breakfast or lunch meal service times.

Exemptions to USDA Nutrient Standards:

Elementary Schools - Any activity during the school day, involving food and/or beverages that do not meet the USDA Nutrient Standards, will be limited to once per month per classroom.

Secondary Schools - Any activity during the school day involving food and/or beverages that do not meet the USDA Nutrient Standards will be limited to ten (10) times per school year.

Healthy attitudes about food will be promoted. Suggestions for appropriate non-food rewards may be found on the Student Wellness webpage, however, schools should strive to promote a sense of pride and accomplishment as the primary reward.

Classroom Snacks

Classroom snacks will include only healthy choices, which meet the USDA Nutrient Standards. Emphasis should be placed on offering fruits and/or vegetables as the primary snack and water as the primary beverage. A list of healthy classroom snacks suggestions can be found on the Student Wellness webpage.

After school snacks served as part of the Federal After School Snack Program will meet the Federal guidelines.

Fund-raisers

The sale of food and /or beverages to students will not be permitted during the school day. USDA Regulation 7 C.F.R. Part 210.11 defines the school day as: "the period from the midnight before, to thirty (30) minutes after the end of the official school day". Food and beverages that are sold during after school events and concession stands will include healthy choices.

Fund-raisers not associated with the school in which food and/or beverages are being sold should not be sold during the school day. (Example: Girl Scout Cookies)

A La Carte Food

Foods may be sold a la carte by the school nutrition department in compliance with USDA Regulation 7 C.F.R. Parts 210 and 220.

Vending

Foods and beverages sold to students through vending machines will meet the USDA nutrient standards.

Beverage Contracts - No carbonated beverages will be sold on school grounds with the exception of machines not accessible to students.

Food and beverage providers will take every measure to ensure that student access to foods and beverages meet Federal, State, and local laws and guidelines. Food providers will offer a variety of age appropriate health food and beverage selections for elementary schools, middle schools, and high schools.

D. With regard to other school-based activities:

1. Wellness policy guidelines and goals will be considered in planning all school-based activities (such as school events, field trips, dances, and assemblies).
2. Support of the health of all students will be demonstrated by implementing coordinated school health programs in every school, hosting health clinics, health screenings and helping to enroll eligible children in health insurance programs.
3. After-school programs that provide opportunity for physical activity and encourage healthy habit formation will be promoted and encouraged.
4. The development of family wellness nights to teach and promote physical activity and wellness is encouraged.

E. With regard to employee wellness:

1. Employees will have an opportunity to attend health screenings and complete a personal health assessment.
2. The District will provide educational activities to address health needs of its employees.
3. The District will provide an Employee Assistance Program for all employees.
4. Employees will have the opportunity to complete a needs and interest survey annually.
5. Health and wellness professional development will be available to all employees with applicable inservice points.
6. Health related information will be shared with staff via newsletters, emails, and other communication vehicles in order to positively impact the school board community.
7. Disease management programs will be available.

Each school location will have a local wellness policy team comprised of school staff, families, and students that will require compliance with this policy as well as facilitate a healthy school environment and report to the district wellness policy committee regarding the success of the school's wellness efforts.

The Board designates the Superintendent as the individual(s) charged with operational responsibility for measuring and evaluating the District's implementation and progress under this policy. The Superintendent shall develop administrative procedures necessary to implement this policy.

Upon the recommendation of the Superintendent, the Board shall appoint members of a committee who will review this policy annually. The committee shall include representative(s) of the Board, the administration, the food and nutrition services, health education, physical education, and wellness departments, parents, students, and the public. After measuring and evaluating the progress towards achieving the goals set forth herein, the committee shall submit a report to the Superintendent and Board that includes a summary of their evaluation and lists any recommended changes to this policy.

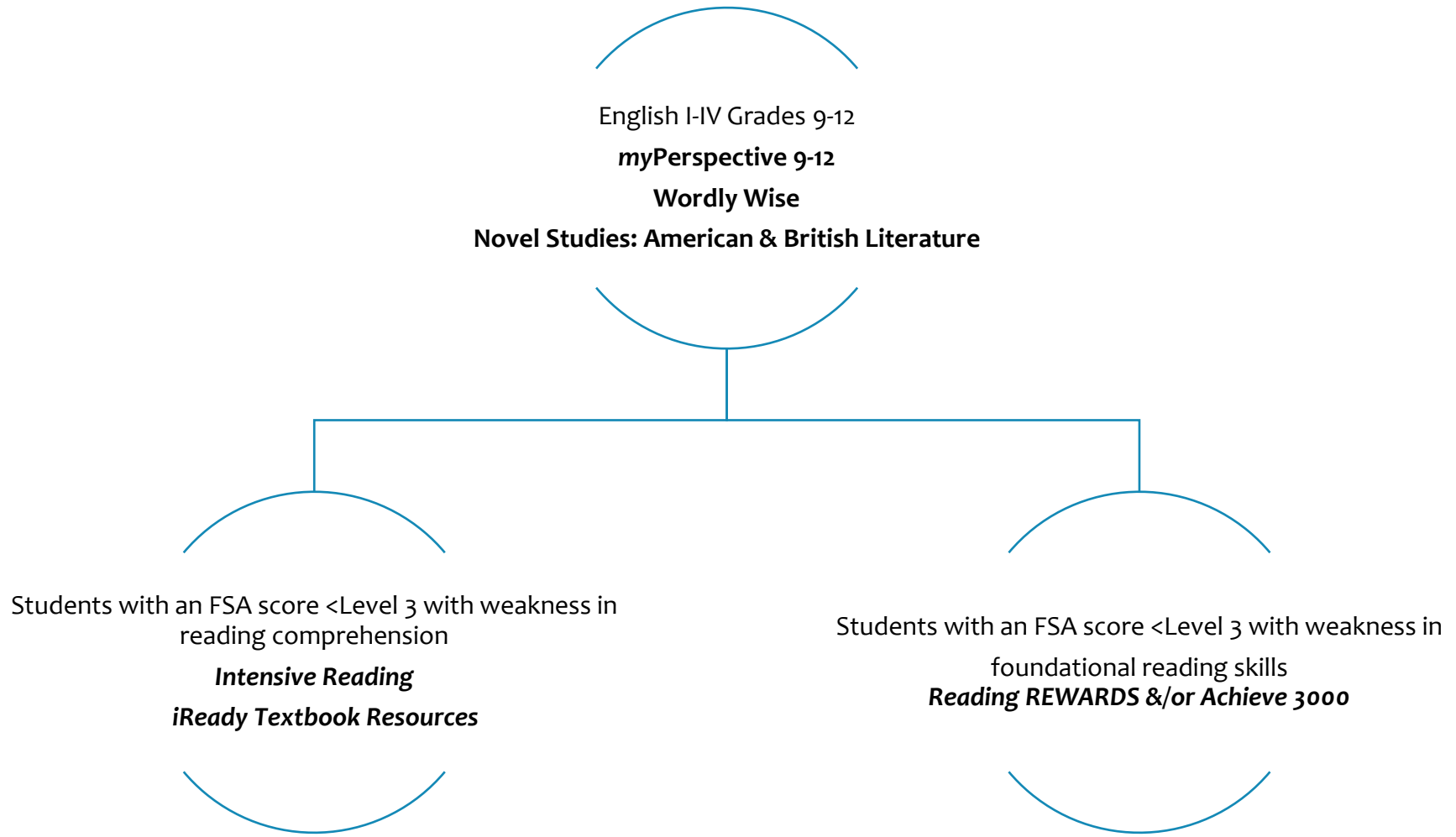
Revised 10/6/15

Technical Change 9/9/16

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Legal	F.A.C. 5P-1.003
	F.S. 595.405, 1001.41, 1001.42, 1001.43, 1003.453
	42 U.S.C. 1771 et seq.
	42 U.S.C. 1751 et seq.

Reading Curriculum



* For Ongoing Progress Monitoring (OPM) in Reading, see Chart F Assessment Schedule.

- Assumes responsibility for all school correspondence and media releases.
- Overseeing, approves, and maintains all PTO (Paid Time Off) requests and ensures that it is properly reflected on payroll.
- Review and approve payroll bi-weekly
- Performs such other tasks and assumes such other responsibilities as the Board or Board designee may, from time to time, assign.

Computer Skills:

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

MINIMUM QUALIFICATIONS:

- Florida certification as either School Principal or Educational Leadership required (or in progress)
- Minimum of Master’s Degree in Educational Leadership is required (or in progress)
- A minimum of five (5) years of teaching experience required
- Experience in School Leadership is preferred
- Strong leadership and managerial capabilities
- Knowledge of the needs of student population
- Positive evaluations and recommendations from previous administrative position(s)
- Excellent communication skills
- Demonstrated capacity to meet and or exceed the Florida Principal Leadership Standards
- Well-rounded in curriculum and instruction
- Demonstrate a strong growth-mindset
- Knowledge of STEM education is preferred
- Knowledge or intention of implementing *The Leader in Me* with fidelity

COMPENSATION:

Salary amounts are set annually by the Governing Board and are consistent with the requirements of Florida statute.

I acknowledge that I have received the job description associated with my responsibilities and I understand the expectations of my position. I understand that, should my performance not meet the expectations established by the school, I will receive written notice during a conference with appropriate administrative staff and will be given the opportunity to improve unless the infraction is of a serious nature which may include, but not be limited to, violation of Florida’s Professional Ethics, insubordination, etc. I also understand that I am required to perform such other tasks and assume such other responsibilities as the Governing Board or Bard Designee may, from time to time, assign.

Signature of Employee: _____ Date: ____/____/____

Signature of Governing Board Chair: _____ Date: ____/____/____

VALERIA V. BLANDINO

150 VERONA PLACE DAVENPORT, FL 33897

PHONE (786) 877-1336 • E-MAIL VBLANDINO@COMCAST.NET

OBJECTIVE

Student-focused bilingual educational leader possessing a strong commitment to the development of students and staff members; increasing student achievement; fostering positive relationships; setting high expectations; and providing quality instruction and service for all students.

EDUCATION

2009 – 2010 Nova Southeastern University Miami, FL
Educational Specialist in Educational Leadership

2002 – 2005 Barry University Miami, FL
Graduated with a Master of Science, Reading Kindergarten – Twelve grade
Graduated with Bachelor of Science- Elementary Education with ESOL Endorsement

CERTIFICATION

- Elementary K-6
- ESOL Endorsement K-12
- Reading K-12
- Educational Leadership

CORE PRINCIPLES

- Strives to model best practices and use formative and summative data as a basis for deciding what to teach and how to deliver instruction in association with the school's needs and culture.
- Advocates and applies research-based instructional practices to further reform efforts which focus on improving student achievement and character development.
- Promotes academic engagement and competence with all students by differentiating instruction for all learners.

PROFESSIONAL EXPERIENCE

07/2022-Present Navigator Academy of Leadership K-8 Davenport, FL
Principal

- Creates and implements school improvement initiatives to promote the school's mission and vision.
- Resolves conflict between and among a variety of stakeholders through proactive communication techniques and collaborative mediation.
- Oriented new staff and students to promote positive relationships and increased production.
- Recruits, hires and conducts on-going and communicative staff evaluations.
- Entrusted to effectively manage budgets, confidential constituent information and the timely reporting of data.
- Manages day to day issues with facilities.
- Works with community agencies to support students and their families.
- Responsible for more than 100 staff members, handling contractual, student and curricular issues.
- Coordinates interviewing process to select new teacher hires, interventionists and administrative assistants.
- Evaluates and assesses teachers' performance during observations and walk-throughs.
- Supervise all after-school extracurricular activities.
- Creates presentation for new student and parent orientation

VALERIA V. BLANDINO

07/2016-6/2021

AcadeMir Charter Schools

Miami, FL

Assistant Principal

- Developed and led on-going training for staff members in complex instructional standards.
- Created and implemented school improvement initiatives to promote the school's mission and vision.
- Resolved conflict between and among a variety of stakeholders through proactive communication techniques and collaborative mediation.
- Oriented new staff and students to promote positive relationships and increased production.
- Recruited, hired and conducted on-going and communicative staff evaluations.
- Entrusted to effectively manage budgets, confidential constituent information and the timely reporting of data.
- Managed day to day issues with facilities.
- Worked with community agencies to support students and their families.
- Responsible for more than 80 staff members, handling contractual, student and curricular issues.
- Evaluations of 15-20 teachers each year
- Master Schedule Builder using data reports to create an original master schedule.
- Actively involved in the interviewing process to select new teacher hires, interventionists and administrative assistants.
- Evaluated and assessed teachers' performance during observations and walk-throughs.
- Supervised all after-school extracurricular activities.
- Created presentation for new student and parent orientation

01/2014-06/2016

MDCPS- Center for Professional Learning

Miami, FL

ESOL/Reading Endorsement-Adjunct Professor

- Coordinated and disseminated professional sessions for educators missing required endorsements for professional certification.
- Designed lessons targeting ESOL and Reading endorsement requirements.
- Collected and analyzed data, which help determine the needs to improve educators' success in the program.
- Designed and conducted various educational workshops to promote the growth of county educators.

08/2013-06/2016

MDCPS- Education Transformation Office

Miami, FL

Literacy Curriculum Support Specialist

- Provided Literacy Curriculum Support to lowest performing schools in Miami Dade County Public Schools.
- Provided support in planning, developing and executing of instructional material and pacing for ELA Curriculum implemented throughout the county.
- Collaborated with ELA department for the county in designing and developing instructional frameworks to be implemented in all schools for their ELA instructional block.
- Provided support for all Tier 3 Middle Schools in Miami Dade County Public Schools.
- Served as a partner with educators to identify and assist with the implementation of various effective teaching methods.
- Provided support for Literacy Coaches and teachers in analyzing data, designing instructional plans and then modeled effective instructional strategies that targeted students' needs.
- Planned, prepared and executed professional developments for teachers, coaches and administrators demonstrating researched based best instructional practices.
- Provided guidance on strategies to be used when teaching curriculum standards.
- Co-taught in classrooms to increase instructional rigor to meet the needs of all learners.
- Mentored coaches and teachers by offering best practices for the classroom through observations, modeling, co-teaching and debriefing.
- Met regularly with administrative teams of various schools to develop action plans that if used with fidelity, can foster improvement in student proficiency.

08/2012-08/2013

Homestead Senior High School

Homestead, FL

Literacy Coach

- Served as a partner with educators to identify and assist with the implementation of various effective teaching methods.

VALERIA V. BLANDINO

- As PD Liaison, Provided initial and ongoing professional development for classroom teachers via Professional Learning Communities.
- Assisted teachers in analyzing data and then modeled effective instructional strategies that targeted students' needs.
- Provided guidance on strategies to be used when teaching various tested benchmarks.
- Co-taught in classrooms to increase instructional rigor to meet the needs of all learners.
- Mentored teachers by offering best practices for the classroom through observations and debriefing.
- Met regularly with administrative team to develop action plans to develop adequate student proficiency.

08/2004 – 06/2011

Redland Elementary School

Homestead, FL

Instructor/Grade Level Chair – Elementary Grades

- Developed and disseminated an academic curriculum conducive to aid the learners' individual needs in a plethora of ways.
- Supervised and monitored adequate academic progresses in an environment where demands and needs were constantly shifting.
- Collected and analyze data which helped determine the changes needed to obtain successful results.
- Assisted classroom teachers with classroom management and instructional strategies.

- Provided technology workshops for staff on various county initiatives.
- Designed and conducted various educational workshops for colleagues and members of the school community.

REFERENCES

Olivia A. Bernal
Christine Rosario

Principal
Instructional Supervisor

(305) 801-3342
(786) 201-6167

53 (Insert district number in cell A1, enter, then strike F9. Your district data then pulls from Calculation Detail Sheets)

Revenue Estimate for NAL HS Davenport Charter School Y1
Based on the 2022-23 FEFP Conference Calculation

Polk

School District:

1. 2022-23 FEFP State and Local Funding
Base Student Allocation

\$4,587.40

District Cost Differential:

0.9704

Program	Number of FTE (1)	Program Cost Factor (3)	Weighted FTE (2) x (3) (4)	2022-23 Base Funding (WFTE x BSA x DCD) (5)	
101 Basic K-3		1.126	0.0000	\$	-
111 Basic K-3 with ESE Services		1.126	0.0000	\$	-
102 Basic 4-8		1.000	0.0000	\$	-
112 Basic 4-8 with ESE Services		1.000	0.0000	\$	-
103 Basic 9-12	190.00	0.999	189,8100	\$	844,961
113 Basic 9-12 with ESE Services	30.00	0.999	29,9700	\$	133,415
254 ESE Level 4 (Grade Level PK-3)		3.674	0.0000	\$	-
254 ESE Level 4 (Grade Level 4-8)		3.674	0.0000	\$	-
254 ESE Level 4 (Grade Level 9-12)		3.674	0.0000	\$	-
255 ESE Level 5 (Grade Level PK-3)		5.401	0.0000	\$	-
255 ESE Level 5 (Grade Level 4-8)		5.401	0.0000	\$	-
255 ESE Level 5 (Grade Level 9-12)		5.401	0.0000	\$	-
130 ESOL (Grade Level PK-3)		1.206	0.0000	\$	-
130 ESOL (Grade Level 4-8)		1.206	0.0000	\$	-
130 ESOL (Grade Level 9-12)	30.00	1.206	36,1800	\$	161,059
300 Career Education (Grades 9-12)		0.999	0.0000	\$	-
Totals	250.00		255,9600	\$	1,139,435

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Number of FTE

Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (a) below.

Additional FTE (a)	Number of FTE	Program Cost Factor	Weighted FTE	2022-23 Base Funding (WFTE x BSA x DCD)	
Advanced Placement				\$	-
International Baccalaureate				\$	-
Advanced International Certificate				\$	-
Industry Certified Career Education				\$	-
Early High School Graduation				\$	-
Small District ESE Supplement				\$	-
Dual Enrollment				\$	-
Total Additional FTE	0.0000		Additional Base Funds	\$	-
Total Funded Weighted FTE	255.9600		Total Base Funding	\$	1,139,435

2. ESE Guaranteed Allocation:

	FTE	Grade Level	Matrix Level	Guarantee Per Student	
		PK-3	251	\$ 978	\$ -
		PK-3	252	\$ 3,159	\$ -
		PK-3	253	\$ 6,446	\$ -
		4-8	251	\$ 1,097	\$ -
		4-8	252	\$ 3,278	\$ -
		4-8	253	\$ 6,565	\$ -
	30.00	9-12	251	\$ 781	\$ 23,430
		9-12	252	\$ 2,961	\$ -
		9-12	253	\$ 6,249	\$ -
Total FTE with ESE Services	30.00		Total ESE Guarantee	\$	23,430

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's

UFTE share. Charter School UFTE: 250.00 ÷ District's Total UFTE: 116,184.44
= 0.2152%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E37 above by the district's total WFTE to obtain school's

WFTE share. Charter School WFTE: 255.96 ÷ District's Total WFTE: 125,663.56
= 0.2037%

4. Supplemental Academic Instruction (UFTE share)	(b)	<u>29,074,461</u>	x	0.2152%	\$	<u>62,568</u>
5. Discretionary Millage Compression Allocation						
.748 Mills (UFTE share)	(b)	<u>36,945,490</u>	x	0.2152%	\$	<u>79,507</u>
6. Safe Schools Allocation (UFTE share)	(b)	<u>7,031,298</u>	x	0.2152%	\$	<u>15,131</u>
7. Instructional Materials Allocation (UFTE share)	(b)	<u>9,346,449</u>	x	0.2152%	\$	<u>20,114</u>
Dual Enrollment Instructional Materials Allocation	(d)					
ESE Applications Allocation:						
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.						
8. Mental Health Assistance Allocation (UFTE share)	(b)	<u>5,263,814</u>	x	0.2152%	\$	<u>11,328</u>
9. Total Funds Compression and Hold Harmless Allocation (UFTE share)	(b)	<u>6,678,812</u>	x	0.2152%	\$	<u>14,373</u>
10. Sparsity Supplement (WFTE share)	(c)	<u>0</u>	x	0.2037%	\$	<u>-</u>
11. Reading Allocation (WFTE share)	(c)	<u>6,122,023</u>	x	0.2037%	\$	<u>12,471</u>
12. Discretionary Local Effort (WFTE share)	(c)	<u>37,995,699</u>	x	0.2037%	\$	<u>77,397</u>
13. Teacher Salary Increase Allocation Funds:						
Maintenance Portion (WFTE share)	(c) (e)	<u>20,458,621</u>	x	0.2037%	\$	<u>41,674</u>
Growth Portion (WFTE share)	(c) (e)	<u>9,299,373</u>	x	0.2037%	\$	<u>18,943</u>
Total TSIA Allocation (Maintenance + Growth)					\$	<u>60,617</u>
14. Proration to Funds Available (WFTE share)	(c)	<u>0</u>	x	0.2037%	\$	<u>-</u>
15. Class Size Reduction Funds:						

	<u>Weighted FTE (not including Add-On)</u>	X	<u>DCD</u>	X	<u>Allocation factors</u>	=	
PK - 3	0.0000		0.9704		964.60	=	0
4-8	0.0000		0.9704		920.98	=	0
9-12	255.9600		0.9704		923.21	=	229,310
Total *	255.9600						Total Class Size Reduction Funds \$ 229,310

(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

16. Student Transportation	(f)						
Enter All Adjusted Fundable Riders		x			570	\$	-
Enter All Adjusted ESE Riders		x			1,716	\$	-

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aid Student Allocation	Total
Military and Indian Lands		\$0.00	\$0.00	\$ -
Civilians on Federal Lands		\$0.00	\$0.00	\$ -
Students with Disabilities			\$0.00	\$ -
Total				\$ -

18. Florida Teachers Classroom Supply Assistance Program	(h)			
19. Food Service Allocation	(i)			
			Total	\$ 1,745,681

20. Funding for the purpose of calculating the administrative fee for ESE charter schools.	(k)			
If you have more than a 75% ESE student population, please place a 1 in the following box:			\$	-

NOTES:

- Early High School Graduation, the small district ESE Supplement and Dual Enrollment pursuant to s. 1011.62(1)(i-p), F.S.
- (b) District allocations multiplied by percentage from item 3A.
- (c) District allocations multiplied by percentage from item 3B. enrollment program as provided in s. 1011.62(1)(i), F.S.
- base funding as is done in the FEF) and are recommended not to be recalculated with fluctuations in student enrollment later in the year.
- Riders" should include only ESE Riders.
- (g) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(13), F.S.
- (h) Teacher Classroom Supply Assistance Program allocation pursuant to s. 1012.71, F.S., for certified teachers employed by a public school district or public charter school before September 1 of each year whose full-time or job-share responsibility is the classroom instruction of students in prekindergarten through grade 12, including full-time media specialists and certified school counselors serving students.
- (i) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

Administrative fees:

students may be eligible. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, students may be eligible. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available,

Other:

Education. Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

53 (Insert district number in cell A1, enter, then strike F9. Your district data then pulls from Calculation Detail Sheets)

Revenue Estimate for NAL HS Davenport Charter School Y2
Based on the 2022-23 FEFP Conference Calculation

Polk

School District:

1. 2022-23 FEFP State and Local Funding
Base Student Allocation

\$4,587.40

District Cost Differential:

0.9704

Program	Number of FTE (1)	Program Cost Factor (3)	Weighted FTE (2) x (3) (4)	2022-23 Base Funding (WFTE x BSA x DCD) (5)	
101 Basic K-3		1.126	0.0000	\$	-
111 Basic K-3 with ESE Services		1.126	0.0000	\$	-
102 Basic 4-8		1.000	0.0000	\$	-
112 Basic 4-8 with ESE Services		1.000	0.0000	\$	-
103 Basic 9-12	300.00	0.999	299,7000	\$	1,334,148
113 Basic 9-12 with ESE Services	45.00	0.999	44,9550	\$	200,122
254 ESE Level 4 (Grade Level PK-3)		3.674	0.0000	\$	-
254 ESE Level 4 (Grade Level 4-8)		3.674	0.0000	\$	-
254 ESE Level 4 (Grade Level 9-12)		3.674	0.0000	\$	-
255 ESE Level 5 (Grade Level PK-3)		5.401	0.0000	\$	-
255 ESE Level 5 (Grade Level 4-8)		5.401	0.0000	\$	-
255 ESE Level 5 (Grade Level 9-12)		5.401	0.0000	\$	-
130 ESOL (Grade Level PK-3)		1.206	0.0000	\$	-
130 ESOL (Grade Level 4-8)		1.206	0.0000	\$	-
130 ESOL (Grade Level 9-12)	30.00	1.206	36,1800	\$	161,059
300 Career Education (Grades 9-12)		0.999	0.0000	\$	-
Totals	375.00		380.8350	\$	1,695,329

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Number of FTE

Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (a) below.

Additional FTE (a)	Number of FTE	Program Cost Factor	Weighted FTE	2022-23 Base Funding (WFTE x BSA x DCD)	
Advanced Placement				\$	-
International Baccalaureate				\$	-
Advanced International Certificate				\$	-
Industry Certified Career Education				\$	-
Early High School Graduation				\$	-
Small District ESE Supplement				\$	-
Dual Enrollment				\$	-
Total Additional FTE	0.0000		Additional Base Funds	\$	-
Total Funded Weighted FTE	380.8350		Total Base Funding	\$	1,695,329

2. ESE Guaranteed Allocation:

	FTE	Grade Level	Matrix Level	Guarantee Per Student	
		PK-3	251	\$ 978	\$ -
		PK-3	252	\$ 3,159	\$ -
		PK-3	253	\$ 6,446	\$ -
		4-8	251	\$ 1,097	\$ -
		4-8	252	\$ 3,278	\$ -
		4-8	253	\$ 6,565	\$ -
	45.00	9-12	251	\$ 781	\$ 35,145
		9-12	252	\$ 2,961	\$ -
		9-12	253	\$ 6,249	\$ -
Total FTE with ESE Services	45.00		Total ESE Guarantee	\$	35,145

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's

UFTE share. Charter School UFTE: 375.00 ÷ District's Total UFTE: 116,184.44
= 0.3228%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E37 above by the district's total WFTE to obtain school's

WFTE share. Charter School WFTE: 380.84 ÷ District's Total WFTE: 125,663.56
= 0.3031%

4. Supplemental Academic Instruction (UFTE share)	(b)	<u>29,074,461</u>	x	0.3228%	\$	93,852
5. Discretionary Millage Compression Allocation						
.748 Mills (UFTE share)	(b)	<u>36,945,490</u>	x	0.3228%	\$	119,260
6. Safe Schools Allocation (UFTE share)	(b)	<u>7,031,298</u>	x	0.3228%	\$	22,697
7. Instructional Materials Allocation (UFTE share)	(b)	<u>9,346,449</u>	x	0.3228%	\$	30,170
Dual Enrollment Instructional Materials Allocation	(d)					
ESE Applications Allocation:						
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.						
8. Mental Health Assistance Allocation (UFTE share)	(b)	<u>5,263,814</u>	x	0.3228%	\$	16,992
9. Total Funds Compression and Hold Harmless Allocation (UFTE share)	(b)	<u>6,678,812</u>	x	0.3228%	\$	21,559
10. Sparsity Supplement (WFTE share)	(c)	<u>0</u>	x	0.3031%	\$	-
11. Reading Allocation (WFTE share)	(c)	<u>6,122,023</u>	x	0.3031%	\$	18,556
12. Discretionary Local Effort (WFTE share)	(c)	<u>37,995,699</u>	x	0.3031%	\$	115,165
13. Teacher Salary Increase Allocation Funds:						
Maintenance Portion (WFTE share)	(c) (e)	<u>20,458,621</u>	x	0.3031%	\$	62,010
Growth Portion (WFTE share)	(c) (e)	<u>9,299,373</u>	x	0.3031%	\$	28,186
Total TSIA Allocation (Maintenance + Growth)					\$	90,196
14. Proration to Funds Available (WFTE share)	(c)	<u>0</u>	x	0.3031%	\$	-
15. Class Size Reduction Funds:						

	<u>Weighted FTE (not including Add-On)</u>	X	<u>DCD</u>	X	<u>Allocation factors</u>	=	
PK - 3	0.0000		0.9704		964.60	=	0
4-8	0.0000		0.9704		920.98	=	0
9-12	380.8350		0.9704		923.21	=	341,184
Total *	380.8350						Total Class Size Reduction Funds \$ 341,184

(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

16. Student Transportation	(f)						
	Enter All Adjusted Fundable Riders			x	570	\$	-
	Enter All Adjusted ESE Riders			x	1,716	\$	-
17. Federally Connected Student Supplement	(g)						

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aid Student Allocation	Total
Military and Indian Lands		\$0.00	\$0.00	\$ -
Civilians on Federal Lands		\$0.00	\$0.00	\$ -
Students with Disabilities			\$0.00	\$ -
Total				\$ -
18. Florida Teachers Classroom Supply Assistance Program	(h)			
19. Food Service Allocation	(i)			
			Total	\$ 2,600,105

20. Funding for the purpose of calculating the administrative fee for ESE charter schools.	(k)		
If you have more than a 75% ESE student population, please place a 1 in the following box:		\$	-

NOTES:

Early High School Graduation, the small district ESE Supplement and Dual Enrollment pursuant to s. 1011.62(1)(i-p), F.S.

(b) District allocations multiplied by percentage from item 3A.

(c) District allocations multiplied by percentage from item 3B.

enrollment program as provided in s. 1011.62(1)(i), F.S.

base funding as is done in the FEFP) and are recommended not to be recalculated with fluctuations in student enrollment later in the year.

Riders" should include only ESE Riders.

(g) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(13), F.S.

year whose full-time or job-share responsibility is the classroom instruction of students in prekindergarten through grade 12, including full-time media specialists and certified school counselors serving

(i) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

students.

Administrative fees:

students may be eligible. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, students may be eligible. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available,

Other:

Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

53 (Insert district number in cell A1, enter, then strike F9. Your district data then pulls from Calculation Detail Sheets)

Revenue Estimate for NAL HS Davenport Charter School Y3
Based on the 2022-23 FEFP Conference Calculation

Polk

School District:

1. 2022-23 FEFP State and Local Funding

Base Student Allocation

\$4,587.40

District Cost Differential:

0.9704

Program	Number of FTE (1)	Program Cost Factor (3)	Weighted FTE (2) x (3) (4)	2022-23 Base Funding (WFTE x BSA x DCD)	
				(5)	(5)
101 Basic K-3		1.126	0.0000	\$	-
111 Basic K-3 with ESE Services		1.126	0.0000	\$	-
102 Basic 4-8		1.000	0.0000	\$	-
112 Basic 4-8 with ESE Services		1.000	0.0000	\$	-
103 Basic 9-12	402.00	0.999	401,5980	\$	1,787,759
113 Basic 9-12 with ESE Services	60.00	0.999	59,9400	\$	266,830
254 ESE Level 4 (Grade Level PK-3)		3.674	0.0000	\$	-
254 ESE Level 4 (Grade Level 4-8)		3.674	0.0000	\$	-
254 ESE Level 4 (Grade Level 9-12)		3.674	0.0000	\$	-
255 ESE Level 5 (Grade Level PK-3)		5.401	0.0000	\$	-
255 ESE Level 5 (Grade Level 4-8)		5.401	0.0000	\$	-
255 ESE Level 5 (Grade Level 9-12)		5.401	0.0000	\$	-
130 ESOL (Grade Level PK-3)		1.206	0.0000	\$	-
130 ESOL (Grade Level 4-8)		1.206	0.0000	\$	-
130 ESOL (Grade Level 9-12)	38.00	1.206	45,8280	\$	204,009
300 Career Education (Grades 9-12)		0.999	0.0000	\$	-
Totals	500.00		507.3660	\$	2,258,598

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Number of FTE

Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (a) below.

Additional FTE (a)	Number of FTE	Program Cost Factor	Weighted FTE	2022-23 Base Funding (WFTE x BSA x DCD)	
				(5)	(5)
Advanced Placement				\$	-
International Baccalaureate				\$	-
Advanced International Certificate				\$	-
Industry Certified Career Education				\$	-
Early High School Graduation				\$	-
Small District ESE Supplement				\$	-
Dual Enrollment				\$	-
Total Additional FTE	0.0000		Additional Base Funds	\$	-
Total Funded Weighted FTE	507.3660		Total Base Funding	\$	2,258,598

2. ESE Guaranteed Allocation:

	FTE	Grade Level	Matrix Level	Guarantee Per Student	
				\$	\$
		PK-3	251	\$ 978	\$ -
		PK-3	252	\$ 3,159	\$ -
		PK-3	253	\$ 6,446	\$ -
		4-8	251	\$ 1,097	\$ -
		4-8	252	\$ 3,278	\$ -
		4-8	253	\$ 6,565	\$ -
	60.00	9-12	251	\$ 781	\$ 46,860
		9-12	252	\$ 2,961	\$ -
		9-12	253	\$ 6,249	\$ -
Total FTE with ESE Services	60.00		Total ESE Guarantee	\$	46,860

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's

UFTE share. Charter School UFTE: 500.00 ÷ District's Total UFTE: 116,184.44
= 0.4304%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E37 above by the district's total WFTE to obtain school's

WFTE share. Charter School WFTE: 507.37 ÷ District's Total WFTE: 125,663.56
= 0.4037%

4. Supplemental Academic Instruction (UFTE share)	(b)	<u>29,074,461</u>	x	0.4304%	\$	<u>125,136</u>
5. Discretionary Millage Compression Allocation						
.748 Mills (UFTE share)	(b)	<u>36,945,490</u>	x	0.4304%	\$	<u>159,013</u>
6. Safe Schools Allocation (UFTE share)	(b)	<u>7,031,298</u>	x	0.4304%	\$	<u>30,263</u>
7. Instructional Materials Allocation (UFTE share)	(b)	<u>9,346,449</u>	x	0.4304%	\$	<u>40,227</u>
Dual Enrollment Instructional Materials Allocation	(d)					
ESE Applications Allocation:						
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.						
8. Mental Health Assistance Allocation (UFTE share)	(b)	<u>5,263,814</u>	x	0.4304%	\$	<u>22,655</u>
9. Total Funds Compression and Hold Harmless Allocation (UFTE share)	(b)	<u>6,678,812</u>	x	0.4304%	\$	<u>28,746</u>
10. Sparsity Supplement (WFTE share)	(c)	<u>0</u>	x	0.4037%	\$	<u>-</u>
11. Reading Allocation (WFTE share)	(c)	<u>6,122,023</u>	x	0.4037%	\$	<u>24,715</u>
12. Discretionary Local Effort (WFTE share)	(c)	<u>37,995,699</u>	x	0.4037%	\$	<u>153,389</u>
13. Teacher Salary Increase Allocation Funds:						
Maintenance Portion (WFTE share)	(c) (e)	<u>20,458,621</u>	x	0.4037%	\$	<u>82,591</u>
Growth Portion (WFTE share)	(c) (e)	<u>9,299,373</u>	x	0.4037%	\$	<u>37,542</u>
Total TSIA Allocation (Maintenance + Growth)					\$	<u>120,133</u>
14. Proration to Funds Available (WFTE share)	(c)	<u>0</u>	x	0.4037%	\$	<u>-</u>
15. Class Size Reduction Funds:						

	<u>Weighted FTE (not including Add-On)</u>	X	<u>DCD</u>	X	<u>Allocation factors</u>	=	
PK - 3	0.0000		0.9704		964.60	=	0
4-8	0.0000		0.9704		920.98	=	0
9-12	507.3660		0.9704		923.21	=	454,541
Total *	507.3660						Total Class Size Reduction Funds \$ 454,541

(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

16. Student Transportation	(f)						
	Enter All Adjusted Fundable Riders			x	570	\$	-
	Enter All Adjusted ESE Riders			x	1,716	\$	-
17. Federally Connected Student Supplement	(g)						

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aid Student Allocation	Total
Military and Indian Lands		\$0.00	\$0.00	\$ -
Civilians on Federal Lands		\$0.00	\$0.00	\$ -
Students with Disabilities			\$0.00	\$ -
Total				\$ -
18. Florida Teachers Classroom Supply Assistance Program	(h)			
19. Food Service Allocation	(i)			
			Total	\$ 3,464,276

20. Funding for the purpose of calculating the administrative fee for ESE charter schools. (k)

If you have more than a 75% ESE student population, please place a 1 in the following box:

	\$	-
--	----	---

NOTES:

Early High School Graduation, the small district ESE Supplement and Dual Enrollment pursuant to s. 1011.62(1)(i-p), F.S.

(b) District allocations multiplied by percentage from item 3A.

(c) District allocations multiplied by percentage from item 3B.

enrollment program as provided in s. 1011.62(1)(i), F.S.

base funding as is done in the FEFP) and are recommended not to be recalculated with fluctuations in student enrollment later in the year.

Riders" should include only ESE Riders.

(g) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(13), F.S.

year whose full-time or job-share responsibility is the classroom instruction of students in prekindergarten through grade 12, including full-time media specialists and certified school counselors serving

(i) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

students.

Administrative fees:

students may be eligible. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, students may be eligible. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available,

Other:

Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

53 (Insert district number in cell A1, enter, then strike F9. Your district data then pulls from Calculation Detail Sheets)

Revenue Estimate for NAL HS Davenport Charter School Y4
Based on the 2022-23 FEFP Conference Calculation

Polk

School District:
1. 2022-23 FEFP State and Local Funding
Base Student Allocation \$4,587.40 District Cost Differential: 0.9704

Program	Number of FTE (1)	Program Cost Factor (3)	Weighted FTE (2) x (3) (4)	2022-23 Base Funding (WFTE x BSA x DCD)	
					(5)
101 Basic K-3		1.126	0.0000	\$	-
111 Basic K-3 with ESE Services		1.126	0.0000	\$	-
102 Basic 4-8		1.000	0.0000	\$	-
112 Basic 4-8 with ESE Services		1.000	0.0000	\$	-
103 Basic 9-12	510.00	0.999	509,4900	\$	2,268,052
113 Basic 9-12 with ESE Services	75.00	0.999	74,9250	\$	333,537
254 ESE Level 4 (Grade Level PK-3)		3.674	0.0000	\$	-
254 ESE Level 4 (Grade Level 4-8)		3.674	0.0000	\$	-
254 ESE Level 4 (Grade Level 9-12)		3.674	0.0000	\$	-
255 ESE Level 5 (Grade Level PK-3)		5.401	0.0000	\$	-
255 ESE Level 5 (Grade Level 4-8)		5.401	0.0000	\$	-
255 ESE Level 5 (Grade Level 9-12)		5.401	0.0000	\$	-
130 ESOL (Grade Level PK-3)		1.206	0.0000	\$	-
130 ESOL (Grade Level 4-8)		1.206	0.0000	\$	-
130 ESOL (Grade Level 9-12)	40.00	1.206	48,2400	\$	214,746
300 Career Education (Grades 9-12)		0.999	0.0000	\$	-
Totals	625.00		632.6550	\$	2,816,335

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Number of FTE

Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (a) below.

Additional FTE (a)	2022-23 Base Funding (WFTE x BSA x DCD)	
Advanced Placement	\$	-
International Baccalaureate	\$	-
Advanced International Certificate	\$	-
Industry Certified Career Education	\$	-
Early High School Graduation	\$	-
Small District ESE Supplement	\$	-
Dual Enrollment	\$	-
Total Additional FTE	0.0000	Additional Base Funds \$ -
Total Funded Weighted FTE	632.6550	Total Base Funding \$ 2,816,335

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
		PK-3	251	\$ 978	\$ -
		PK-3	252	\$ 3,159	\$ -
		PK-3	253	\$ 6,446	\$ -
		4-8	251	\$ 1,097	\$ -
		4-8	252	\$ 3,278	\$ -
		4-8	253	\$ 6,565	\$ -
	75.00	9-12	251	\$ 781	\$ 58,575
		9-12	252	\$ 2,961	\$ -
		9-12	253	\$ 6,249	\$ -
Total FTE with ESE Services	75.00			Total ESE Guarantee	\$ 58,575

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 625.00 ÷ District's Total UFTE: 116,184.44 = 0.5379%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E37 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 632.66 ÷ District's Total WFTE: 125,663.56 = 0.5035%

4. Supplemental Academic Instruction (UFTE share)	(b)	<u>29,074,461</u>	x	0.5379%	\$	<u>156,392</u>
5. Discretionary Millage Compression Allocation						
.748 Mills (UFTE share)	(b)	<u>36,945,490</u>	x	0.5379%	\$	<u>198,730</u>
6. Safe Schools Allocation (UFTE share)	(b)	<u>7,031,298</u>	x	0.5379%	\$	<u>37,821</u>
7. Instructional Materials Allocation (UFTE share)	(b)	<u>9,346,449</u>	x	0.5379%	\$	<u>50,275</u>
Dual Enrollment Instructional Materials Allocation	(d)					
ESE Applications Allocation:						
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.						
8. Mental Health Assistance Allocation (UFTE share)	(b)	<u>5,263,814</u>	x	0.5379%	\$	<u>28,314</u>
9. Total Funds Compression and Hold Harmless Allocation (UFTE share)	(b)	<u>6,678,812</u>	x	0.5379%	\$	<u>35,925</u>
10. Sparsity Supplement (WFTE share)	(c)	<u>0</u>	x	0.5035%	\$	<u>-</u>
11. Reading Allocation (WFTE share)	(c)	<u>6,122,023</u>	x	0.5035%	\$	<u>30,824</u>
12. Discretionary Local Effort (WFTE share)	(c)	<u>37,995,699</u>	x	0.5035%	\$	<u>191,308</u>
13. Teacher Salary Increase Allocation Funds:						
Maintenance Portion (WFTE share)	(c) (e)	<u>20,458,621</u>	x	0.5035%	\$	<u>103,009</u>
Growth Portion (WFTE share)	(c) (e)	<u>9,299,373</u>	x	0.5035%	\$	<u>46,822</u>
Total TSIA Allocation (Maintenance + Growth)					\$	<u>149,831</u>
14. Proration to Funds Available (WFTE share)	(c)	<u>0</u>	x	0.5035%	\$	<u>-</u>
15. Class Size Reduction Funds:						

	<u>Weighted FTE (not including Add-On)</u>	X	<u>DCD</u>	X	<u>Allocation factors</u>	=	
PK - 3	0.0000		0.9704		964.60	=	0
4-8	0.0000		0.9704		920.98	=	0
9-12	632.6550		0.9704		923.21	=	566,785
Total *	632.6550						Total Class Size Reduction Funds \$ 566,785

(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

16. Student Transportation	(f)						
	Enter All Adjusted Fundable Riders			x		570	\$ -
	Enter All Adjusted ESE Riders			x		1,716	\$ -
17. Federally Connected Student Supplement	(g)						

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aid Student Allocation	Total
Military and Indian Lands		\$0.00	\$0.00	\$ -
Civilians on Federal Lands		\$0.00	\$0.00	\$ -
Students with Disabilities			\$0.00	\$ -
Total				\$ -
18. Florida Teachers Classroom Supply Assistance Program	(h)			
19. Food Service Allocation	(i)			
			Total	\$ 4,321,115

20. Funding for the purpose of calculating the administrative fee for ESE charter schools.	(k)			
If you have more than a 75% ESE student population, please place a 1 in the following box:			\$	-

NOTES:

Early High School Graduation, the small district ESE Supplement and Dual Enrollment pursuant to s. 1011.62(1)(i-p), F.S.

(b) District allocations multiplied by percentage from item 3A.

(c) District allocations multiplied by percentage from item 3B.

enrollment program as provided in s. 1011.62(1)(i), F.S.

base funding as is done in the FEF) and are recommended not to be recalculated with fluctuations in student enrollment later in the year.

Riders" should include only ESE Riders.

(g) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(13), F.S.

year whose full-time or job-share responsibility is the classroom instruction of students in prekindergarten through grade 12, including full-time media specialists and certified school counselors serving

(i) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

students.

Administrative fees:

students may be eligible. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, students may be eligible. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available,

Other:

Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

53 (Insert district number in cell A1, enter, then strike F9. Your district data then pulls from Calculation Detail Sheets)

Revenue Estimate for NAL HS Davenport Charter School Y5
Based on the 2022-23 FEFP Conference Calculation

Polk

School District:

1. 2022-23 FEFP State and Local Funding
Base Student Allocation

\$4,587.40

District Cost Differential:

0.9704

Program	Number of FTE (1)	Program Cost Factor (3)	Weighted FTE (2) x (3) (4)	2022-23 Base Funding (WFTE x BSA x DCD)	
				(5)	(5)
101 Basic K-3		1.126	0.0000	\$	-
111 Basic K-3 with ESE Services		1.126	0.0000	\$	-
102 Basic 4-8		1.000	0.0000	\$	-
112 Basic 4-8 with ESE Services		1.000	0.0000	\$	-
103 Basic 9-12	520.00	0.999	519,4800	\$	2,312,524
113 Basic 9-12 with ESE Services	78.00	0.999	77,9220	\$	346,879
254 ESE Level 4 (Grade Level PK-3)		3.674	0.0000	\$	-
254 ESE Level 4 (Grade Level 4-8)		3.674	0.0000	\$	-
254 ESE Level 4 (Grade Level 9-12)		3.674	0.0000	\$	-
255 ESE Level 5 (Grade Level PK-3)		5.401	0.0000	\$	-
255 ESE Level 5 (Grade Level 4-8)		5.401	0.0000	\$	-
255 ESE Level 5 (Grade Level 9-12)		5.401	0.0000	\$	-
130 ESOL (Grade Level PK-3)		1.206	0.0000	\$	-
130 ESOL (Grade Level 4-8)		1.206	0.0000	\$	-
130 ESOL (Grade Level 9-12)	52.00	1.206	62,7120	\$	279,170
300 Career Education (Grades 9-12)		0.999	0.0000	\$	-
Totals	650.00		660.1140	\$	2,938,573

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Number of FTE

Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (a) below.

Additional FTE (a)	Number of FTE	Program Cost Factor	Weighted FTE	2022-23 Base Funding (WFTE x BSA x DCD)	
				(5)	(5)
Advanced Placement				\$	-
International Baccalaureate				\$	-
Advanced International Certificate				\$	-
Industry Certified Career Education				\$	-
Early High School Graduation				\$	-
Small District ESE Supplement				\$	-
Dual Enrollment				\$	-
Total Additional FTE	0.0000		Additional Base Funds	\$	-
Total Funded Weighted FTE	660.1140		Total Base Funding	\$	2,938,573

2. ESE Guaranteed Allocation:

	FTE	Grade Level	Matrix Level	Guarantee Per Student	
				\$	\$
		PK-3	251	\$ 978	\$ -
		PK-3	252	\$ 3,159	\$ -
		PK-3	253	\$ 6,446	\$ -
		4-8	251	\$ 1,097	\$ -
		4-8	252	\$ 3,278	\$ -
		4-8	253	\$ 6,565	\$ -
	78.00	9-12	251	\$ 781	\$ 60,918
		9-12	252	\$ 2,961	\$ -
		9-12	253	\$ 6,249	\$ -
Total FTE with ESE Services	78.00		Total ESE Guarantee	\$	60,918

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's

UFTE share. Charter School UFTE: 650.00 ÷ District's Total UFTE: 116,184.44
= 0.5595%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E37 above by the district's total WFTE to obtain school's

WFTE share. Charter School WFTE: 660.11 ÷ District's Total WFTE: 125,663.56
= 0.5253%

4. Supplemental Academic Instruction (UFTE share)	(b)	<u>29,074,461</u>	x	0.5595%	\$	<u>162,672</u>
5. Discretionary Millage Compression Allocation						
.748 Mills (UFTE share)	(b)	<u>36,945,490</u>	x	0.5595%	\$	<u>206,710</u>
6. Safe Schools Allocation (UFTE share)	(b)	<u>7,031,298</u>	x	0.5595%	\$	<u>39,340</u>
7. Instructional Materials Allocation (UFTE share)	(b)	<u>9,346,449</u>	x	0.5595%	\$	<u>52,293</u>
Dual Enrollment Instructional Materials Allocation	(d)					
ESE Applications Allocation:						
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.						
8. Mental Health Assistance Allocation (UFTE share)	(b)	<u>5,263,814</u>	x	0.5595%	\$	<u>29,451</u>
9. Total Funds Compression and Hold Harmless Allocation (UFTE share)	(b)	<u>6,678,812</u>	x	0.5595%	\$	<u>37,368</u>
10. Sparsity Supplement (WFTE share)	(c)	<u>0</u>	x	0.5253%	\$	<u>-</u>
11. Reading Allocation (WFTE share)	(c)	<u>6,122,023</u>	x	0.5253%	\$	<u>32,159</u>
12. Discretionary Local Effort (WFTE share)	(c)	<u>37,995,699</u>	x	0.5253%	\$	<u>199,591</u>
13. Teacher Salary Increase Allocation Funds:						
Maintenance Portion (WFTE share)	(c) (e)	<u>20,458,621</u>	x	0.5253%	\$	<u>107,469</u>
Growth Portion (WFTE share)	(c) (e)	<u>9,299,373</u>	x	0.5253%	\$	<u>48,850</u>
Total TSIA Allocation (Maintenance + Growth)					\$	<u>156,319</u>
14. Proration to Funds Available (WFTE share)	(c)	<u>0</u>	x	0.5253%	\$	<u>-</u>
15. Class Size Reduction Funds:						

	<u>Weighted FTE (not including Add-On)</u>	X	<u>DCD</u>	X	<u>Allocation factors</u>	=	
PK - 3	0.0000		0.9704		964.60	=	0
4-8	0.0000		0.9704		920.98	=	0
9-12	660.1140		0.9704		923.21	=	591,385
Total *	660.1140						591,385

(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

16. Student Transportation	(f)						
	Enter All Adjusted Fundable Riders			x		570	\$ -
	Enter All Adjusted ESE Riders			x		1,716	\$ -
17. Federally Connected Student Supplement	(g)						

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aid Student Allocation	Total
Military and Indian Lands		\$0.00	\$0.00	\$ -
Civilians on Federal Lands		\$0.00	\$0.00	\$ -
Students with Disabilities			\$0.00	\$ -
Total				\$ -

18. Florida Teachers Classroom Supply Assistance Program	(h)			
19. Food Service Allocation	(i)			
			Total	\$ 4,506,779
20. Funding for the purpose of calculating the administrative fee for ESE charter schools.	(k)			
If you have more than a 75% ESE student population, please place a 1 in the following box:				\$ -

NOTES:

Early High School Graduation, the small district ESE Supplement and Dual Enrollment pursuant to s. 1011.62(1)(i-p), F.S.

(b) District allocations multiplied by percentage from item 3A.

(c) District allocations multiplied by percentage from item 3B.

enrollment program as provided in s. 1011.62(1)(i), F.S.

base funding as is done in the FEFP) and are recommended not to be recalculated with fluctuations in student enrollment later in the year.

Riders" should include only ESE Riders.

(g) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(13), F.S.

year whose full-time or job-share responsibility is the classroom instruction of students in prekindergarten through grade 12, including full-time media specialists and certified school counselors serving

(i) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

students.

Administrative fees:

students may be eligible. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, students may be eligible. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available,

Other:

Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Start-up Budget

	May	June	Total
REVENUE			
Function 3770 Project Advance from Development	\$75,000		\$75,000
EXPENSES			
Function 7300 School Administration	\$17,390	\$17,390	\$34,780
Balance			\$40,220

Student Progression Plan 2024-2025

Navigator Academy of Leadership High School Will follow
the District's Student Progression Plan



POLK COUNTY
PUBLIC SCHOOLS

STUDENTS FIRST

Frederick Heid, Superintendent of Schools

Lori Cunningham, Board Chair – District 2

District 1: William Allen

District 3: Sarah Fortney

District 4: Sara Beth Reynolds

District 5: Kay Fields, Vice Chair

District 6: Lynn Wilson

District 7: Lisa Miller

Web Site: <https://polkschoolsfl.com/>

School Board Approved:

The mission of Polk County Public Schools is to provide a high quality education for all student.



**TENTATIVE 2024-2025 INSTRUCTIONAL CALENDAR
FOR STUDENTS, TEACHERS AND PARAEducATORS**
Dates are subject to change.
January 24, 2023 School Board Approval

Events	Dates
No unpaid training/workdays may be scheduled before August 2, 2024. Teacher Staff Development Days – August 2 (morning), August 5 (District Contact Day), August 6 (split day), and August 9 (split day) Teacher Work Days (Planning Time) – August 2 (afternoon), August 6 (split day), August 7, August 8, and August 9 (split day)	Friday, August 2, 2024 Monday, August 5 – Friday, August 9, 2024
STUDENT ORIENTATION – MIDDLE, K-8TH AND HIGH SCHOOLS	Wednesday, August 7, 2024
STUDENT ORIENTATION – ELEMENTARY SCHOOLS/ Paraeducator First Work Day (186-Day Contract)	Thursday, August 8, 2024
FIRST DAY OF SCHOOL FOR STUDENTS	Monday, August 12, 2024
STUDENT EARLY DISMISSAL 1 of 10 (Teacher Staff Development 1 of 4)	Friday, August 30, 2024
HOLIDAY (Labor Day) – STUDENT, Teacher (Paid) and Paraeducator (Paid)	Monday, September 2, 2024
First Interim Report (23rd Day – September 12, 2024)	Distribute Week of September 9 – 13, 2024
STUDENT EARLY DISMISSAL 2 of 10 (Teacher Planning Time 1 of 6)	Friday, September 20, 2024
FTE (Full-Time Equivalent) Student Attendance Window	September 27 – October 11, 2024
FTE Student Survey Week	Monday – Friday, October 7 – 11, 2024
STUDENT EARLY DISMISSAL 3 of 10 (Teacher Planning Time 2 of 6)/ End of First 9-Week Grading Period (48 Days)	Thursday, October 17, 2024
NO SCHOOL FOR STUDENTS or Paraeducators/ Teacher Staff Development (Half Day)/Teacher Planning Time (Half Day)	Friday, October 18, 2024
Begin Second Quarter	Monday, October 21, 2024
Grades Due	Tuesday, October 22, 2024
Distribute Report Cards (First 9 Weeks)	Tuesday, October 29, 2024
HOLIDAY (Veterans Day) – STUDENT, Teacher and Paraeducator	Monday, November 11, 2024
Second Interim Report (23rd Day – November 20, 2024)	Distribute Week of November 18 – 22, 2024
STUDENT EARLY DISMISSAL 4 of 10 (Teacher Planning Time 3 of 6)	Friday, November 22, 2024
FALL BREAK – STUDENT, Teacher and Paraeducator (Paid 11/28 and 11/29)	Monday – Friday, November 25 – 29, 2024
Storm Make-Up Days as Needed	Monday & Tuesday, Nov. 25 and 26, 2024
STUDENT EARLY DISMISSAL 5 of 10 (Teacher Planning Time 4 of 6)/ END OF FIRST SEMESTER (87 Days)/ End of Second Grading Period and Last School Day before Winter Break	Friday, December 20, 2024
WINTER BREAK BEGINS	Monday, December 23, 2024
NO SCHOOL FOR STUDENTS or Paraeducators/Teacher Work Day	Monday, January 6, 2025
NO SCHOOL FOR STUDENTS or Paraeducators/ Teacher Staff Development Day/Storm Make-Up Day as Needed	Tuesday, January 7, 2025
STUDENTS RETURN AFTER WINTER BREAK/Begin Third Quarter/Paraeducators Return To Work/Grades Due (Second Grading Period)	Wednesday, January 8, 2025
Distribute Report Cards (Second Grading Period)	Wednesday, January 15, 2025
STUDENT EARLY DISMISSAL 6 of 10 (Teacher Planning Time 5 of 6)	Friday, January 17, 2025



**TENTATIVE 2024-2025 INSTRUCTIONAL CALENDAR FOR
STUDENTS, TEACHERS AND PARAEUCATORS**

Dates are subject to change.

January 24, 2023 School Board Approval

Events	Dates
HOLIDAY (Dr. Martin Luther King, Jr. Day) – STUDENT, Teacher (Paid) and Paraeducator	Monday, January 20, 2025
FTE Attendance Window	Friday, January 24 – Friday, February 7, 2025
FTE Student Survey Week	Monday-Friday, February 3 – 7, 2025
Third Interim Report (23rd Day – February 10, 2025)	Distribute Week of February 10 – 14, 2025
STUDENT EARLY DISMISSAL 7 of 10 (Teacher Staff Development 2 of 4)	Friday, February 14, 2025
HOLIDAY (Presidents’ Day) – STUDENT, Teacher and Paraeducator (Paid)	Monday, February 17, 2025
STUDENT EARLY DISMISSAL 8 of 10 (Teacher Planning Time 6 of 6)/ End of Third 9-Week Grading Period (46th Day)	Friday, March 14, 2025
SPRING BREAK WEEK – NO SCHOOL	Monday-Friday, March 17 – 21, 2025
Begin Fourth Quarter	Monday, March 24, 2025
Grades Due (Third 9 Weeks)	Tuesday, March 25, 2025
Distribute Report Cards (Third 9 Weeks)	Tuesday, April 1, 2025
STUDENT EARLY DISMISSAL 9 of 10 (Teacher Staff Development 3 of 4)	Thursday, April 17, 2025
NO SCHOOL FOR STUDENTS, Teachers and Paraeducators	Friday, April 18, 2025
Fourth Interim Report (23rd Day – April 24, 2025)	Distribute Week of April 21 – 25, 2025
GRADUATION CEREMONIES	April 28 – May 23, 2025
STUDENT EARLY DISMISSAL 10 of 10 (Teacher Staff Development 4 of 4)	Friday, May 16, 2025
ELEMENTARY SCHOOL GRADES DUE	Thursday, May 22, 2025
HOLIDAY (Memorial Day) – STUDENT, Teacher and Paraeducator	Monday, May 26, 2025
LAST DAY FOR STUDENTS – STUDENT EARLY DISMISSAL (Subject to Change)/END OF SECOND SEMESTER (93 Days) Distribute Elementary Report Cards/ Storm Make-Up Day as Needed/ Last Work Day for Paraeducators (186-Day Contract)	Thursday, May 29, 2025
Last Teacher Work Day (196-Day Contract)/Secondary School Grades Due	Friday, May 30, 2025

Storm Make-Up Days: 11/25/24, 11/26/24, 1/7/25 and 5/30/25 (Last Student Attendance Day).

Reminder: Non-refundable travel tickets should not be purchased in the event that storm make-up days are used as student attendance days and/or teacher work days.

Student Early Dismissal Dates (10)

Students are dismissed from school 150 minutes (2.5 hours) early on each of these days:

- | | |
|----------------------------|----------------------------|
| Friday, August 30, 2024* | Friday, January 17, 2025 |
| Friday, September 20, 2024 | Friday, February 14, 2025* |
| Thursday, October 17, 2024 | Friday, March 14, 2025 |
| Friday, November 22, 2024 | Thursday, April 17, 2025* |
| Friday, December 20, 2024 | Friday, May 16, 2025* |

*Designated for Teacher Staff Development

Information regarding student testing/assessment dates (FL Assessment of Student Thinking (FAST), End-of-Course (EOC) Assessments, etc.) is available through the Assessment, Accountability & Evaluation Office and on the district’s website at <https://polkschoolsfl.com/assessment>.

Employees are encouraged to visit the [Staff Portal \(https://staff.mypolkschools.net/\)](https://staff.mypolkschools.net/). Click on *\$Payroll Info > Work Calendar* to view the assigned daily work schedule.