

Clay County School District  
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Assistant Superintendent for  
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# Imagine Schools at Clay County Charter Application



**2008-2009**

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# I. EDUCATIONAL PLAN

## 1. *Mission, Guiding Principles and Purpose*

### ❖ Provide the mission statement of the proposed charter school.

The mission of the *Imagine Schools at Clay County* (“the Charter School” “the School”) is to assist parents/guardians in educating their children, through a challenging program of study and strong character development within a nurturing and orderly learning environment. *Imagine Schools at Clay County* will have highly qualified teachers, excellent thematic curricula, positive character development programs and vibrant leadership. The school’s approach to learning will position and facilitate youth to succeed in and beyond the classroom.

The key factors that we believe will help deliver the mission are:

- A rigorous approach to learning through the Imagine Schools Standards-Based Curriculum
- An instructional delivery system that includes differentiated instruction, student empowerment, teaming, and learning centers supplemented with classroom-based technology
- The decentralization of services and shared decision making by all professionals within the school
- A high level of parental involvement
- A web-based student information system that allows parents to communicate with the school and track their child’s progress, and
- Six measures of excellence in operating and grading the success of the school as defined below:

Shared Values of Integrity, Justice and Fun- Everything we undertake is guided by the values of integrity, justice and fun. Integrity or “wholeness” means that every employee is responsible for the organization’s results both locally and nationally. Justice requires our employees treat each parent/guardian, each student, and each colleague as a special, unique individual. Fun means creating a joyful environment in which each staff member has significant decision-making responsibilities, and in which students, parents/guardians and staff work together for meaningful teaching and learning.

Parent/Guardian Choice- The School will provide parents/guardians greater public school options for their children. A crucial measure of overall school quality is whether parents choose to enroll and re-enroll their children. We will use school enrollment and the size of waiting lists as the primary measures of these criteria. Parent surveys and annual student retention will also be used to evaluate parent satisfaction.

Academic Achievement- Students’ academic achievement is deeply important. We maintain an educational balance among language arts, math, critical thinking, reading, science, social studies, art, technology education, and athletics. As a key evaluation of academic achievement, we will measure “same student” annual individual learning gains

in math and reading. Each student will be given a standardized pre-test at the beginning of the year and a post-test at year's end. The analysis of the two assessments measure the annual learning gains specific to each child.

The result is a valuable indicator of the yearly growth. Assessments administered by the school (SAT-10, Benchmark Assessment Tests, FCAT) in a range of subjects will also help teachers, parents/guardians and students tailor each child's education by focusing on the student's particular strengths and challenges. During the year, the thematic curriculum will allow for other types of student assessments, e.g. student portfolios, journals, and projects. Teachers will receive on-going professional development determined by needs assessments and will be trained to identify and respond to different learning styles with diversified instruction.

Knowing their own learning styles and those of their students enables teachers to implement a variety of strategies to ensure that all students find success with Imagine's Standards-Based Curriculum. Additionally, programs such as River Deep, Accelerated Reader, SRI, Jr. Great Books, project-based thematic units, collaborative classroom activities, literature and information rich learning environments, and classroom cultures of inquiry will be used to help students maximize their potential. Further information can be found throughout the Education and Curriculum sections of the document.

Positive Character Development- Our Charter School will emphasize positive character development. To achieve this, we will utilize a number of character development strategies based on the input of the school leader, teachers, parents/guardians, and students. Students in grades 6<sup>th</sup> - 8<sup>th</sup> will also benefit from an advisory time that will enhance their social and mental development. Imagine Schools has developed ways to measure progress in positive character development. Surveys of parents/guardians, teachers, and students regarding changes in student behavior will be part of the measurement approach. Participation in community-oriented projects that are part of the curriculum will also help measure positive character development. The reduction of referrals to the school office for discipline is also a part of evaluating this important element of our performance.

Economic Sustainability- Imagine Schools pledges to each school that it will supply working capital if necessary to maintain school operations. Imagine Schools also provides professional development for school leaders and teachers regarding building and maintaining solid financial health in their schools, in order to ensure long-term educational effectiveness.

New School Development- New schools give our teachers and school leaders the opportunity to assume new or greater responsibilities in new locations. This potential for growth gives Imagine Schools people more professional options within the organization than they would ordinarily have in a school district or a stand-alone charter school.

❖ **Describe how the school will utilize the Guiding Principles found in s. 1002.33(2) (a).**

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

The School’s effectiveness to meet high standards of student achievement is measured by its ability to show positive results as exemplified in part by the state letter grade designation, the percentage of criteria met for No Child Left Behind “Adequate Yearly Progress” and individual student learning gains. To achieve this, the school will be divided into academies (K-2 Primary Academy, 3-5 Intermediate Academy, and 6-8 Preparatory Academy) with parallel scheduling to allow teachers to meet to share student achievement data and instructional best practices.

The principal and staff will use and monitor assessment data collected and disseminated from ongoing student assessment at the school. Analyses of student assessment data provide critical information regarding student specific strengths and weaknesses. It provides targeted areas of focus for the staff and parents to facilitate and increase students’ academic achievement. This information will be discussed during leadership team meetings, cross-grade academy teacher meetings (K-2 Primary Academy, 3-5 Intermediate Academy, and 6-8 Preparatory Academy), weekly grade level planning meetings and staff meetings.

By analyzing the assessment data collected in the beginning of the school year, students in grades K-8 will be divided into sub groups for reading and these groups will be flexible and fluid, meaning students are continually assessed and transitioned into lower or upper groups as appropriate. By grouping our students this way, student achievement is constantly monitored and addressed.

It is important to note that this is a school of choice and therefore parents can choose to attend our school or their child’s home school. We believe that our curriculum and personalization of the educational process will set us apart from other schools attracting parents to enroll their students. Our school will serve students of all abilities which include ELL and ESE students and will have a varied elective program.

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

All of the staff at the School will be responsible and accountable for students’ academic success and the school’s financial efficiency. The academic success and financial efficiency will be assessed in our state grade, meeting “AYP”, and in our various operating reviews, financial reports and audits. To achieve this we will put in place a budgeting and allocation system that provides for student and teacher needs yet includes continuous oversight of financial operations with numerous checks and balances in combination with clear delineation of each employee’s responsibility. An independent audit review at the end of each school year provides the assurance that employees made proper decisions in the use of public dollars. As a charter school, responsibility and accountability are closely aligned since the School is subject to

reauthorization. Please refer to Appendix F for Financial Information.

**3. 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.**

Information regarding student reading achievement and assessment results will be shared with parents throughout the year through progress reports, report cards, parent/teacher conferences, weekly online grade-book postings, portfolio night, curriculum nights and other events to promote communication and parental involvement. These opportunities will provide parents with specific information related to individual student reading levels and learning gains based on reading assessments scheduled throughout the school year. These will include but not be limited to:

Assessment Tool/Measure	Reading Information Communicated to Parents
Stanford Achievement Test (SAT-10) and Norm-Referenced Test (NRT)	The SAT-10 is implemented as a pre- and post-test in grades one and two. The results are shared at the beginning and end of each school year to clearly identify for parents whether or not students have gained at least a year’s worth of learning. Students in grades 3-8 will also take the SAT-10 as a pre-assessment in the fall to identify student strength and weaknesses. In the spring students will take the FCAT NRT, which is also a Stanford product and this will be used as a post test for these grades. Using both the SAT-10 and the FCAT-NRT a learning gain measurement will be calculated.
Florida Comprehensive Assessment Test (FCAT)	Students in grades 3-8 will take the FCAT-SSS and FCAT-NRT and these results will be given to the students as soon as the results have been released.
DIBELS (Dynamic Indicators of Basic Early Literacy)	Three times a year, a parent letter provides information related to student progress in specific measures assessed at each grade level, K-3. These measures assess student performance in phonemic awareness, phonics, and/or oral reading fluency. The letter may also provide parents with strategies to support student strengths and needs based on the current assessments.
FORF (Florida Oral Reading Fluency) and Maze Assessment	The FORF is a progress monitoring tool that identifies accuracy and fluency for students in grades 6-8. It consists of on-grade level passages that students read aloud while being timed one minute. Maze Assessments measure fluency, comprehension and vocabulary and are group administered.
Florida Kindergarten Readiness Screener (FLKRS)	The Florida Kindergarten Readiness Screener (FLKRS) is administered to assess the readiness of each child for kindergarten. The FLKRS includes a subset of the Early

	Childhood Observation System™ (ECHOS™) the first two measures of the Dynamic Indicators of Basic Early Literacy Skills™ (DIBELS™) for kindergarten (Letter Naming Fluency and Initial Sound Fluency) to gather information on a child’s development in emergent literacy.
Sunshine State Standards Benchmark Assessments	Parents of students in grades 3-8 are provided with the results of SSS benchmark assessments 3 times a year. Results share student progress/performance related to Sunshine State Standards which will be assessed on the reading portion of the FCAT.
Individual Running Records	This ongoing form of progress monitoring provides parents with information related to reading levels (as determined by initial assessment, such as DRA) that can be communicated consistently throughout the year and assist them in ways to support their child’s reading progress.

Parents will be notified in a timely manner regarding each opportunity for accessing and reviewing the reading progress of their child. For those students who are not making at least a year’s worth of reading learning gains, teachers, parents and the administration will decide collectively a corrective course of action on the individualized student learning plan. This plan will identify which supports may be needed. The School will follow the district’s Pupil Progression Plan in cases where additional corrective measures are indicated.

Additionally, the School will provide Progress Monitoring Plans (PMP) for students in grades K-5 and a Personalized Middle School Success Plan (PMSSP) for students in grades 6-8 as required by Florida Law for those students who have scored below a level 3 on the FCAT Reading. Parents/guardians will receive written notification that their child is not meeting the requirements for proficiency in reading, and the PMP and PMSSP will outline support services to be provided to meet the desired levels of performance.

❖ **Describe how the school will meet the Prescribed Purposes of a charter school found in s.1002.33 (2)(b).**

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

*The School* will improve student learning gains and academic achievement through strong implementation of a standards-based, interdisciplinary curriculum, assessment for learning, ongoing professional development, exemplary instructional practices, and maximized student learning time. These efforts will be coordinated through a school-based Reading Leadership Team for effective school-wide implementation.



*Imagine Schools Standards-Based Curriculum* is directly correlated to Sunshine State Standards to ensure high-quality learning goals for students at each grade level. Additionally, the curriculum provides for the development of interdisciplinary units of instruction to enhance content in ways that will challenge and engage students in critical and creative thinking and support comprehension across subject areas. The curriculum is consistently reviewed and updated to align the new Sunshine State Standards.

*Assessment for learning* will play a critical role in Imagine Schools' plan to leave no child behind. Three types of assessments (screening, progress monitoring, and diagnostic assessments) will provide information to teachers that guide instructional planning throughout the year. Through these assessments, teachers will know which students are at risk and in need of intervention in a particular academic area, which students are in need of minor additions to their instructional program, and which students have mastered skills in line with their grade level and are likely to continue on this path with high quality classroom instruction. An individual learning plan will be developed for each student to ensure that instruction is aligned with individual needs. A fourth assessment, outcome measures, will provide end-of-year accountability information. Assessment data will also help teachers in creating their own professional development plans in specific areas of instruction.

*Self-reflection of the learning process* and metacognition are important aspects for any sound educational program and the School incorporates this key component on a daily basis. Further improvement is made by monitoring student performance, providing interventions and support by teachers and other personnel, providing quality core area instruction in Reading/Language Arts, Mathematics, Social Studies and Science and providing quality professional development. Our School will identify baseline data for all students, and track progress throughout the year. Individual learning gains will be used to determine the success of the educational program. All of these attributes are consistent and will be evidenced by making "Adequate Yearly Progress" as part of the No Child Left Behind Legislation.

*Ongoing Professional Development* will be aligned with the needs of both students and staff to ensure high-quality instruction and academic achievement. Topics including the use of data to inform instruction, best practices in the core subjects, student engagement strategies, and practices specific to implementing the Imagine Schools Standards-Based Curriculum will be scheduled throughout the year. It is essential that training transfer to the classroom and student achievement, so teachers will be supported through ongoing coaching and mentoring to help with classroom implementation.

*Instructional Practices* designed to engage all learners will be supported through implementation of learning stations. These stations provide a learning environment that support practice opportunities and continuously strengthen student achievement. Students will take an active role in goal-setting related to each academic area, giving them further ownership and responsibility for their learning. These stations also provide opportunities for differentiated learning, ensuring that every child is actively engaged in content and skills to support academic growth.

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

The School will increase learning opportunities for all students, while emphasizing specific approaches for low-performing students and reading. The approach is the perfect complement to key elements of Imagine Schools plan to support all learners and improve the achievement of low-performing students in reading. These elements include:

*High-quality core classroom reading instruction* that focuses on grade-specific SSS standards and essential reading components including phonemic awareness, phonics, fluency, vocabulary and comprehension;

*Systematic assessment of all students* throughout the year, including screening, progress monitoring, diagnostic, and outcome measures that provide data for individualized learning plans and help guide instruction;

*Ongoing professional development* to provide teachers with the necessary tools to ensure every student receives high-quality reading instruction.

Florida's formula for reading success introduced through No Child Left Behind legislation includes these elements and are implemented through: 5 + 3 + ii + iii (5 essential components of early reading instruction, 3 types of required assessments for instructional planning, initial instruction, and immediate intensive interventions). We believe that without these interventions, many of our children who come to school poorly prepared or who have cognitive or English-language weaknesses will lag too far behind their peers.

Additional reading support for the progress of low-performing students and those in need of targeted intervention include:

*Early intervention* - This is preferable to extended remediation, so the School will follow the School District's Assessment Decision Tree for early identification of potential at-risk learners. Age-appropriate prevention and intervention will receive special emphasis during the early primary grades, targeting areas of phonemic awareness and phonics that will support later growth and reading achievement.

*Time on task* will increase for our struggling readers. In addition to daily small group instruction with the classroom teacher, identified students will receive an additional 30 minutes of focused instruction each day.

*Research-Based Materials* targeting specific student needs will be used with low-performing students. Examples of effective materials include RiverDeep software, K-5 FCRR (Florida Center for Reading Research) Literacy Center Activities for small group tutorials, and core curriculum reading lessons and activities designed for below level readers. We will ensure that these materials are carefully selected by staff to engage learners, target identified needs, and provide a degree of challenge without frustration.

*Instruction* will be scaffolded to provide targeted support with the goal of increasing independence. Teachers will meet with students individually or in small groups to explicitly model strategies and skills, provide practice and review opportunities with necessary support, and then monitor independent application. Teachers will be supported in designing lessons that increase the intensity of instruction and accelerate learning, provide many opportunities for re-teaching, review, and practice, and focus carefully on the most essential learning needs of students.

*Assessment* will take place through screening, progress monitoring and diagnostic tools. We will follow the district plan for early identification of low-performing students, and then monitor progress through tools including DIBELS for early literacy skills, phonics surveys, FORF, Mazes, core curriculum theme assessments, and FCAT benchmark assessments. Outcome measures including the SAT-10, administered at the beginning and end of the school year, will help us to measure the effectiveness of interventions.

*Professional development* for teachers, aides, and volunteers working with students will be provided to ensure that explicit, systematic instruction is consistent for all students, and that there is a school-wide mindset that student achievement is everyone's responsibility. This support will include demonstration lessons, workshops, and modeling of strategies to help make processes visible for struggling readers.

*A Home-school connection* will be promoted through individualized learning plans and frequent communication of student achievement. Parents will also have access to our electronic grade-book that will assist them in monitoring student progress from home.

### **3. Encourage the use of innovative learning methods.**

Encouraging the use of innovative learning methods is a vital part of providing an educational program that truly meets the needs of all children. Teachers understand the need to differentiate instruction and perform appropriately on a consistent basis.

During the school year, the School will implement the following innovative research based instructional strategies that have been shown to enhance student learning. Teachers at the School will utilize these strategies within their classroom during the school year. The principal will monitor planning and instruction to ensure implementation of the appropriate instructional strategies:

- Flexible Grouping
- Peer Tutoring
- Cooperative Grouping
- Peer Teaching
- Theme-Based interdisciplinary curriculum
- Project-Based learning
- Investigation-Based learning
- Integration of Fine Arts with academics
- Technology based learning activities

The research-based instructional strategies listed above can greatly influence and assist teachers in planning lessons that truly met the learning needs of all students. Having teachers reflect on classroom practices, procedures and what instructional strategies they implement in their classroom is a technique that can assist them in raising the quality of their classroom instruction. These strategies provide students with a unique opportunity for their learning to be academically rigorous and challenging yet innovative and focused on individual student learning.

Teachers may include, combine, or add their own innovative styles that support the research-based instructional strategies in the classroom with these innovative learning methods, including but not limited to:

- Cooperative Learning
- Jig Saw
- Graphic Organizers
- Role Playing
- Presentation
- Concept Mapping
- Textbook Walk-Through
- Projects

The School will also be guided by Reading Leadership Teams to ensure innovative learning practices are delivered by teachers in the classroom. The School will develop a diverse team of teachers to build capacity of reading knowledge within all core subject areas and to focus on all areas of literacy that will improve student achievement. This team, or task force, will meet each month to collaborate on literacy goals, analyze and monitor data, and refine a professional development plan to encourage the use of innovative practices in support of high-quality teaching and learning. The School Principal will take an active role as a member of the team, ensuring that instructional goals and actions transfer to teachers and students through weekly meetings and a variety of professional development opportunities.

Teachers and staff of the School will also take part in ongoing professional development to support the implementation of innovative learning methods. These opportunities will include site-based sessions, as well as district offerings. Topics will be strategically determined based on student and teacher needs. Coaching, mentoring and modeling of best practices will help create a school-wide culture of learning and ensure that timely support encourages the implementation of innovative learning methods throughout the school.

#### **4. Require the measurement of learning outcomes.**

Assessment is extremely important since rates of academic progress would be impossible to calculate without proper assessment. As stated previously, the School will assess student performance on a frequent and continuous basis. The assessment section provides a detailed description of our assessment program. It is designed to provide valid, reliable, and timely information for teachers to modify instruction, select appropriate modes of classroom activities, monitor student progress, and use assessment results effectively. The program is designed to inform teachers about the effectiveness of their teaching and the progress being made by

students. Our teachers will use a variety of assessments with the students. Moreover, they will know how to apply and integrate assessment data to improve student performance on our standards-based curriculum requirements.

Teachers will use assessment strategies to assist in assuring continuous progress. For example, teachers assess students' readiness to learn, modify instruction based upon assessed student performance, employ performance-based assessment approaches, assist students in maintaining work folders and portfolios of individual work, and review assessment results to improve students' academic performance.

**❖ Describe how the charter school will fulfill, if applicable, the Optional Purposes of charter schools found in s. 1002.33(2)(c).**

The opening of this Charter School will expand and mitigate the educational impact of new residential units in Clay County. Our school looks forward to the opportunity to work with the School District in offering a choice in identified areas by creating additional student stations.

## 2. Target Population and Student Body

❖ **Describe the anticipated target student population to be served.**

Our Charter School will serve a maximum 1050 students in Kindergarten through eighth grade, ages 5-14 in a safe and secure facility. Space permitting, the School may also offer a fee-based pre-kindergarten program to three and four year olds.

We will accept all eligible students that reside in Clay County. In accordance with federal and state anti-discrimination laws and in accordance with the Florida Educational Equity Act, Section 1000.05(2)(a), the School will not discriminate on the basis of race, gender, ethnicity, religion, national or ethnic origin, or disability in the admission of students.

The School is non-sectarian in its programs, admissions policies, employment practices and operations. No fees or tuition are charged, except those fees normally charged by other public schools.

We will meet all applicable state and local health, safety, and civil rights requirements. The School will not violate the applicable anti-discrimination provisions found in Florida Statutes.

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

All schools are expected to operate with a positive fund balance. The expense of building and furnishing a new charter school, without capital outlay dollars, compels us to strive for our maximum facility capacity as early as possible. Year 1 through Year 5 show the projected grade levels, number of students, and enrollment. We would like to have a planning year for 2009/2010.

Grade Level	Year 1 10/11		Year 2 11/12		Year 3 12/13		Year 4 13/14		Year 5 14/15	
	# rooms	# students	# rooms	# students	# rooms	# students	# rooms	# students	# rooms	# students
K	4	72	5	90	5	90	5	90	5	90
1	4	72	5	90	5	90	5	90	5	90
2	4	72	4	72	5	90	5	90	5	90
3	4	72	4	72	5	90	5	90	5	90
4	3	66	4	88	5	110	5	110	5	110
5	3	66	4	88	4	88	4	88	4	88
6	3	66	4	88	4	88	4	88	4	88
7	0	0	4	88	4	88	4	88	4	88
8	0	0	4	88	4	88	4	88	4	88
<b>TOTAL</b>	25	486	38	764	41	822	41	822	41	822

The chart provides a projected number of classrooms at each grade level for each of the first five years of the School. The chart demonstrates 25 classrooms in year one and 486 students. The

remainder of years 2-5 demonstrates the number of classrooms and the projected number of students based on phase construction. In year 5, the enrollment increases to 822 students with 588 students in grades K-5 and 264 students in grades 6-8. Our facility can hold a maximum capacity of 1050 students and facility construction, personnel hiring, and FF&E purchasing each year will be in response to enrollment to ensure that expenditures are in line with revenues. If enrollment doesn't increase as projected, construction and hiring will adjust accordingly. Imagine Schools will work closely with the School District during the enrollment period for the School.

**❖ Describe the plan and methods the school will employ to comply with Florida's constitutional class size requirements.**

The enrollment table above identifies the maximum class size for grades K-3 as 18:1 and grades 4-8 as 22:1. As a charter school, we have the ability to limit registration once enrollment caps are met. The School will enroll students up to the cap and keep a waiting list of students if necessary. It is important to the financial viability of the School that every empty seat be filled as quickly as possible, without going over the constitutional class size requirements.

### ***3. Educational Program:***

#### **❖ Describe the educational philosophy and/or approach of the proposed school, including a description of the instructional methods to be used.**

We believe that there are four main ingredients of robust, successful learning. First, schools must have a strong team of staff members, including an excellent school leader and highly-qualified teachers, all of whom are committed to implement our school's mission and educational approach. Second, teachers need to deliver the curriculum stressing mastery of the basic building blocks of learning, while providing rich, varied subject matter that engages students' curiosity and imagination, as well as promoting positive character development. Third, in order to learn, students must have a school environment that is safe, orderly, purposeful and nurturing. Fourth, our school must involve parents and guardians in the educational mission, and parents/guardians must take an active role in their children's schooling. We work hard to provide these ingredients in the recipe for student achievement.

It is our belief that educational reform calls for educators to redesign their instructional programs such that every student achieves high academic standards. Teacher instructional methods, the structure of the learning environment, and the introduction/presentation of complex and relevant ideas and materials can stimulate curiosity, creativity, and higher-order thinking in children. At the School, learning will be a process of discovery and mastery of knowledge, information and experience.

Instructional methodology makes a major difference in the quality of the educational process. Instructional methodologies at the School are a repertoire of research-based teaching and learning practices that are carefully matched to our philosophy and the learning strategies needed to accomplish our mission, which is to enable children to succeed in a rigorous curriculum. Instructional strategies will be based on these principles about learning:

- The selection of appropriate instructional methods must be data-driven and based on timely student achievement data gathered at the school site.
- Learning must be active rather than passive experience throughout the normal daily routine.
- Teacher knowledge of content and their verbal ability is critical to helping students' master concepts and skills. Depth of content knowledge allows teachers to be flexible in explanations for learners in helping them understand essential learning.
- The quality of the instruction is the key variable in student mastery of the standards.
- Parents are a critical resource and must play a leadership role in this process.

The following instructional methodologies will be used by teachers:

*Direct Instruction:* This instructional method is a rigorously developed, highly scripted method for teaching that is fast-paced and provides constant interaction between students and the teacher. This model for teaching emphasizes well-developed and carefully planned lessons designed around small learning increments and clearly defined and prescribed teaching tasks. It is based on the theory that clear instruction eliminating misinterpretations can greatly improve and accelerate learning.



*Project Based Learning:* Projects allow students the opportunity to apply the skills and concepts mastered in class to real world problems or situations. Critical thinking and problem solving, required through the projects, engage students in activities that require them to inquire, conjecture, invent, create, produce and find answers to relevant problems. Students often integrate two or more subject areas for a project.

*Interdisciplinary Thematic Units:* Thematic units connect the curriculum in ways that integrate content from the traditional subject areas. These themes build curricular connections and relevance in the students' learning experiences. These themes are broad enough to allow for creative connections across subject areas.

*Cooperative Learning:* Students will have the opportunity to discuss and evaluate the ideas expressed by their teammates as well as to share their own insights with, and react to, feedback from their peers. The ability to work effectively with others, sharing strengths and solving problems as a team, are essential skills students need to master prior to entering the work force. Research on effective organizations reveals that team learning is an indispensable element of successful organizations. Cooperative learning will be emphasized in science and social studies and will be used more and more as students' progress through grade levels.

*Data-Driven Decision-Making:* Students will be trained to use systems thinking, continuous process improvement methods, and data analysis tools for problem solving. Students will apply these concepts to their schoolwork to prepare them for the workplace and higher education.

*Learning Stations:* A learning station contains a collection of activities or materials designed to teach, reinforce, or extend a particular skill or concept. Stations motivate students' exploration of topics. Our stations will focus on important learning concepts, contain materials that promote individual student growth toward goals, and include activities that address specific learning levels or learning styles.

*Active Learning:* This is another feature of the middle school teaming approach, and will be implemented at the School through hands-on, active learning opportunities that help students discover and construct knowledge for themselves and create novel solutions to problems. Critical thinking skills cross subject areas to make interdisciplinary learning the norm. Active learning activities help our middle school students meet their learning, social, and emotional needs.

*Flexible Uses of Time and Variable Grouping Strategies:* Students will work in small learning groups. These learning groups will have different tasks based on the individual needs of the student and/or group. Different groups may be doing different tasks. For example, a small group may be working with a teacher in a directed learning activity while other groups work on personal learning projects cooperatively agreed upon by student, teacher, and parent, while others work on technology supported instruction. Yet another group may be engaged in cooperative learning projects while others work on portfolios related to school or personal learning goals to share with parents.

*Teaming:* Students in the middle grades will be taught and advised by a group of teachers who compose an instructional team. Interdisciplinary instructional teams consist of two or more

teachers who share a common group of students in a particular area of the school building, and a common planning time that they utilize to work and plan together. This facilitates data analysis to help make instructional decisions for students at all levels, and provides a form of consistent support and collaboration to strengthen instruction and professional development goals. These teachers will meet regularly to plan curriculum and discuss the needs and progress of the students and design interdisciplinary activities that make connections between content areas and increase the relevance of the curriculum. This teaming structure encourages interdisciplinary planning as well as constant and consistent communication about students across a grade level. Since team teachers have the same planning period, they are able to plan for curriculum integration, interdisciplinary units, fieldtrips and special activities for their students, ensure that student successes are recognized, student concerns are addressed, and interdisciplinary planning is implemented. Communication and support among teachers is much greater with this approach. Parent conferences and special education meetings are made easier by the fact that all of the student's basic skills teachers are available at the same time of the day.

*Personal Learning Goals:* One of the core purposes of education at the School is to enable the students to take responsibility of their own education and become lifelong learners. Like other skills, you must “do it” to master it. Therefore, every charter school student, in addition to routine school selected objectives, will have personal learning goals identified on the student’s individualized learning plan. Such goals, selected by the student in consultation with teacher and parent, will focus on something the student sees as a valuable or interesting thing to learn. Portfolios, shared at intervals with parents and teachers, will share student progress on these learning agendas.

*Technology Literacy:* Students will be engaged in mastery of the use of technology as a learning tool of the Information Age at all grade levels. Technology supports active learning, independent inquiry, and differentiated practice of specific skills and strategies. Grade appropriate activities will be provided in each major strand of technology literacy:

- Basic operations and concepts
- Social, ethical, and human issues
- Technology productivity tools
- Technology communications tools
- Technology research tools
- Technology problem-solving and decision-making tools.

Classrooms will have computer workstations with Internet and worldwide web access, on-line access to reference resources, and access to the school’s instructional software collection. Teachers and students will develop multimedia lesson banks and projects in core academic disciplines. Students will have access to software to review information or to prepare individual and group assignments. Students are prescribed specific curriculum support software, such as RiverDeep, based on identified individual needs and each student’s learning style and learning goals. This software will be available for use at home for additional support and parents will be provided with training on this program.

❖ **Describe the research base on the educational philosophy and/or approach.**

Researchers at Mid-continent Research for Education and Learning (McREL, 2000) have identified nine instructional strategies that are most likely to improve student achievement across all content areas and across all grade levels. These strategies are explained in the book *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement* (2001) by Robert Marzano, Debra Pickering, and Jane Pollock. Teachers will have the following strategies as part of their toolbox which will help differentiate instruction to match learner's needs:

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers

Using current data about student progress in mastering essential learning, teachers will discuss progress and use information about student success and challenges to design the next unit of instruction. Interventions will be designed based on knowledge of what works promptly delivered. The professional learning community philosophy within the Primary (K-2), Intermediate (3-5), and Preparatory (6-8) Academy will drive the constant focus of finding the instructional approach that will help each student master the standards.

The Turning Points 2000 Carnegie Corporation and National Middle School Association state that “Belonging within a supportive web of relationships motivates young adolescents to make the effort and to take intellectual risks that produce high-level learning.” Creating an instructional teaming model with a combination of teachers who work together, across content areas, with a specified number of students will support the academic, social, and emotional growth of young adolescents through:

- Flexible instructional time to meet learner needs
- Opportunities that provide connections across student learning experiences
- Smaller learning communities within schools
- Common planning time to support teacher collaboration.

A teaming model structure provides an opportunity for a more focused and smaller learning community to support a student's social, emotional, and academic needs...the whole child. The learning accomplished in each core subject area is connected, where appropriate, so that students can see applications and relationships between the subject areas. Because teams of core content teachers share the same group of students, teams make it easier for parents to meet with more than one teacher to discuss their student's progress.

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Valentine and Whitaker (1997) state that more than 50% of middle schools in the United States incorporate interdisciplinary teaming, an essential element in the implementation of the middle school model. Research by Flowers, Mertens, and Mulhall (1999) was based on self-studies conducted by 155 middle schools in Michigan that provided quantitative data to document and track school changes during middle school reform efforts. The research indicated that interdisciplinary teaming improved teachers' work climate and job satisfaction, lead to increases in parental contact, and contributed to students' higher academic achievement. Middle schools that used interdisciplinary teams had significantly higher Michigan Educational Achievement Progress (MEAP) scores. Those schools that utilized teaming and had the highest levels of common planning time had the greatest two-year gains in achievement. Schools that had been teaming for five or more years had the highest MEAP scores, although even those that had been using interdisciplinary teaming for 1-2 years showed noticeable gains (Flowers, Mertens, & Mulhall, 1999).

A later study by these researchers (Mertens, Flowers, & Mulhall, 2001) also looked at similar self-study data, this time from nearly 140 Michigan middle schools. School-size issues as well as the extent that interdisciplinary teaming practices were employed were examined. The researchers concluded that schools using interdisciplinary teams experienced better student adjustment and behavior. They also found that schools that had more than 750 students but used teaming had consistently better student adjustment and behavior outcomes than larger schools that did not use interdisciplinary teaming. Schools with fewer than 750 students that were organized into a middle school grade configuration and that used teaming with high levels of common planning time implemented more practices typical of the middle school model, increased parent involvement and contact, and experienced a more positive school climate. In this research study, interdisciplinary teaming seemed to be the major factor, although generally smaller school size also improved scores in these areas as well (Mertens, Flowers, & Mulhall, 2001).

**❖ Describe how the educational philosophy and/or approach aligns with the school’s mission.**

The mission of the School is to assist parents/guardians in educating their children through a challenging program of study and strong character development within a nurturing and orderly learning environment. The School will have highly qualified teachers, standards-based, thematic curricula, positive character development programs and vibrant leadership. The school’s approach to learning will facilitate youth to succeed in and beyond the classroom. The Imagine School philosophy aligns perfectly with active learning, hands-on and middle school teaming approach to create joyful classrooms with supportive work environments for both students and teachers.

Alignment of the school’s educational approach with the school mission is evident in the educational design. Examples of this alignment include:

School Mission	Educational Approach
Challenging program of study	Curriculum aligned with Sunshine State Standards; Emphasis on core subjects of reading, mathematics, writing, science, social studies; critical thinking skills infused throughout the curriculum, research based instructional strategies, utilization of interdisciplinary units of instruction, infusion of visual arts and music, project based learning, and cooperative learning.
Nurturing and orderly learning environment	Student involvement in academic and social goal-setting with individualized learning plans; collaborative, risk-free climate with learning stations reflective of students’ strengths and needs.
Highly-qualified teachers	On-going, data-driven professional development to support teacher implementation of best practices in each of the core subjects.
Positive character development	Daily opportunities for student collaboration and responsibility directly related to instruction. The K-8 model provides opportunities for older students to mentor to younger aged students at the school. It also provides opportunities for cross grade level activities.

**❖ Explain why the educational philosophy and/or approach are appropriate for and likely to result in improved educational performance for the school’s target population.**

The Charter School’s educational approach is likely to have improved educational performance results for our students. Various studies have identified instructional strategies that show positive, measurable effects on student achievement. Robert Marzano conducted a theory-based meta-analysis of studies on instruction, which he defines as “those direct and indirect activities orchestrated by the teacher to expose students to new knowledge, to reinforce knowledge, or to apply knowledge” (Marzano, 1998). Based on his meta-analyses, Marzano identified nine categories of instructional variables. These variables largely impacted the students’ achievement

within schools. When these nine instructional strategies were used, student achievement significantly improved.

John Hattie (1992) and Harold Wenglinsky (2002) also conducted studies on classroom practices that are related to student achievement. While these two scholars propose their own conceptual paradigms, with distinct differences from Marzano's, the components of the suggested teaching strategies are very similar. The findings of these three researchers, along with findings from other recent studies, reveal that the instructional strategies have a positive relationship with student learning.

The study by Flowers, Mertens, & Mulhall (1999) showed schools that utilized the teaming model in the middle school grades and had the highest levels of common planning time had the greatest two-year gains in achievement. Schools that had been teaming for five or more years had the highest state assessment scores, even those that had been using interdisciplinary teaming for 1-2 years showed noticeable gains. These researchers also reported in another studies conducted in 2001 that schools organized into a middle school grade configuration and that used teaming with high levels of common planning time implemented more practices typical of the middle school model, increased parent involvement and contact, and experienced a more positive school climate.

*Integration of Visual Arts and Music:* The School's instructional model provides time and opportunities for the integration of Visual Arts and Music throughout the standard school curriculum. Our vision is that by infusing arts throughout the curriculum, students will be provided with ongoing opportunities to enhance learning, develop talents and abilities, and gain an appreciation for the role of the arts in and beyond the school walls. Three ways in which the School will specifically ensure the integration of the arts in the schedule include:

- Dedicated time within the daily schedule - The schedule provides for Specials, which will include the required 150 minutes of Physical Education each week in grades K-5, and an additional 50 minutes of instruction in the Arts each week. Students will also engage in a variety of experiences through arts infusion and station activities each day.
- Arts infusion through interdisciplinary thematic units of instruction - The infusion of Visual Arts through interdisciplinary thematic units will generate enthusiasm for the arts as well as for different cultural and historical connections. Infusion allows for the exploration of various artists, art processes and art experiences all linked to the content of each unit, providing a seamless opportunity for making relevant connections across the curriculum.
- Dedicated Learning Stations for Visual Arts and Music integration - Imagine Schools Standards-based curriculum provides Visual Arts and Music standards correlated with Sunshine State Standards for all grade levels. These standards will be the focus of a learning station during content area instruction at each grade level. Once the Arts standards have been introduced and taught, students will engage in hands-on activities to support and apply their learning at these stations throughout the implementation of each interdisciplinary unit of instruction.

*Example of arts infusion at one grade level:*

Fourth grade students will explore the overarching theme of systems throughout the year. Below is an example of ways Music and the Visual Arts would be infused into one interdisciplinary unit related to this theme:

Sampling of Arts Infusion across the Curriculum

Grade 4 Theme: Systems

Thematic Unit: Exploring the similarities and differences of various ecosystems across space and time

Mathematics and/or Science Block

- Students study and analyze various geometric shapes found in nature
- Students create 2 and 3-D art representations of various ecosystems using a variety of media (pencil, water color, chalk, etc.)
- Students recognize prominent art works representing nature/environment
- Students study and replicate ways animals are portrayed through art and music
- Students recognize various compositions representing natural environments
- Students compose original songs to teach others about specific ecosystem
- Students create art works from natural materials
- Students study ways in which math and music are related

Writing and Social Studies Block

- Students write and illustrate original books based on studies of various ecosystems
- Students learn about the arts of various cultures that inhabited ecosystems, past and present
- Students write and compose original songs to teach concepts of various ecosystems
- Students study and replicate ways animals are portrayed in art throughout history
- Students listen to various compositions by noted musicians and artists and respond in writing
- Students study the geography of various ecosystems and portray understanding through various media
- Students compare and contrast various art genres portraying ecosystems

## ***4. Curriculum Plan***

- ❖ **Describe the school’s curriculum in the core academic areas, illustrating how it will prepare students to achieve Sunshine State Standards.**

The Imagine Schools’ Standards-Based Curriculum is characterized by challenging academic standards that lead to high achievement for all students. Standards are correlated to Florida’s Sunshine State Standards (SSS) in order to ensure all students are well prepared in terms of what they should know and be able to do at each grade level. Additionally, all teachers are supported in accessing and using the SSS Crosswalk which provides a correlation to recently revised standards for Reading/ Language Arts. The curriculum is presented through the Imagine Schools Curriculum Guide, a valuable resource supported through professional development to ensure teachers and students are well-prepared to achieve Sunshine State Standards, and high levels of performance on the Florida Comprehensive Assessment Test (FCAT) and the Norm Reference Test (NRT).

The Imagine Schools Standards-Based Curriculum Guide is grade-level specific and sub-divided into the core content areas of Reading/Language Arts, Mathematics, Science, and Social Studies (See Appendix H). The curriculum guide also contains standards for enrichments courses such as Physical Education, Health, Visual Arts, Music, Foreign Language, and Media/Information Literacy. Imagine Schools also believes that promoting Character Education and Financial Literacy are essential to the success of every child and has included standards for these areas in the Imagine Schools Standards-Based Curriculum Guide, Florida Version 2006. Within the guide there are also teacher resources for Planning and Preparation, Accommodating the Diverse Learner, and Assessment Tools and Practices. These resources, along with the standards, provide a tool for teacher professional development and can also be used by staff to develop personal mastery as educators.

Imagine Schools standards-based curriculum is presented in nine-week units by subject and by grade level. Building upon a solid content base in each academic subject, students expand their prior knowledge through a spiraled curriculum, which focuses on inquiry and project-based applications of key concepts and universal ideas. Standards are clearly articulated and aligned to the Sunshine State Standards at each grade level to guide teachers, students and their parents toward high levels of learning. Furthermore, for each standard, a description is clearly delineated and described by the content (what students should know) and the application (what students should be able to do). The content and the applications lead towards mastery of the standard. The standards of the core curriculum, both content and application, are the primary guides to what to teach and what to assess. Student learning of these standards is the nucleus of the Imagine Schools’ classroom experience.

The sample below explains each item on the organizational chart of the curriculum. The curriculum design serves as an instructional guide, and is intended to facilitate lesson planning and the development of thematic units to enrich student attainment of standards.



CONTENT (What Students Should Know)	APPLICATION (What Students Should be Able to Do)	MATERIALS AND RESOURCES
<p>The <b>STANDARD</b>: This is a general statement of expected student achievement or outcomes. Each standard is coded, and identified by a black strip that precedes the grade level content knowledge and performance applications.</p>		
<p>Content Knowledge states what each student should know (information and/or skills) at each grade level. These items are numbered for easy reference.</p>	<p>Performance Applications are student applications of content knowledge. These statements may address one or more items of Content Knowledge, but always relate directly to the standard highlighted in black.</p>	<p>Suggested materials and resources are included to enhance instruction related to content and performance. List any of your own ideas in the spaces provided.</p>

The Content column is a guide to essential academic content which students should know. Teachers should also develop expertise in the most appropriate instructional methods to enable students to master this content.

The Application column is a guide to active learning and content integration practices for students. It also guides construction of learning tasks appropriate to the developmental levels of students.

The Materials column guides teacher growth in the identification of materials and resources that will support the teaching and learning process.

### Core Academic Area Strands

The four core academic areas of reading and language arts, mathematics, social studies, and science are divided into strands that organize them into essential information and skills needed by all students. The Curriculum Guide also contains essential questions that assist teachers in interdisciplinary, thematic planning for student learning.

The following table lists the strands for each of the core disciplines:

Discipline	Strands
Reading and Language Arts	Reading, Writing, Listening and Speaking, Viewing and Presenting
Social Studies	History, Geography, Civics, and Government, and Economics
Mathematics	Number Sense, Concepts, Operations, Algebra, Geometry, Measurement, Data Analysis and Probability
Science	Science as Universal Inquiry, Physical Science, Life Science, Earth and Space Science, Science and Society

## **Curriculum Objectives and Content**

Imagine Schools' curriculum objectives and related content are directly aligned with the Florida Sunshine State Standards (SSS). The Imagine Schools Standards Based Curriculum is annually reviewed and updated as new Florida Standards are adopted in subject areas. A Curriculum Task Force will create a curriculum pacing guide and scope and sequence for the core subject areas for all grade levels using the SSS. Teachers will also utilize the curriculum map and pacing guide to achieve appropriate planning of activities and assessments so that all related standards and grade level expectations may be effectively introduced and mastered by students in each grade level.

The School organization model is comprised of Primary Academy (Grades K-2), Intermediate Academy (Grades 3-5), and Middle School/Preparatory Academy (Grades 6-8). The Imagine Schools Curriculum Guides also identify K-2 as Primary, 3-5 as Intermediate, and 6-8 as Preparatory. This organizational structure is designed to enhance our ability to individualize our program and to address both the individual and developmental needs of our students. In addition, this structure serves to coordinate curriculum mastery with learner developmental traits and needs. The standards-based curriculum is delivered at each grade level, with standards spiraled from one year to the next. Teachers in each academy plan horizontally, across each grade level, and vertically, between grade levels to ensure student progress and mastery of Sunshine State Standards.

## **Overview of Reading and Language Arts Programs**

Imagine Schools believes that reading and language arts are the centerpiece of the School's academic program. Hence, effective literacy skills are central to our Charter School curriculum, weaving their way among the content and skills introduced and developed through Reading, Language Arts, Writing, Listening and Speaking, and Viewing and Presenting. Communication skills and strategies are intertwined, strengthening the strands that lead from content and concepts to connections among people and disciplines.

*Reading* is the integrator of the curriculum. Our students will be strong readers by the time they leave the Primary Academy having opened doors to good literature that crosses the boundaries of subjects, cultures, and times. In addition to literary and expository texts read in class, students read independently from a comprehensive list of leading works prepared for each grade level. This strand produces strong, fluent, lifelong readers.

*Language Arts* primary goal is to help students build a basic understanding of the mechanics and structure of the English language. Our language arts program is infused into all areas of the curriculum and emphasizes the formation of good listening, writing and speaking skills. Students improve speaking, listening and spelling abilities through small and whole group instruction. Teachers provide daily opportunities to apply skills learned in both writing and speaking activities. All students participate in activities which develop important basic concepts and creative expression. The language arts program also emphasizes traditional grammar, including parts of speech; students learn to analyze and eventually learn to diagram sentences. Spelling and vocabulary development are continued and composition skills are extended through both formal and creative writing assignments. Teachers evaluate students for skill development

as they refine their skills while writing in their journals, reviewing current events, studying mathematical word problems and enjoying literature.

*Writing* should be, first and foremost, an exercise in thinking. Students will reflect upon and write about what they read. Students will write on a daily basis as they progress through each grade level. From creative writing activities to exposition, research, and reporting, our students write to express points of view and share information, and use writing as an avenue to self-discovery and self-expression.

*Listening and Speaking* play a valuable role in the curriculum, as students receive information from a variety of sources and practice presenting it for a variety of purposes. Socially interactive environments within each grade level foster a love of language that encourages students to listen, question, discuss, debate and share all that they learn. This strand produces articulate, expressive students.

*Viewing and Presenting* experiences instruct students to observe different forms of media from a critical perspective and to be responsible and effective users of innovative communication tools and technology. Making sense of their information rich environment requires visual literacy as well as a fine-tuned ear.

#### Primary Academy Reading/Language Arts

Students are able to make connections between letters and words, and words and ideas. They progress from the rhythms and cadences of nursery rhymes to the designs and patterns of poetry, from the telling of stories to the performance of plays, and from fables and folktales to real life adventure. As active participants in a culture of inquiry, primary students extend their appreciation of literature to include the communication skills and strategies necessary to comprehend and respond to what they read, hear, and see.

#### *Features of the Primary Academy Reading/Language Arts Program:*

- Explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension through a core comprehensive reading program
- Differentiated instruction through whole group, small group, and learning station strategies and materials
- Multiple opportunities to interact with print, including shared reading, read-alouds, language experience charts, word walls, classroom libraries, decodable books, and predictable books
- Exposure to various genres, including non-fiction, fiction, drama, multicultural tales, poetry, classic, and contemporary works of literature through a literature-based approach
- Introduce spelling, grammar, punctuation, sentence structure, and content as essential writing elements
- Oral language development through a comprehensive listening and speaking program, including opportunities for read-alouds, readers' theater, oral presentations, and performances
- Opportunities for writing in response to reading, including journaling, research, creative and expository writing, and publishing

- Access to technology and communication tools for research, editing, revising, and project development
- Individually kept writing portfolios and independent reading logs
- Understanding and application of skills for reading and writing as complementary processes

### Intermediate Academy Reading/Language Arts

Intermediate students are exposed to a wide variety of literary genres, including fiction, nonfiction, classic, and contemporary works. They write in response to what they read, questioning information presented in a variety of formats and predicting outcomes. Our intermediate students will complete individual research reports and cooperative multimedia displays as they hone the skills needed to gather and present information using communication tools.

#### *Features of the Intermediate Academy Reading/Language Arts Program:*

- Refinement of essential tools related to reading, writing, listening, and speaking and integration of these tools as applicable to all subject areas
- Increased ability to comprehend a variety of texts and text structures, including trade books and subject area textbooks; poems; novels; drama; and short stories
- Increased understanding and use of comprehension strategies for before, during and after reading
- Development of critical thinking and problem solving techniques as they apply to print and non-print media
- Appreciation and memorization of passages from leading works of great literature
- Heightened sensitivity to other cultures, while building cultural literacy
- Instruction on the rules and mechanics of Standard English, effective speaking skills, and oral presentations
- Robust vocabulary instruction that includes word origins, tiered words, opportunities to develop vocabulary through reading, writing, listening and speaking
- Refined research skills and narrative and expository writing skills and strategies
- Oral communication and critical thinking experiences, including speech and debate, recitations, and literature circles
- Published student works in the form of newsletters, books, and anthologies
- Introduction to the five-paragraph expository theme and a variety of creative writing formats
- Instruction in the use of literary devices in works of literature and apply them in original writing assignments
- Independent and collaborative theme-related projects at each grade level
- Completion of four books from the independent reading list every nine weeks
- Individually kept writing, reading, and speaking portfolios
- Development of leadership abilities through peer evaluation and assessment

### Preparatory Academy Reading/Language Arts

We believe that it is language that makes human beings unique. However, it is the writers of literature, the language they give to their characters, and the ideas their works convey that define

human beings as individuals and mark our place in society. Not only do their essays, stories, poems, and plays entertain and inform us, but they teach us lessons about life. It is by exposing students to all areas of the language and literature experience that we encourage them to explore these areas and the ways they impact their own learning and lives.

The strands, standards, content knowledge and performance objectives of the Imagine Schools Preparatory Academy Reading/Language Arts curriculum provide our students with opportunities to experience life through text: to talk, listen, read, write and view life in its many varieties and, after reflection to present their thoughts. It is our hope that by working through these standards that our students will become learned, literate, productive, responsible, thoughtful human beings.

*Features of the Preparatory Reading/Language Arts Program:*

- Continue exploration of universal ideas in a literature-based reading and writing program
- Develop mastery of the mechanics of writing, structural elements, and Standard English
- Expand vocabulary to be demonstrated in oral and written presentations
- Expand in-depth studies of a variety of literary genre, types of poetry, and drama
- Hone reading skills and strategies to relate them to all disciplines
- Hone critical thinking and creative problem solving skills in relation to all disciplines and to real world issues and concerns
- Develop skills and strategies related to interpretation of literature, including analysis and explication
- Expand writing skills related to formal research and creative writing
- Develop independent, self-directed writers and researchers
- Continue the study of Latin and Greek word origin and vocabulary development
- Expand oral communication skills through extemporaneous, speaking, formal debate, recitations, readings, and dramatic presentations
- Require independent and collaborative multimedia presentations related to grade level themes
- Require completion of selected titles and projects from academy lists
- Maintain individually kept writing, reading, and presentation portfolios
- Develop leadership abilities through Literature circles, original critique and editorials
- Using the reading process to construct meaning from a wide range of literary, informational, and technical texts
- Using the writing process to communicate information and ideas
- Using listening, viewing, and speaking strategies,
- Understanding the power of language and using language in authentic contexts
- Understanding the common features of a variety of literary forms
- Responding critically to visual, oral, and written texts

*Grade 6-8 Proposed Course of Study:*

Note: Promotion/retention of students will follow the School District's Pupil Progression Plan. The instructional materials will be chosen from the Catalog of State Adopted Instructional Materials: Grades 6-8. The district adopted materials will be reviewed as an option for use. Students in grades 6-8 will be enrolled in six courses per semester. The schedule will ensure a

year-long course meets the 135 hour requirement. The Charter School will hold at least one parent meeting in the evening to inform parents about school’s curriculum and activities each year. (S. 1003.4156 (1) (a) 5, F.S.)

Language Arts Courses: The purpose of these courses are to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature.

Course Code	Course Name
1001010	M/J Language Arts 1
1001040	M/J Language Arts 2
1001070	M/J Language Arts 3

Reading Courses: The purpose of these courses is to develop and strengthen reading through the integration of reading, writing, listening, speaking, viewing, and critical thinking.

Course Code	Course Name
1008010	M/J Reading 1
1008040	M/J Reading 2
1008070	M/J Reading 3

Intervention Courses: The purpose of these courses is to provide instruction that enables students to develop and strengthen reading skills and develop independent reading endurance.

Course Code	Course Name
1000010	M/J Intensive Reading
1000000	M/J Intensive Language Arts

Students scoring at Level 1 and 2 will be enrolled in an Intensive Reading/Language Arts Course as required. The Intensive Reading/Language Arts course will diagnose each student’s individual reading needs. Progress monitoring and continual assessments will be ongoing throughout the school year. Student progress will be shared with the students and their parents.

### **Overview of Mathematics Programs**

Our curriculum provides students with in-depth mathematics content that is standards-based and reflects the best thinking of mathematicians and teachers. It is our goal to ensure that every student achieves the essential skills needed for mathematical literacy. In keeping with this challenge, our teachers will have a strong interest and background in mathematics. Our teachers will have mathematical knowledge beyond the curriculum that is taught and participate in ongoing professional development to better serve our students.

What students learn is fundamentally connected to how they learn it. In response to this, the mathematics program reflects a learning environment that emphasizes the unifying concepts of fundamental computational operations, communication, reasoning and proof, representation,

problem solving, and connections. These are embedded in each of the content strands, which are based on those in standards from the National Council Teachers of Mathematics (NCTM) 2000 and reflected in applicable state standards. These content strands include Number Sense, Concepts, and Operations, Algebra, Geometry, Measurement, Data Analysis, and Mathematical Thinking.

### Primary Academy Mathematics

Students in the Primary grades participate in active, numeric-rich experiences in mathematics. Problem solving skills and computational skills are interwoven across lessons, subject areas, and mathematical strands. Students will be introduced to foundations in geometry, algebra, data analysis, measurement, and number sense.

#### *A Sampling of Primary Academy Mathematics Content:*

- Developing “number sense”
- Mastering basic computation skills
- Understanding and extending patterns
- Applying problem solving strategies
- Developing understanding of concepts through problem solving
- Analyzing data and using and connecting a variety of mathematical representations
- Manipulating shapes, numbers, and space to develop estimation skills

### Intermediate Academy Mathematics

Intermediate students need active engagement in exploring mathematical concepts, as well as both challenge and support when learning mathematics. Our students will use opportunities in mathematics to develop methods of inquiry and application as they participate in the problem solving process in real-world contexts. Within the integrated curriculum, problem-solving strategies are developed in all disciplines.

#### *Sampling of Intermediate Academy Mathematics Content:*

- Understanding geometric relationships
- Organizing and comparing data sets
- Applying problem solving strategies
- Developing algebraic reasoning
- Establishing measurement techniques
- Using advanced mathematical tools and technologies
- Reasoning and making sense of mathematics
- Demonstrating flexibility in choosing computational methods
- Understanding and explaining computational methods
- Producing and explaining accurate answers efficiently
- Representing thinking
- Exhibiting number sense and mastery of computation skills

### Preparatory Academy Mathematics

Mathematical thinking is the central competency that distinguishes people who can balance a checkbook from those who can make use of mathematics to enhance their employability, understand social and scientific issues important to American citizens, and make meaning of the mass of mathematical information available to technologically literate citizens.

Applying mathematics to solve problems, the heart of the Preparatory Academy curriculum, will engage students in such areas as number theory, data investigations, probability, and algebraic thinking. Students will experience the real-world applications of mathematics and, modeling real work-place competencies, learn to work cooperatively with others in applying mathematics to solve problems. Students will continue to develop mastery of the core mathematical skills needed for success in high school and future employment. On-going work on core computation and number sense competencies develops each student's personal mastery of basic math operations. Our students learn how to apply mathematics across the curriculum and make mathematics a tool for life-long learning.

Preparatory Academy students will be drawn toward mathematics through challenging real-life approaches to mathematics in context. Today's world requires an in-depth knowledge of concepts related to Algebra, Geometry, Trigonometry, and Calculus in fields ranging from auto mechanics to architecture and design. Our students will engage in opportunities for individual and group problem solving, in-depth experiences with the tools and applications of new technologies, and a creative instructional program that explores mathematics as an innovative and challenging career choice.

#### *Sampling of Preparatory Academy Mathematics Content*

- Understanding and flexibility with rational numbers, linear functions, proportionality, and measurement
- Algebra and Geometry Integration across topics
- Promoting flexibility in analyzing data
- Introducing dynamic Pythagorean relationships
- Developing linear functions
- Locating square roots Mathematical reasoning and problem solving
- Advanced tools and technologies
- Structure and properties of rational numbers, including whole numbers, integers, fractions, mixed numbers, and decimals
- Equivalent representations of numbers, including fractions, decimals, and percents, numbers with exponents, and absolute value
- Operations and problem solving with rational numbers
- Number theory, including primes, factors, multiples, and number sequences
- Measurement techniques including choice of appropriate instruments, conversion of units, scale drawings, and derivation of simple geometric formulas for perimeter, area and volume
- Geometric terminology, properties, and relationships-transformational geometry, including flips, turns, and slides



- Algebraic thinking: analyzing and expressing patterns and relationships in various ways, including words, manipulative, tables, graphs, number sequences, algebraic expressions and equations, and geometric formulas
- Statistical methods for collecting, organizing, analyzing and displaying data, including measures of central tendency
- Introduction to probability, including comparison of experimental and mathematically expected results
- Basic calculator skills

*Grade 6-8 Proposed Course of Study:*

Note: Promotion/retention of students will follow the School District’s Pupil Progression Plan. The instructional materials will be chosen from the Catalog of State Adopted Instructional Materials: Grades 6-8. The district adopted materials will be reviewed as an option for use. Students in grades 6-8 will be enrolled in six courses per semester. The schedule will ensure a year-long course meets the 135 hour requirement. The Charter School will hold at least one parent meeting in the evening to inform parents about school’s curriculum and activities each year. (S. 1003.4156 (1) (a) 5, F.S.)

Mathematics Courses: The purpose of these courses is to continue the development of mathematical concepts and processes that can be used to solve real-world and mathematical problems.

Course Code	Course Name
1205010	M/J Math 1
1205040	M/J Math 2
1205070	M/J Math 3

High school course provisions - The A++ Plan requires that the Charter School provide students the opportunity to take at least one high school credit class while in the Middle Grades. The course(s) available to students will be determined based on the needs of the students. It is anticipated that an Algebra I course is most likely. The course(s) can be provided in a variety of ways, including the Florida Virtual School, at the Charter School with a certified teacher.

Intervention Courses: The purpose of this course is to enable students to develop mathematics skills and concepts through remedial instruction and practice.

Course Code	Course Name
1204000	M/J Intensive Mathematics

Students in grade 5, 6, or 7 who score at Level 1 or 2 on FCAT Mathematics will receive intervention the following year. This remediation will occur within the regularly scheduled block of instruction. The differentiated instruction will be provided by small group instruction, instructional technology, learning centers focused on providing practice and ongoing assessment of student learning.

## Overview of Science Programs

Effective science education begins in early childhood, when parents and teachers respond to a child's natural curiosity about the world around him or her. Our school offers a science curriculum that reflects the practices of scientists by providing hands-on, minds-on opportunities for students to apply the scientific method. They inquire, explore, analyze, classify, and test hypotheses in the classroom and in their environment. The science curriculum is based on national academic standards presented in the strands of Physical Science, Life Science, Earth and Space Science, Science as Universal Inquiry, and Science and Society. Unifying concepts of systems and organization, evidence and explanation, constancy and change, and form and function link content between strands and across disciplines.

The science curriculum is designed to develop the capacity to:

- Explain concepts, principles, and theories fundamental to understanding the natural world in which we live
- Develop the ability to read, understand, and analyze current science articles, books, and presentations from both an analytical and ethical viewpoint
- Observe and describe events as they occur during scientific investigations and draw conclusions based on evidence and scientific studies
- Design and implement scientific investigations
- Demonstrate the ability to integrate mathematical concepts and technology with scientific principles
- Understand the interrelationships between the branches of science and its defining strands
- Introduce significant events, discoveries, careers, and personalities as they relate to content presented through the science curriculum

### Primary Academy Science

The Primary grades' science curriculum captures, nurtures, and guides the spontaneity that characterizes young children's interaction with their surroundings. Students participate in guided exploration activities in which they handle simple objects, organisms, and scientific tools to satisfy their sensory and intellectual curiosity about these items. During these periods, teachers and students share thoughts, findings, and questions. Through these initial phases of scientific exploration, the students' naturally inquisitive natures are directed toward the more sophisticated problem-solving situations that they may encounter in middle school.

*Sampling of the Primary Academy Science Topics:*

- Life cycles of animals and plants
- Relationships between living things
- Ecology and the environment
- Structure of the human body, health, and hygiene
- Properties and states of matter
- Energy of heat, light, sound, and electricity
- How inventors, inventions, and machines connect
- Weather patterns and change

- How the bodies of our solar system are organized and interact
- Current events and stories about scientists

### Intermediate Academy Science

The Intermediate grades provide an environment where students feel comfortable observing, describing, classifying, pondering, and communicating with fellow investigators to learn about their world. The integrated curriculum provides a model well suited to the nature of young students. Children, who study coastal ecosystems, graph the number of organisms within a square meter, paint a landscape, and research the interactions of plants and animals in their natural habitat are exposed to meaningful experiences.

#### *Sampling of the Intermediate Academy Science Topics:*

- Structure and function of living things
- The impact of evolution and heredity
- Ecosystems and their components
- Earth changes
- Stars, galaxies, and the universe
- Energy transferred and transformed
- Environmental problems and solutions
- Technological solutions and design
- Desirable health habits
- Systems of scientific investigation
- The science and mathematics connection

### Preparatory Academy Science

In the 21<sup>st</sup> century, understanding the purposes and methods of science is an essential competency for effective citizenship. The science curriculum teaches our learners that scientific literacy is an important part of a fulfilling life in an inter-dependant global economy. Making sound decisions as citizens and voters will require recognizing cause and effect relationships between human actions and the realities of the world revealed by quality scientific research.

Imagine Schools students study the life sciences, physical sciences, and earth and space sciences. In the study of life sciences, they will learn to understand the systemic nature of living organisms and the relationships between living things and the environment. In the study of physical sciences, students will be engaged in physical and chemical properties, natural forces, and forms of energy. Earth and space science will let students examine what we know about our place in the physical universe, the natural forces that influence our planet, and the environmental factors that affect life on Earth.

Across the grades Imagine Schools' students learn about the societal impact of science research and technology. Our students engage in hands-on, minds-on exploration of science processes and the application of scientific thinking.

#### *Sampling of Preparatory Academy Science Topics:*

- Structure and function of living systems
- Relationships in ecosystems

- Diversity and adaptations of organisms
- Chemistry, compounds, and solutions
- Properties and changes in matter
- Basic principles of Physics
- Weather patterns and forecasting
- Global and regional problems
- The history and structure of the Earth
- Space phenomena and the Universe
- The molecular basis of heredity
- Biological evolution
- Interdependence and behavior of organisms

*Grade 6-8 Proposed Course of Study:*

Note: Promotion/retention of students will follow the School District’s Pupil Progression Plan. The instructional materials will be chosen from the Catalog of State Adopted Instructional Materials: Grades 6-8. The district adopted materials will be reviewed as an option for use. Students in grades 6-8 will be enrolled in six courses per semester. The schedule will ensure a year-long course meets the 135 hour requirement. The Charter School will hold at least one parent meeting in the evening to inform parents about school’s curriculum and activities each year. (S. 1003.4156 (1) (a) 5, F.S.)

Science Courses: The purpose of these courses is to provide opportunities to study concepts of life, earth/space, and physical sciences, and their applications to everyday life.

Course Code	Course Name
2001010	M/J Earth/Space Science
2000010	M/J Life Science
2003010	M/J Physical Science

**Overview of Social Studies Programs**

The Social Studies portion of the Imagine Standards-Based Curriculum incorporates several fields, using literature, science, technology, and the arts to enrich the canvas on which students learn. A personal and global perspective are essential elements for students facing a world of rapid change, so both perspectives are present throughout the four social studies strands of History, Geography, Civics, and Economics. Embedded within these strands are themes ranging from cultures to environments, providing for the integration, extension, and application of knowledge to active participation in a global society.

**Primary Academy Social Studies**

The Primary grades Social Studies curriculum presents history as a great story. Students learn about the beliefs of early people by reading myths and legends; about the similarities and differences among cultures by acting out folktales; and about the symbols and values of citizenship as part of a classroom community.

*Features of the Primary Academy Social Studies Program:*

- Provides a socially interactive environment to promote democratic principles and social skills
- Presents social studies through hands-on, minds-on activities that integrate disciplines and incorporate technology and fine arts
- Focuses on history as a story to include myths, legends, folktales, biographies of leaders, and tales of great adventures of the past
- Highlights world and American history to include the study of Ancient Egyptian pyramids, explorers of the new world, and other key historical structures, events, and ideas
- Introduces people, places, beliefs, and traditions of other times and cultures
- Introduces people, places, beliefs, and traditions that tie us together as a nation
- Provides resources to explore current as well as past events
- Practices using maps, globes, and other tools of geography
- Promotes making wise choices and being good consumers
- Involves all students in simulations and service projects related to grade level theme

Intermediate Academy Social Studies

The Intermediate grades Social Studies curriculum provides a multi-faceted picture of U.S. and world history. The past is chronicled as a compilation of stories and events that inspire the imagination. Students learn to view the world from alternative perspectives as they create historical models and replicas, conduct seminars and debates, and investigate issues related to their school and community. As active and responsible members of the Intermediate grade levels, these students play an important role in the design and implementation of service projects.

*Features of the Intermediate Academy Social Studies Program:*

- Provides an active learning environment with a variety of media resources
- Establishes a culture of inquiry where students study implications of social, political, and economic events as they impact the present and future
- Presents in-depth study of social studies topics in which students make choices about what they study and produce
- Focuses on significant issues and events of U.S. and history, the history and culture of diverse social groups, and the environment
- Develops historic literacy with exposure to key concepts related to history and geography
- Explores the dynamics of geography as it relates to people, places, and time
- Presents key concepts of state and federal government
- Introduces leaders from various fields, cultures, and times
- Introduces the fundamental concepts of economics as they relate to individuals, institutions, and societies
- Promotes collaboration and respect for others with project-based activities
- Practices the skills required for accessing information and presenting findings using current resources and technology
- Involves all students in class simulations related to grade level theme
- Requires participation in a service projects related to grade level theme

### Preparatory Academy Social Studies

Imagine Schools prepares our learners for leadership in an interdependent global economy. The focus is on the processes that influence events and decisions at the local, state, national, and global levels. These include geographic, cultural, governmental, economic, and historical processes.

Throughout the Preparatory Academy students will learn geographic concepts to deepen their grasp of the relationships between geographic conditions and human activities. As they deepen their understanding of the nature of our planet, Imagine Schools' students also learn to connect current cultures and significant historical events to geographic locations and influences. Students will also focus on the attributes of the American political and economic system. As they learn the differences between American ideals of citizenship and other models practiced around the globe and throughout history, our students learn to see the significance of the American republic's values of free enterprise, democracy, and constitutional principles. They will also concentrate on the history of the people of the United States. Imagine Schools' students learn not only the traditional names and events of importance in a multi-cultural society; they study the processes and issues that have defined our nation and continue to be a significant part of the evolving American way of life.

#### *Features of the Preparatory Academy Social Studies Program:*

- Increases students' appreciation and sense of connection with U.S. and global history, the history and culture of diverse social groups, and the environment that surrounds them
- Deepens students' knowledge and understanding of content introduced through the social studies strands of economics, civics, and geography in relation to historic and current events
- Integrates content presented through the social studies strands with mathematics, science, and reading and language arts
- Explores the visual and performing arts through multicultural and historical perspectives
- Integrates technology and the practical arts into social studies activities
- Increases students' inquiry and sense of ownership in what they learn through independent research, collaborative real-world problem solving, and project-based learning
- Involves all students in a simulation that immerses them in curriculum content
- Promotes individual characteristics of leadership through a study of leaders past and present, individual goal setting, community service, and multi-grade mentoring activities
- Requires the completion of a self-selected project related to grade level theme
- Requires participation in service projects related to grade level theme

#### *Grade 6-8 Proposed Course of Study:*

Note: Promotion/retention of students will follow the School District's Pupil Progression Plan. The instructional materials will be chosen from the Catalog of State Adopted Instructional Materials: Grades 6-8. The district adopted materials will be reviewed as an option for use. Students in grades 6-8 will be enrolled in six courses per semester. The schedule will ensure a year-long course meets the 135 hour requirement. The Charter School will hold at least one parent meeting in the evening to inform parents about school's curriculum and activities each year. (S. 1003.4156 (1) (a) 5, F.S.)

## Social Studies Courses

Course Code	Course Name
2103010	M/J World Geography
2106010	M/J Civics
2100010	M/J US History

Social Studies content in grades 7 and 8 will include Florida History including the content of the Declaration of Independence and its relationship to our government, the federalist papers, and the U.S. Constitution. Social Studies classes will be required to provide instruction in the sacrifices that veterans have made in serving our country and protecting democratic values worldwide. This instruction will occur on or before Veterans' Day and Memorial Day.

### Career Exploration and Decision Making

Instruction will be offered which meets the requirements of the Career and Academic Planner Program including a broad orientation to career clusters to assist students in focusing on academic and career goals (Section 1003.4156 F.S.). Students in grade 8 will be introduced to the FACTS.org website, Florida's official online student advising system. At this time, the implementation will occur as part of the Grade 8 Social Studies course. The course provided for grade 8 will include the Career Planning within its course code description. Students will complete the ePEP and utilize the FACTS website as a resource in addition to the teacher-directed career planning activities.

Oversight of Career Exploration will be initially provided by the Social Studies teacher. It is anticipated that the oversight will be turned over to the guidance counselor once the school's enrollment can support this position.

### Overview of Enrichment Courses

The enrichment course opportunities at the Charter School are in the planning phase. Physical Education will be offered to comply with state requirements. Additional options could include art, music, foreign language, career education and technology.

### Health and Physical Education Programs

Imagine Schools' Health and Physical Education curriculum focuses on health and physical fitness skills. As our students progress through the grade levels, they will participate in activities and experiences that emphasize the importance of a healthy lifestyle. Our Charter School will focus on building understanding, knowledge, and developmentally appropriate skills and practices related to health and physical fitness.

The School will follow the policy related to Florida House Bill 967 also in Laws of Florida into effect in 2007 for Physical Education. Students in grades K-5 will be scheduled for 150 minutes of PE per week.

*Health:* Health topics are closely linked to science content as well as physical education. Concepts include:

- Basic hygiene and health habits
- Nutrition
- Functions of body parts and systems
- Disease prevention
- First aid and safety
- Dangers of substance abuse
- Benefits of exercise

*Physical Education:* The primary goal of the physical education program is the basic application of individual skills in a team sport environment. Physical education will include a variety of developmental activities emphasizing fine and gross motor skill development as well as help our students keep fit through a variety of organized activities and lessons that focus on:

- Control and coordination of movements
- Rhythm, agility, and balance
- Simple sports skills
- Basic games and exercise
- Fitness
- Respect for rules
- Sportsmanship
- Proper use of equipment
- Strategy
- Competitive and non-competitive sports
- Lifetime sports

*Grade 6-8 Proposed Course of Study:*

Note: Promotion/retention of students will follow the School District’s Pupil Progression Plan. The Charter School will hold at least one parent meeting in the evening to inform parents about school’s curriculum and activities each year. (S. 1003.4156 (1) (a) 5, F.S.)

#### Physical Education Courses

Course Code	Course Name
1501110	M/J Comprehensive Physical Education 1
1501110	M/J Comprehensive Physical Education 2
1501120	M/J Comprehensive Physical Education 3

#### **Overview of the Visual Arts Curriculum**

The Visual Arts Curriculum generates enthusiasm for art as well as different cultural and historical connections. Through the exploration of a variety of artists, art processes and art experiences, students have the opportunity to develop higher thinking and creative problem solving skills. The Charter School will integrate art and music throughout the standard school curriculum, to develop intellectual and communication skills in children through active participation in the arts, and to enhance appreciation for culture and art within children. Our



vision is that by infusing Arts into the curriculum, we enhance the opportunities for academic success for all students.

### *Skills and Techniques*

- Use art materials and tools to develop basic processes and motor skills, in a safe responsible manner.
- Use good craftsmanship when creating works of art from personal experiences, observation or imagination.
- Distinguishes between materials, techniques and processes.

### *Creation and Communication*

- The students are able to create and communicate a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts.
- *Cultural and Historical Connections*
- The students understand that visual arts relate to history and culture. Student understands how artists generate and express ideas according to their individual, cultural and historical experiences.

### *Aesthetic and Critical Analysis*

- Students use age appropriate vocabulary to assess, evaluate and respond to the different characteristics of works of art.
- Students understand the difference between realistic, symbolic or abstract works of art, and know the difference between an original work of art and a reproduction.

### *Applications to Life*

- The students make connections between the visual arts, other disciplines and the real world. They understand that people create art for many different reasons and that everyday objects are designed by artists.
- The students know about various art careers that are available to artists.

## **Overview of the Music Program**

Instilling the love of melody, the poetry of verse, the rhythm of the beat is at the heart of Imagine Schools music curriculum. From classic to contemporary sounds, all students enjoy music. Students create by improvising melodies, variations and accompaniments using a variety of sound sources. Students listen to musical selections. Teachers expose students to a varied repertoire of music representing diverse genres and styles. Songs are linked to classroom themes and previous learning. Students sing. They learn expressive qualities, tone, melody and style of songs. Students play instruments to echo rhythmic patterns, to improvise melodic progressions and produce harmonic accompaniments. History and cultural awareness is integrated into our music curriculum. Students will understand the role of musicians in various music settings and cultures. The strands, standards, content and applications in the curriculum guide are designed to give Imagine Schools' students the maximum opportunity to experience life through song.

## **Overview of Media/Information Literacy Program**

Media/Information Literacy Standards for student learning provides a conceptual framework and broad guidelines for describing the information-literate student. The standards are grounded in information literacy but describe more general aspects of student learning to which school media

programs also make important contributions. These standards describe the content and processes related to information that students must master to be considered information literate.

### **Overview of the Technology Literacy Program**

We believe learning should primarily occur in a relational context; technology will be used as a tool in the School to enhance our efforts in teaching children. We believe technology is best used to reinforce classroom learning and for assessment. In addition to using technology to support learning, as age appropriate and specified in standards, students will learn how to master use of specific technologies. In higher grades, teachers will seek to ensure that students are taught how to exploit the potential of research oriented technology yet not abuse them to avoid developing solid research, critical thinking, and writing skills. This is both a technique issue as well as a character issue and will be addressed in both ways. Technology Literacy is included in the classrooms on a daily basis and students will be engaged in mastery of the use of technology as a learning tool at all grade levels. Grade appropriate activities will be provided in each major strand of technology literacy:

- Basic operations and concepts
- Social, ethical, and human issues
- Technology productivity tools
- Technology communications tools
- Technology research tools
- Technology problem-solving and decision-making tools.

*Internet access:* Classrooms will have computer workstations with Internet and worldwide web access, on-line access to reference resources, and access to the school's instructional software collection.

*Multimedia production for targeted objectives:* Teachers and students will develop multimedia lesson and projects in core academic disciplines. Students will have access to software to review information or to prepare individual and group assignments.

*Individualized software supplementation:* Students are prescribed specific curriculum support software based on identified individual needs and each student's learning style and learning goals. Computer training for parents will also be available.

The School will have a goal of attaining a ratio of at least one computer for every six students (6:1) for classrooms and learning environments at all levels. This level of technology access and availability is minimally sufficient for measurable gains in student performance.

All technology planning will be focused on what is required to advance student achievement for meeting performance goals based on established learning standards. Initially the point of contact and support for the technology infrastructure will be the principal, who may then elect a staff member to fill this role.

### **Preparatory Academy Electives**

Students will have the opportunity to participate in electives at the School that may include those areas described above.

#### *Grade 6-8 Proposed Course of Study:*

Note: Promotion/retention of students will follow the School District's Pupil Progression Plan. The Charter School will hold at least one parent meeting in the evening to inform parents about school's curriculum and activities each year. (S. 1003.4156 (1) (a) 5, F.S.)

#### Elective Courses

Course Code	Course Name
0600000	M/J Exploratory Wheel 1
0600010	M/J Exploratory Wheel 2
0600020	M/J Exploratory Wheel 3
0600030	M/J Exploratory Wheel 4
0600040	M/J Exploratory Wheel 5
0600050	M/J Exploratory Wheel 6

### **Overview of Positive Character Development Activities**

Respect and Responsibility - these are just two of the values at the heart of our Charter School. The School community lives in an age where technology and social concerns dictate the need for a deepening concern for character. The principles of character education, such as those described by Dr. Thomas Lickona, are utilized as basic principles for an integrated character education program. The program includes, but is not limited to, the following:

- The teacher as caregiver, model and mentor;
- The classroom as a democratic community;
- Activities that promote values and ethics;
- Encouraging character reflection;
- Discussion of issues and answers, problems and solutions;
- Conflict resolution and students as mediators;
- Parent and community involvement;
- Character Education Task Force comprised of teachers, administration and parents.

*The following Core Values will be included in the Character Education Program:*

- Citizenship-Understanding the role the individual plays in society.
- Cooperation-Working together toward goals in an interdependent world.
- Fairness-Treating others impartially, maintaining an objective attitude toward those whose actions and ideas are different.
- Honesty-Treating others impartially
- Integrity-Standing up for your own beliefs. Resisting social pressure.
- Kindness-Being helpful, compassionate, and gentle toward all living things.
- Pursuit of Excellence-Striving to do your best and not giving up.
- Respect-Showing regard for others. Being courteous and polite.
- Responsibility-Thinking before you act. Being responsible for those actions.

- Positive Thinking-Teaching the value of a positive outlook. Teaching positive language as a reinforcement technique.

During the first year of the school's operation, our School principal and faculty will select a set of strategies to integrate into the core curriculum. The work to integrate the program selected into the curriculum will commence through curriculum mapping activities that will determine how to appropriately infuse character attributes, including defining community service projects, into all subject areas.

### Learning for Leadership

The content delivered through the strands of the academic disciplines provides a core of knowledge for all Charter School students. A hallmark of the integrated curriculum is the Learning for Leadership component.

What qualities do leaders possess? Why have their works endured? In what ways have societies benefited from leadership? Does leadership always set a positive example? In what ways can we emulate the qualities and model the works of those we identify as leaders?

These questions and others focus upon major ideas and themes at each grade level that integrate knowledge within and across disciplines. Students' investigations lead them to an understanding of themselves as they reflect upon the qualities and works of others. As they encounter leaders from different walks of life, different times and places, and different fields of endeavors, students recognize that they are the recipients of a legacy of leadership that can inspire and motivate their learning and performance in positive ways. This component of the curriculum encourages and prepares students to reflect on contributions of the past and present, and inspire them to become leading contributors to our future.

### Service Learning: Learning to Serve-Serving to Learn

Enhancing the character education component are service learning projects that extend the values and ethics infused into each subject area. Service Learning represents the connection of intellectual and character development. Students will engage in the skills necessary to solve real world problems, and at the same time develop the disposition to be active and compassionate members of society. Knowing and doing will be bound together in the service learning activities of each Academy at the School. Guided by their teachers, students will identify and select a problem that reflects a local, national, or international concern. A plan is developed to engage students in relevant activities that provide them with an informational background, active service, and community awareness related to the issue. Students see service not as an isolated action, but as a way of being a member of a community. Students in fourth grade and up will be offered the opportunity to join the Student Council, which is a service oriented club. Members of the club may be involved in the following:

- School Campus Clean-Up
- Donation Drives
- Peer tutoring in Character Education
- Accelerated Reader Sponsorship
- Participation in community programs and ceremonies

### Conflict Resolution

Our learning communities will model those of the real world, offering many opportunities to teach students to handle conflict constructively. The students will be taught to recognize various kinds of conflict and those situations that may lead to conflict. They learn not only to solve problems, but also to prevent them. Conflict avoidance and conflict resolution skills will be infused into each of the core subjects as they relate to content. Students might brainstorm a list of alternative solutions to historical conflicts in social studies, while they write about “peaceful” resolutions to conflicts found in literature. With a curriculum that involves students in thinking, writing, and talking about conflict resolution, our goal is to make children responsible for working out their own conflicts in positive ways.

- ❖ **Describe the school’s reading curriculum, providing evidence that reading is a primary focus and that there is a curriculum and a set of strategies for students reading at grade level or higher and a separate curriculum and strategy set for students who are reading below grade level.**

We are committed to educating the students of the School in ways that will meet and exceed reading expectations for life-long learning. Specific goals of our reading program are to increase the number of students reading at and above grade level, and to reduce the number of students reading below grade level. These goals are supported by classroom daily schedules that provide at least 90 minutes of uninterrupted reading instruction for every student, an additional 30 minutes of instruction for those students reading below grade level, and an integration of reading strategies across the curriculum. The goals are further supported by high-quality instruction with the use of a Florida State Approved Comprehensive Core Reading Program (CCRP) correlated to all Reading and Language Arts Sunshine State Standards and the five areas of reading, the use of data to guide instruction, a set of strategies for students reading at grade level or higher, and immediate intensive intervention for those students that are reading below grade level. The goals and features of our reading curriculum reflect the philosophy of the Just Read, Florida! Office to use Scientifically Base Reading Research (SBRR) found in the National reading Panel Report and in the No Child Left Behind legislation (2001),and complement the philosophy of the Clay County School District as stated in their K-12 Comprehensive Reading Plan (2008). We are committed to educating the students of the School in ways that will meet and exceed reading expectations for life-long learners.

### 90-Minute Reading Block

Initial Instruction	25 minutes	Whole group	Explicit & systematic initial instruction using the Core Comprehensive Reading Program
	55 minutes	Small group /individual	Small group differentiated instruction
	10 minutes	Wrap up	Review and reflection on station work

### Initial Instruction

We believe that initial instruction is the first line of defense against reading difficulties. As illustrated in the schedule above, this portion of reading instruction will be designed to meet the

needs of all students through the use of the Comprehensive Core Reading Program designed to support explicit and systematic teaching of grade-level skills and concepts, and to meet the needs of students working either above or below grade level through differentiated instruction. Below is a detailed description of our initial instruction components.

*Initial Instruction with the Core Curriculum Reading Program:* Examples of programs implemented at Imagine Schools include those by publishers McGraw-Hill, Houghton Mifflin, and Scott Foresman. The School will implement a Core Curriculum Reading Program (CCRP) from the state approved list of materials and resources. This program, selected by a team of administrators and teachers, will be on the level of the majority of students in the class. The program will correlate to all Reading and Language Arts Sunshine State Standards and will effectively address each of the five areas of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension. A curriculum map and pacing guide will be developed by staff to support teachers in addressing any component that needs to be supplemented in order to better prepare our students to meet Sunshine State Standards. For example, if teachers discover during mapping that a program such as Houghton Mifflin is weak in its inclusion of explicit phonemic awareness activities, then these areas will be supplemented through appropriate resources and strategies.

The teachers of the School will be trained in a systematic, explicit approach for teaching reading, especially for students learning to read and for struggling readers. The instructional routines and classroom management routines of the CCRP will support the delivery of scaffolded instruction that is explicit and systematic, delivered through teacher modeling, shared practice, guided practice, and independent application. This “I do, we do, you do” instructional routine provides a gradual release of responsibility to ensure that students sufficiently master skills so they can read independently on schedule at each grade level. The CCRP will also incorporate research based strategies and materials such as reading routines, teacher read-alouds, practices for introducing new skills and reviewing skills formerly taught, leveled materials for guided reading and explicit skill instruction, and classroom libraries. The CCRP will also include strategies for differentiated instruction, such as specific practices for teaching the same skill to students reading at, below, or above grade level. Examples of these strategies might include repeated reading for students below grade level, and question generation for those reading above grade level. Programs such as McGraw-Hill also include assessment tools and schedules (screening, progress monitoring, diagnostic, and formal assessments) to support teachers with flexible grouping, identification of skills for review/reteaching, and progress monitoring to ensure all students are on track to meet reading goals.

The five essential components of reading instruction will be explicitly and systematically taught during initial instruction of the reading block, and through differentiated strategies and supports for those students identified as needing additional time above and beyond the 90 minute uninterrupted reading block.

Component	Approach to Instruction
Phonemic Awareness	Instruction that teaches children to manipulate phonemes while using the letters of the alphabet. Phonemic awareness and phonics instruction will be coordinated so teachers teach the letter-sound correspondence after students demonstrate phonemic awareness of the sound.
Phonics	Explicit and systemic instruction that “teaches children the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language.” ( <i>Put Reading First</i> , p.12)
Fluency	Provide models for fluency through guided oral reading opportunities such as, shared reading, interactive read-alouds, buddy reading, independent reading of “just right” texts. In addition, small group and individual students will be provided specific procedures to promote fluent and phrased reading: masking text, reading in phrases, attending to punctuation.
Vocabulary	Instruction that deepen students’ knowledge of word learning strategies: how to use information about word parts, how to use relationships between words (synonyms, antonyms, multiple-meaning words), how to use common prefixes, suffixes, base words, and root words to learn the meaning of new words, how to use context to determine word meanings.
Comprehension	Instruction that helps readers use specific comprehension strategies: monitoring their own comprehension and using appropriate “fix-up” strategies to solve problems, making connections to the texts, asking and answering questions about the texts, using mental imagery, recognizing story structures, summarizing main ideas and central themes.

For many students, core lesson plans for initial instruction and cumulative review are not sufficient to impact student ability in learning to read. The CCRP will be designed to accommodate struggling readers with additional targeted instruction in small groups. Since the instructional targets will be determined by assessment results, the membership of the small groups will constantly change throughout the school year. Differentiated instruction will always begin with student data and, therefore, remain flexible in order to align instruction with the specific needs of each child.

*Supplemental Intervention Reading Programs (SIRP)* and resources that enhance the instruction of the CCRP may be necessary to support the reading growth of all students. These programs are intended for flexible use as part of differentiated instruction or as interventions that meet students learning needs in one or more specific areas (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Most students can benefit from the additional instruction and practice provided by the SIRP. These programs will be selected and based on progress monitoring data such as DIBELS, running records, and phonics surveys to meet the needs of flexible groups of children. Materials will provide teachers with explicit instructional sequences and research based strategies to ensure student success in the five components of reading. Examples of materials used to supplement the core program may include RiverDeep, Readers Theater, Leveled Readers, classroom libraries, Accelerated Reader, Quick Reads, Rigby and Steck-Vaughn materials, and Great Books. These programs will provide a range of leveled, high-interest text to support differentiated reading instruction within the 90 minute uninterrupted block.

*Small Group Instruction:* Instruction for proficient readers is informed by screening and progress monitoring assessments and is differentiated during small group guided reading at a teacher station. The needs of these students are met through the use of the CCRP leveled texts for guided reading as well as through multi-leveled classroom libraries. Opportunities are provided for students to practice and apply strategies in text that provides enough challenge for them to be successful with teacher support (90-94% accuracy rate), develop fluency and comprehension, interact with one another through strategies such as reciprocal teaching, respond to text, problem solve new text, and develop the understanding that the purpose of reading is to construct meaning.

*Comprehensive Intervention Reading Programs (CIRP)* guide more intensive instruction in all five of the essential components of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. These programs are intended for students who are reading one or more years below grade level and who are experiencing difficulty with a broad range of reading skills. The instruction provided through the CIRP will accelerate growth in reading with the goal of moving students to grade level proficiency. CIRPs also provide more frequent assessments of student progress and more systematic review in order to ensure proper pacing of instruction and mastery of all instructional components.

Students reading below level as identified by screening and progress monitoring assessments are met with by the teacher and/or a resource teacher during station rotation time of the reading block. Students needing immediate intensive intervention will receive an additional 30 minutes of instruction beyond the uninterrupted 90 minute reading block. Teachers will use progress monitoring data to form flexible groups of students based on reading levels, assessment levels, or a need for instruction related to a specific skill. These groups will remain small in number (3-5 students), and change as needed based on ongoing progress monitoring. Due to a need for explicit, systematic teaching of skills and concepts for these small groups, the instruction will often take the form of a skills-focused lesson that targets specific gaps or needs identified through assessments. Examples of resources to be used in the school include textbook publisher intervention materials or kits, Early Success, Soar to Success, Corrective Reading, or Reading Recovery.

*Reading Activities:* Reading teachers plan systematic instruction so that skills and concepts are taught in a planned, logically progressive sequence. Lessons focus on clearly defined objectives that are supported by the small group and individual activities. For example, a Word Study task might provide practice in blending or word sorts to support phonics instruction, while another task might guide students through generating their own questions related to cause and effect relationships based on independent reading of an informational text. Multiple practice opportunities are intended to help students master and retain new skills and concepts. Assessments are designed and used in a timely fashion to monitor skill acquisition as well as students' ability to apply new skills, to retain them over time, and to use them independently. Teachers utilize data to develop activities to meet curriculum objectives and students' instructional levels.



*Assessment for Learning:* Throughout the year, ongoing assessment data provides dependable and accurate measures of progress for all of our students, identifying those who are moving positively toward their end-of-year goals, those who may benefit from additional supports to become successful readers, and those who will need specific interventions to make progress. Four types of assessments are critical to our reading program and our ability to identify and meet student learning needs. These include screening all students at the beginning of the year, monitoring progress during the year, diagnosing reading problems as necessary and measuring reading outcomes at the end of the year.

Type	Reading Assessments	Linking Assessment to Instruction
Screening	Stanford Achievement Test (SAT-10) Dynamic Indicators of Early Basic Literacy Skills (DIBELS) Florida Kindergarten Reading Screening (FLKRS) Florida Oral Reading Fluency (FORF, grades 6-8) Maze Assessments (grades 6-8) FCAT-SSS FCAT-NRT	“First Alert:” Identifies students that may be at risk and those who need close monitoring. Initiates flexible group formation and identification of skills to be emphasized. Supports development of Individual Learning Plans. Those students in grades 6-8 who perform below a level 3 on the FCAT SSS will be placed in an Intensive Reading Course.
Progress Monitoring	DIBELS (3X a year, K-3) FORF (grades 6-8) Maze Assessments (grades 6-8) Running Records Leveled text passages Benchmark assessments CCRP assessments	“Growth Chart:” Identifies students that may need extra support; helps teachers form flexible groups; identifies skills that need to be emphasized through re-teaching and/or additional practice. Supports monitoring of Individual Learning Plans.
Diagnostic	Formal Diagnostics may include assessments such as Early Reading Diagnostic Assessment (K-3) and Diagnostic Assessment for Reading (DAR)	“In-depth View:” Identifies students’ specific strengths and weaknesses and creates a picture of where students are related to learning goals.
Outcome	Stanford Achievement Test (SAT-10) FORF (grades 6-8) Florida Comprehensive Assessment Test (FCAT) Norm Referenced Test (NRT) DIBELS	“Reaching our Goals:” These measures identify whether or not we have met our goals for individual students, and for groups of students (sub-groups, classes, etc.) This data also supports instructional action planning for moving forward.

*Data Driven Decisions:* The organizational structure of Primary, Intermediate and Preparatory Academies encourages and supports weekly meetings both vertically (across grade levels) and horizontally (within grade levels) to review student data. This data analysis helps teachers to plan instruction that is aligned with the needs of their students, to look at the needs and progress of specific groups of students, and to identify targets of instruction for whole group, small group,

and individual students. Teachers are supported to use screening and progress monitoring data to consistently meet the needs of students at all levels. For example, teachers within an academy may note that a significant percentage of their third grade students are experiencing difficulties with oral reading fluency based on the DIBELS assessment. They may decide as a team, to address this component in all subject areas as well as in the reading block. Another example may be a classroom reading teacher that notes several of her first grade students are struggling with specific letter/sound correspondences based on a phonics survey. This teacher might work with these specific students in a flexible group to target these skills, and then modify that group based upon ongoing progress monitoring. Teachers at Imagine Schools will be trained in the use of data to make these types of instructional decisions, and better align instruction with student needs. Teachers will also use data to develop and maintain Individualized Learning Plans for each student. These plans will be data-based, and reviewed during grade level and academy meetings where articulation will address remediation and enrichment needs for continued student progress.

*Immediate Intensive Intervention (iii):* Even with high-quality, differentiated, core classroom reading instruction, there will be some students who require supplemental instruction of greater intensity. Knowing that there is a 90% chance that a student who has reading problems at the end of first grade will still be struggling with reading at the end of fourth grade motivates our philosophy of focusing on interventions starting in Kindergarten. We believe that early intervention is the key to avoid later reading difficulties. Students requiring immediate intensive intervention (iii) in reading instruction as identified by progress monitoring assessments including DIBELS (instructional levels at or below the 20<sup>th</sup> percentile), running records, and outcome measures (levels 1 and 2), as well as diagnostic assessments where indicated, will receive 30 minutes of iii within an intensive small group (3-5 students) session above and beyond the uninterrupted 90 minute reading block. This instruction will be in addition to the small group instruction delivered by the classroom teacher during the reading block. Examples of Comprehensive Intervention Reading Programs (CIRP) that will be used at the School include textbook publisher intervention materials or kits, Early Success, Soar to Success, Corrective Reading, or Reading Recovery. The additional time will be scheduled to take place during other activities on a daily basis. This time will provide:

- Explicit and systematic instruction
- Target priority knowledge and skills base on research and assessment data that have the highest impact on learning to read (rapid letter recognition, phonemic awareness, etc.)
- Instructional density
- Alignment with the components of the core reading program

All Supplemental Intervention Reading Programs (SIRP) and resources, as well as Comprehensive Intervention Reading Programs (CIRP) for students reading one or more years below grade level will be research based and selected based on their appropriateness in meeting the instructional needs as indicated by student data. As stated above, instruction with these programs is intended to accelerate growth in reading with the goal of returning students to grade level proficiency. Individual Learning Plans developed for each student will allow teachers to track the effectiveness of interventions and programs based on current data, and make modifications to student groups and to instruction as indicated.

Effective professional development is key to successful intervention, so teachers are supported in analyzing data to identify the specific problems or characteristics associated with each student's reading difficulties. Classroom teachers as well as resource teachers and paraprofessionals will also be trained in the delivery of explicit, systematic lessons. Examples of intervention strategies that will support instruction during these lessons include increased time and intensity of instruction, alignment with core instruction, highly scaffolded instruction, repeated readings, manipulatives and word sorts, aligned software component, decodable text in the context of reading and writing, fast-paced, interactive delivery, corrective feedback, and skills-focused teaching and learning related to the five components of reading.

*Middle School Initiatives:* There are additional strategies that will be used in the Preparatory Academy (grades 6-8). Adolescent students need strong literacy skills to succeed in school and in life. Reading Next (Alliance for Excellent Education, 2004) identifies fifteen elements of effective adolescent literacy aimed at improving middle school achievement. Imagine Schools builds upon effective combinations of these elements to meet the needs of our middle school learners. The following approaches enable us to provide a variety of methods and materials that enable students to develop the critical thinking skills and strategies that can be transferred throughout the curriculum, and throughout life:

- Direct, explicit comprehension instruction
- Effective instructional principles embedded in content
- Motivation and self-directed learning
- Text-based collaborative learning
- Strategic tutoring
- Diverse texts
- Intensive writing
- A technology component
- Ongoing formative assessment of students
- Extended time for literacy
- Professional development
- Ongoing summative assessment of students and programs
- Teacher and Leadership teams
- A comprehensive and coordinated literacy program

The School will follow the requirements set forth in Section 1003.415(7), F.S. to ensure that all students receive rigorous academic instruction and that eighth grade students are well prepared to successfully transition to high school. A Personalized Middle School Success Plan (PMSSP) will be developed for each student entering sixth grade that scored below level 3 in reading on the most recent FCAT. In collaboration with the parents and student, the plan will be monitored, modified, and updated through the middle school years until the student completes eighth grade or achieves a score at Level 3 or above in reading.

Developmental reading programs that go beyond the comprehensive intervention program are necessary to ensure reading growth for all students. This instruction and corresponding materials are aligned with Sunshine State Standards and support students in transferring strategies and skills to their content area classroom instruction. All developmental reading materials will be

consistent with Scientifically-Based Reading Research and provide a range of leveled, high-interest texts to support differentiated reading instruction that targets student needs. These materials will be selected based on the needs of students. In keeping with the PMSSP for those students who score at Level 1 or Level 2 on FCAT Reading and have intervention needs, we will also ensure the implementation of a supplemental intervention reading program and comprehensive intervention reading program that includes whole group explicit instruction, small group differentiated instruction, independent reading practice monitored by the teacher, infusion of SSS benchmarks aligned with a specific content area, and a focus on informational text matching the reading levels presented on the FCAT.

Reading instruction includes whole class and differentiated small group instruction, with all five essential elements of reading being addressed during this time. Students participate in independent reading activities where access to multi-leveled texts and texts representative of various genres and interests are readily available through classroom libraries. Students scoring at levels 1 or 2 on FCAT Reading and who have intervention needs in the areas of decoding and/or fluency receive an extended block of reading intervention. In keeping with state guidelines, this instruction consists of:

- Whole group explicit instruction
- Small group differentiated instruction
- Independent reading practice monitored by the teacher
- Infusion of SSS benchmarks specific to the subject area blocked with the intensive reading course
- A focus on informational text at a ration matching FCAT

*Intensive Reading Course* - The A++ Plan requires mandatory enrollment in an Intensive Reading Course for all students scoring below a Level 3 on the FCAT for students in grades 6-8. Our School will meet and exceed this requirement by enrolling all grades 6-8 students in a reading course identified through the Florida State Course Code Directory. The courses provided will range from Intensive Reading (for students scoring below a Level 3 on the FCAT) through M/J Reading and M/J Reading Adv. Multiple course codes will be offered by a certified teacher during the instructional period. This ensures that differentiated instruction and requirements for student participation and involvement are tailored to the diagnosed needs of each child (S. 1003.4156(10) (b) F.S.).

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

The delivery of instruction at the Charter School allows for all students to receive individual instruction and assignments based on the needs of each student. Therefore, students working below grade level or exceptional needs students will have their needs met individually. Teachers of exceptional needs students will insure that all student Individual Education Plan (IEP) goals are met through the use differentiated learning stations and small group instruction by the teacher. Students working below grade level will be able to work on the appropriate levels of instruction the same way. Students are assigned a variety of tasks to complete in small groups and individually based on individual needs. Teachers call students to the teacher-directed small groups to work on specific skills according to student needs.

❖ **Describe how the effectiveness of the curriculum will be evaluated.**

The effectiveness of the curriculum is evaluated each year by a review of data from state mandated tests, Imagine Schools' pre and post tests that determine learning gains and Imagine Schools' parent, teacher and student surveys, and any district mandated assessments. The district and state mandated tests will help the School determine how our students are progressing compared to the district and state. At Imagine Schools learning gains for each student are very important to our internal assessment of success. The administration of the Stanford 10 (SAT-10) in the fall for students in grades 1-8 will provide the baseline. Our students will be tested again in the spring, grades 1-2 using the SAT-10 and the FCAT Norm Referenced Test (FCAT NRT) for students in grades 3-8. This pre and post test will assess whether our students are making a year's worth of academic growth from September to May. Lastly, parents, teachers and students are given the opportunity to evaluate the programs at the school each year. All data collected from testing and surveys are evaluated by a team of teachers, parents and staff at the School each year to determine the effectiveness of our programs. For further information on assessment please refer Assessment section of the application.

## ***5. Student Performance, Assessment and Evaluation***

- ❖ **State the school's educational goals and objectives indicating how much academic improvement students are expected to show each year, how success will be evaluated, and the specific results to be attained.**

Over the period of the charter, our Charter School will meet the following goals and objectives:

### ***Goal: Students will demonstrate learning gains in Reading and Mathematics***

*Objective: Grades 1 through 8* – The mean growth from fall to spring in reading and mathematics learning gains will be at least 1 yr as evidenced by the outcomes from the fall and spring administrations of the Stanford 10 for grades 1 and 2 and fall administration of the SAT-10 and spring administration of the FCAT-NRT for grades 3-8. The academic growth rates in reading and mathematics for students at our Charter School will meet and/or exceed the national growth rates.

*Objective: Grades 4 and above* – At least a 5% annual increase in the amount of students achieving learning gains on the reading and mathematics portion of the FCAT-SSS. Once we reach 80% in these indicators, the School will meet these objectives by either maintaining this level of performance or making further improvement on this level of performance.

### ***Goal: Students demonstrate proficiency in Reading, Math, Writing and Science***

*Objective: Grades 3 through 8* – The School will meet and/or exceed the overall performance of the district as evidenced by the amount of students meeting high standards in the reading, mathematics, writing and science sections of the FCAT-SSS. A minimum of a 5% annual increase in the number of students, meeting high standards on the reading, mathematics, writing, and science portion of the FCAT-SSS. Once we reach 80% in these indicators, the School will meet these objectives by either maintaining this level of performance or making further improvement on this level of performance.

### ***Goal: Lowest performing students demonstrate learning gains in Reading and Math***

*Objective: Grades 1 and 2* – Improvement will be determined the outcomes from the fall and spring administration of the Stanford 10. At least 50% of students scoring in the lowest quartile in reading and mathematics from annual administrations of the Stanford 10 will demonstrate at least one year's growth by the end of the academic year.

*Objective: Grades 3 through 8* – At least a 10% annual increase in the amount of students in the lowest performing group demonstrating learning gains on the Reading and Mathematics portion of the FCAT-SSS. Once we reach 80% in these indicators, the School will meet these objectives by either maintaining this level or performance or making further improvement on this level of performance.

Students will take the FCAT in reading and mathematics each spring, and his/her scores will be reported using the 100-500 score scale. The students' performance will be compared to the five achievement levels and the transformation of the FCAT score to the developmental scale score will demonstrate student's progress over time:

- within FCAT achievement level
- in terms of the mean score for all students in the state
- in terms of the cut-off scores for the achievement levels

Charts, and/or data plots, will make it possible to answer the question, "Are students making one year of progress for each year in school?" and, "If students keep making the same amount of progress, are they ready for the grade ten graduation testing requirement?"

### School Improvement Plan

Our Charter School will develop a School Improvement Plan (SIP) annually. The goals and objectives on the SIP will be aligned with the Florida School Accountability Indicators and include an objective in reading, mathematics, science and writing. Additionally, an objective in reading and mathematics is earmarked for the bottom performing group at the school. The SIP will be aligned fiscally and human resources are structured to meet the stipulated objectives, including detailed action plans for each of the stated objectives. Moreover, strategies which address the academic needs of the subgroups stipulated by the No Child Left Behind legislation will be incorporated. The implementation of the SIP is monitored by the Imagine Schools region staff to gauge progress and to provide technical assistance to the school. A formal mid-year check and end-of the year evaluation will be conducted annually to determine adequate progress. The SIP is a document that is shared with the stakeholders and an annual report is generated documenting the progress made by the School in meeting the stated objectives. The report is then shared with the stakeholders.

The school improvement process is based on a continuous improvement model and is driven by a student/school data collection system, ongoing assessment, school climate assessment, a data interpretation system. This ongoing data analysis enables the instructional and administrative staff to make informed decisions and to develop educationally sound action plans

#### **❖ Identify the school's promotion standards.**

The School will follow the School District's Student Progression Plan for promotion standards.

#### **❖ If the school will serve secondary students, describe the methods that will be used to determine if a student has satisfied the requirements for graduation in accordance with s.1003.43.**

The School will follow the School District's Student Progression Plan for our student in grades 6-8.

❖ **Identify the range of assessments that the school will use to measure and monitor student performance.**

We will assess student performance on a frequent and continuous basis. The assessment program is designed to provide valid, reliable, and timely information for teachers to modify instruction, select appropriate modes of classroom activities, monitor student progress, and use assessment results effectively. The program is designed to inform teachers about the effectiveness of their teaching and the progress being made by students. Teachers will use a variety of assessments and assessment strategies to assist in assuring continuous progress. For example, teachers assess students' readiness to learn, modify instruction based upon assessed student performance, employ performance-based assessment approaches, assist students in maintaining work folders and portfolios of individual work, and review assessment results to improve students' academic performance. Moreover, they will know how to apply and integrate assessment data to improve student performance on our standards-based curriculum requirements.

The following is a list of the statewide assessments that will be used by the charter school as part of its plan to assess student performance.

*Stanford Achievement Test 10<sup>th</sup> Edition (SAT-10)* – Florida Charter School law requires each charter school to administer a pre- and post-assessment test every year. The charter school has chosen to use the SAT-10 because of its high content correlation to the FCAT. The SAT-10 categorizes their data into the strands, standards, and benchmarks which allows teachers to analyze, evaluate, and track individual student progress within each of these areas. Baseline achievement levels for all students are determined by the fall administration of the SAT-10. The measure of each student's rate of academic gain will be determined at the end of the year through the comparison of pre-test and post-test results. Students in grades 1-8 will be assessed in the fall with the SAT-10. In the spring, students in grades K-2 will be assessed with the SAT-10 and students in grades 3-8 will use the FCAT-NRT for comparison data.

*Florida Comprehensive Assessment Test (FCAT)* – The FCAT is the foundation of the statewide assessment and accountability program. The FCAT program includes assessments in reading and mathematics in grades 3 through 8, writing in grades 4 and 8, and science in grades 5 and 8. Student achievement data is used to report educational status and annual progress for individual students, the school, and comparison with the School District and State. The FCAT measures student performance on selected benchmarks in reading, mathematics, and science as defined by the Sunshine State Standards. The Sunshine State Standards articulate content that Florida students are expected to know and skill areas they are expected to perform. The results are distributed to the School and the parents when they are received. The baseline of student academic achievement levels is established using student academic performance on the Florida Assessment Programs in grades 3 and above.

Testing will be conducted in accordance with the administration and security measures as outlined by the Department of Education and the Test Administration Manual. National and statewide assessment tests will be used when prescribed to assess students' strengths and



weaknesses to determine how well the students have met the schools educational goals and state standards. These tests include but are not limited to:

- FCAT Reading - (Grades 3-8)
- FCAT Math – (Grades 3-8)
- FCAT Writes – (Grades 4 & 8)
- FCAT Science – (Grades 5 & 8)
- SAT-10 (Grades 1-8) (Kindergarten spring administration only)
- Any other tests required by the school district.

Imagine Schools participates in the mandatory state assessments, but also identifies individual learning gains for all students annually. Students in grades 3-8 are pretested with the Stanford 10 within the first few weeks of school and the NRT portion of the FCAT is used as the post test for grades 3-8. The Stanford Achievement Test 10 is utilized in grades K-2 in the spring for post testing. Appendix D includes the FCAT-SSS data on all Imagine Schools in Florida for the 2006-2007 and 2007-2008 school years.

Alternative assessments would be given to any student meeting the criteria outlined by the Florida Department of Education. Appropriate accommodations will be given to students classified as Limited English Proficient (LEP) or as Students with Disabilities (SWD) as dictated by applicable state law or by a student's IEP. Examples of accommodations include: extended time, usage of a translation dictionary, small group testing, and extended or extra breaks.

In addition to the statewide assessment program, our Charter School will utilize the following assessment measures:

- *Benchmark Assessment Tests*: These assessments are used in the classroom to identify skill mastery of the students. These tests are offered through Imagine's database, textbook publishers, and other software programs. The outcomes of the fall administration are analyzed and employed to generate a customized individual learning plan for each student.
- *Imagine Writes*: These assessments are used to measure student writing proficiency in grade 4 and 8. The tests require students to write responses to assigned narrative or expository prompts in a test environment similar to the FCAT Writes. This test is also given in the spring for 3<sup>rd</sup> grade students to prepare them for the 4<sup>th</sup> grade FCAT Writes and provide teachers with additional information to help students become better equipped for the assessment in the coming year.
- *School Climate Assessment*: We will conduct an annual School Climate Survey of parents, students, and staff. The purpose of the survey is to gather information regarding what students, parents, and staff think about the School and their ideas about how the School can be improved in the areas of curriculum, leadership, parent support, student learning, school safety, and facilities. Survey results provide us with critical feedback on stakeholder perceptions and serve as a guide for improving school services.
- *Classroom assessments*: Classroom assessments include student portfolios (required at all grade levels), class observations, interviews, and quizzes, demonstrations, rubrics, student work folders, project-based learning products, essays, and performance tests. Performance-based classroom assessments provide students with an opportunity to

demonstrate their knowledge and provide teachers with data upon which to base decisions with regard to core curricular mastery of competencies.

❖ **Describe how baseline achievement data will be collected and used.**

The School will collect baseline data for each student utilizing the results of the SAT-10 administered to all students in grades 1 through 8 within the first three weeks of school. Results will be available to the staff within five working days with the scanning, scoring and reports generated by Imagine Schools. This data is analyzed by the grade level teachers and administration to identify the strengths and needs of each student. The results provide a starting point for our teachers to provide the initial instructional planning. Ongoing assessment will ensure that instruction is designed to meet the specific needs of our students.

Students that attended a Florida public school in grades 3-8 the previous year will also have FCAT data available. This data will also be used in determining the strengths and needs of individual students. Once all data is gathered, teachers will be able to plan their lessons based on the individual needs of their students.

Rates of Academic Progress

The baseline levels of academic achievement established during the first academic year will be compared to academic achievement levels in prior years, when data is available. This analyses is completed in order to assess rates of prior academic progress and the baseline rates of academic progress for the Charter School students. Continuing longitudinal examination of the levels of academic achievement will be performed to establish rates of individual learning gains of each student attending the Charter School.

We will also compare rates of student learning gains in the Charter School with national progress rates. In order to establish a national progress rate, the national norm will be defined based on two points in time when norm-referenced standardized tests are administered. The computed gain based on the scale score will be plotted in a graph that demonstrates the national growth rate. Using the available data from the previous year and the data from the first administration of the statewide assessments at the Charter School, we will compute the gain for our students and use the results to determine the improvement rate based on the national gain. We will continue this process longitudinally in subsequent years. Student performance data on the FCAT and the NRT will be compared to the student results at the state and district levels. The use of each measurement and testing standard will provide the necessary feedback to determine the success of the program at each grade level.

In addition to the use of the traditional 100-500 FCAT scale to assess student progress, the FCAT developmental scale for reading and mathematics is employed to evaluate the student performance across the grades. Specifically, the yearly progress of individual students will be tracked by calculating the annual progress over time based on the scores on the FCAT developmental scale.

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

We will utilize a comprehensive assessment program to inform students, teachers, and parents about where a student is succeeding and what needs strengthening. Assessment serves as a feedback system to guide teachers in lesson planning and individualizing instruction. This plan ensures the long-term educational success of each child and assists students in making the academic years both rewarding and memorable. The assessment serves as a record of each child's personal and educational accomplishments, and includes an individual learning plan that allows a child to utilize his/her strengths and then focus more intently on areas that may need improvement. All of this information is recorded and evaluated throughout the school year. Students who are identified as needing additional assistance will receive extra support in those areas. A Progress Monitoring Plan (PMP) for students in grades 3-5 and a Personalized Middle School Success Plan (PMSSP) in grades 6-8 will be created, for those students who have scored below a level 3 on the FCAT SSS, which details the specific needs and methods of remediation. Small group instructions, differentiated materials, and additional opportunities for skill practice are some of the strategies used in the PMP and PMSSP.

The student's teacher will consider all information available to assess the student's strength and weakness, such as; the student's academic performance prior to his/her enrollment, the results of any achievement testing, examples of the student's work, a written or oral statement for the student about what they like to learn and a parent or guardian's statement about how their child learns best, reports and observation for the student's teachers, and information and suggestions from the student's parents. Projects, assignments, tests and other information that indicate mastery of specific skills will be collected in the student's portfolio as evidence of progress made. A measure of each student's rate of academic gains will be determined at the end of the year through their individual portfolio and learning gains from the comparison of the fall and spring pre- and post- test outcomes.

Imagine Schools provides the necessary steps to help ensure a successful and enriching experience for every student. Imagine Schools is committed to provide an individualized approach to educating children academically as well as providing him or her with personal guidance as he or she grows and changes at the school. We also bring parents/guardians, teachers, and students together to help provide a strong support system for individual growth.

The School will combine student data from the SAT-10, FCAT, teacher running records, and classroom assessments, to determine a student's strengths and weaknesses. Utilization of this analytical data is how a student's academic strengths and weaknesses are identified, individualized learning plans are created, and adjustments are made in classroom instruction.

The School will compare rates of academic improvement of students in the School with national progress rates. In order to establish a national progress rate, the national norm will be defined based on two points in time when norm-referenced standardized tests were administered. The computed gain based on the scale score is plotted in a graph that demonstrates the national growth rate. Using the available data from the fall NRT and the data from the first

administration of the FCAT tests, the gain for the students is computed and the results are used to determine the improvement rate based on the national gain. This process will continue longitudinally in subsequent years.

Based on the demographical data provided by the Florida Department of Education, we will identify schools that are comparable demographically to us and that use the same measurements. We determine rates of progress based on comparable measurements and compare the results with those from other schools. The School applies a range of acceptance of plus or minus five percent ( $\pm 5\%$ ) or plus or minus 0.5 ( $\pm 0.5$ ) standard deviations from the mean when comparing student populations. Comparable populations are determined by the following variables: ethnicity; gender; school size (student population); LEP, ESE, and Free and Reduced Lunch populations; and similar academic achievement based on the same assessment instruments at the same grade level in reading, writing, and mathematics. These comparisons will be made using the fall administration of the SAT-10 for grades 1-8 and the spring administration for grades 1 and 2 and FCAT-NRT data for grades 3-8. Kindergarten DIBELS scores will be used for comparison. The assessment and performance data program implemented at the School include:

- *Purposeful data analysis* focuses on using data to make decisions about programs and students. To make appropriate decisions about programs, data will be analyzed over time; to make appropriate decisions about students, data will be disaggregated, analyzed across students, classes and teachers, and draw on more than one source. By going beyond simple data analysis (examining one year's results on a single test) to in-depth analysis (examining the interaction of multiple types of data from varied sources over multiple years), educators will determine the effects of their programs and practices and modify them to improve student performance.
- *Number of supports* will be in place in order for data to be collected and used effectively to enhance student learning. One important support is a data team. Working as a data team will build a sense of community, providing support for improvement over the long run. Also, distributing the work across team members lightens the burden on any one person and ensures that if a member is absent, the team continues to function. Another necessary support for effective data-driven decision making is access to the right tools—data collection and analysis software, access to the Internet and e-mail, and access to practical guides and references. A technology infrastructure, including professional development for users and equipment maintenance, supports the sustainability of improvements by aiding data use over the long term. Time is one of the most critical supports staff members need in order to use data for decision making. Some activities, such as affirming the school improvement plan, can be embedded in staff meetings. Other activities, such as identifying appropriate improvement strategies, require more time and often will occur during scheduled in-service days. Since the data team has the primary responsibility for coordinating data collection, analysis, interpretation, and reporting, monthly meetings will be scheduled.
- *Communicating* both the purpose and results of data analysis to all stakeholders is a critical component of the school improvement process. This communication will occur throughout the school year. Further, the School will provide multiple opportunities to the stakeholders for sharing and discussing academic results, patterns, possible interpretations, and likely next steps.

### Professional Development

All School staff members will participate in professional development courses that will introduce and research ways educators are using data to improve student academic performance. By using new and innovative tools, covering topics such as testing and measurement, program evaluation, school accountability, learning gains and basic data analysis methodologies, we will impact instruction and affect student learning. Participants will:

- Recognize the connection of NCLB and data study
- Evaluate different points of view regarding the importance of data study
- Read and interpret data taken from tests
- Identify gaps in student achievement
- Formulate a plan to improve instruction
- Share the plan with the class for input
- Describe how student assessment and performance information will be shared with students and parents

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

According to the Florida A+ School grading System each school measures individual student success by student performance on the FCAT. The FCAT individual student performance data is combined to analyze and measure the school's success. The number of points a school accumulates is then equated to an overall school grade based on eight measures. These include the percent of students meeting high standards in reading, writing, science and mathematics, the percent of students making learning gains in reading and mathematics, and the percent of the lowest 25% making reading and mathematics gains.

Assessment is also a process to guide teaching and learning. We expect students to learn and apply knowledge, strategies, and concepts from various disciplines. Only through accurate and ongoing assessment of student learning can teachers know the impact of their teaching activities and make adjustments needed to ensure success. The Charter School will measure achievement by identifying baseline academic levels, benchmark testing throughout the year, determining rates of progress by grade level and individual learning gains of each student. Assessment is usually expressed as feedback that identifies progress made, determines current needs and guides future decisions about teaching and learning.

We emphasize data-driven decision making with two complementary assessment processes. Formal Assessments which are large scale standardized assessments and Classroom-based Assessments which are selected or designed and implemented by the classroom teacher.

### Formal Assessments include:

- *Standardized tests:* Taken by each student semi-annually, are used to plan improvements in program delivery. The state and district tests will be administered according to the provisions of the district's policies and the state's educational legislation
- *School Climate Surveys:* We will conduct an annual School Climate Survey of parents, students, and staff. The purpose of the survey is to gather information regarding what

students, parents, and staff think about the School and their ideas on how the School can be improved in areas such as curriculum, leadership, parent support, student learning, school safety, and facilities. Survey results will provide us with critical feedback on stakeholder perceptions and will serve as a guide for improving school services.

- *Shared Values:* Every employee at the School will participate in the Imagine Schools Annual Shared Values Survey to assess adherence to Imagine's values of Integrity, Justice and Fun.
- *Standards-based Unit Tests:* These tests measure student achievement on the Imagine Schools grade-level standards-based curriculum content. Unit tests are given to all students at the end of each nine-week period in reading/language arts, mathematics, science and social studies.
- *Benchmark Assessments:* These assessments are used in the classroom to identify skill mastery of the students. These tests are offered through Imagine's database, textbook publishers, and other software programs.
  
- *Writing Assessments:* The Charter School will give a series of assessments to measure student writing proficiency. The tests require students to write responses to assigned topics in a single testing period. Once again teachers and students will use diagnostic feedback to guide teaching and learning.
- *Diagnostic Base-line Tests:* These are given to collect base-line information in order to assess academic levels for instructional placement decisions. These tests are re-administered after instruction has taken place to re-evaluate a student's academic level.

#### Classroom-based Assessments include:

- *Performance-Based Assessments:*
  - Rubrics: describe the specific criteria used to assess projects and/or performances.
  - Observation Checklists: identify the critical attributes of specific activities and indicate the levels of mastery individual students have gained.
  - Learning Logs: demonstrate how well students express ideas, organize thoughts, interpret data and apply skills. Students keep logs for independent reading, journal writing, science notes and observations.
  - Anecdotal Records: describe observations of student interactions, participation, learning styles and strategies.
  - Student/Teacher Conferences: highlight strengths and weaknesses in student performance.
  - Audiotapes and videotapes: show authentic individual and/or collaborative performances. Student and/or group tapes can include drama performances, speeches, interviews, debates, demonstrations, oral readings and musical productions.
- *Traditional Assessments:*
  - Skills tests: designed to test mastery on specific skills taught during a unit of study in the core subjects. They include: Reading anthology unit tests, Mathematics chapter tests, Spelling tests, Science and Social Studies chapter tests, and Math fact tests. Test Formats include: Multiple Choice, True/False, Short and Extended Response, Fill in the Blank, and Gridded Response

## ***6. Exceptional Students***

- ❖ **Describe how the school will comply with state and federal requirements for serving students with disabilities including the procedures that will be utilized for identifying students with special needs, developing Individualized Education Plans and providing a full range of services.**

Exceptional Education students shall be provided with programs implemented in accordance with federal, state, and local policies and procedures; and specifically, the Individuals with Disabilities in Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, sections 1000.05 of the Florida Statutes and Chapter 6A-6 of the Florida Administrative Code. This includes but is not limited to:

- A non-discriminatory policy regarding identification, evaluation, location and selection.
- Free and Appropriate Public Education (FAPE).
- Individual Education Plans (IEP) to include IEP meetings.
- Section 504 Plan.

The Individuals with Disabilities Education Act (IDEA) guarantees all children with disabilities access to a free and appropriate public education. In providing for the education of exceptional students, teachers shall utilize the regular school facilities and adapt them to the needs of exceptional students to the maximum extent appropriate.

The Charter School will also comply with the Section 504 of the Rehabilitation Act of 1973 that states no person with a disability can be excluded from or denied benefits of any program receiving federal financial assistance. A person is disabled within the definition of Section 504 if he or she has a mental or physical impairment which substantially limits one or more of a person's major life activities. Section 504 requires that a school evaluate 'any person who, because of a disability needs or is believed to need special education or related services.' If it is determined that a student is disabled under Section 504, the School must develop and implement the delivery of needed service and/or accommodations. The determination of what services and/or accommodations are needed must be made by a group of people knowledgeable about the student.

The goal of special education at our Charter School will be consistent with the goal of regular education: to support students in developing the knowledge and skills required to live meaningful, self-fulfilling lives with as much independence as possible in their communities. The School will support the education of students with special learning needs within the regular classroom setting as the first choice of placement. Only when the regular classroom placement does not meet the needs of the students will alternative settings on a part-time or full-time basis be considered. The School will ensure that students with disabilities will be provided state and federally mandated services. We recognize that the School is obligated to provide a full continuum of services to disabled students to the same extent as other schools in the District and will require its teachers and administrators to attend the District's special education training programs to the same extent required of other schools as appropriate.

### Identification

The School will disseminate information to its staff for identifying students eligible for special education, including, but not limited to, guidelines for emotional disabilities, mental retardation, learning disabilities, and speech/language impairment. Student cumulative folders will be reviewed and evaluated for those students coming from another state to determine eligibility status for exceptional student education services. The School will document its annual efforts to create public awareness of special education and to inform parents of the rights of children with disabilities. When appropriate, we will initiate procedures to obtain a surrogate parent if there is no parent or guardian able to act as parent.

At the School we will use the Child Study Team (CST) to address the needs of children who are experiencing academic and or behavioral difficulties in the general education classroom. The CST may consist of the parents, general education teachers, guidance counselor, school psychologist, ESE teacher and curriculum specialist. The CST will utilize Response to Intervention (RtI) to alter instruction or behavior management techniques in order to better meet the child's needs in the general classroom. The process includes parent conferences (at least 2), anecdotal records and behavioral observations, general education interventions, and screenings (vision, hearing and speech). The classroom based interventions are evaluated and analyzed by the CST in order to ensure that the student is making meaningful progress in the general classroom. If the interventions do not produce meaningful progress, the team may recommend a comprehensive evaluation. Once the comprehensive evaluation is conducted, with prior written consent of the parent, the CST will determine a student's eligibility for ESE services based on the evaluation. Placement of the student in ESE services will be designed in the least restrictive environment. The CST will; make placement decisions and ensure that the individual instructional needs of the exceptional student are reflected in the student's IEP, review placement decisions annually at the IEP review meeting, and ensure accurate placement occurs for the student based on that student's IEP and Free and Appropriate Public Education guidelines.

### Referral

The CST may refer students for evaluation. If the identification process for kindergarten and transfer students indicates a possible disability, the regular classroom teacher or other personnel or parents will submit the name of the child to the administrator for referral for evaluation or other appropriate services. The referral of a child for an evaluation for possible placement in a special education program is made under the direction of the administrator after documenting that the parent has received written information pertaining to rights regarding comprehensive evaluation, and following receipt of the written consent of the parent. The written request for the parent's permission to evaluate is in the primary language of the home.

### Evaluation

*Initial Evaluation:* If the CST recommends it, informed written parental consent would be obtained and an initial psychological evaluation conducted. Staff in turn, following guidelines, may refer students to the CST when all other strategies have failed or there is evidence of need. This initial assessment serves to determine whether the student meets the criteria for disability in accordance with the Individuals with Disabilities Education Act and its amendments.

*Reevaluation:* We will act in accordance with the Individuals with Disabilities Education Act



and Amendments and, after written parental consent has been obtained, perform a reevaluation if conditions warrant a reevaluation or if the child's parent or teacher requests a reevaluation. This process is completed at least once every three (3) years.

### Individualized Educational Plan (IEP)

Once a student has been identified as requiring certain needs the IEP is developed for that student. The written individualized educational plan for each child will include a statement of the child's present levels of educational performance; annual goals; measurable short-term instructional objectives; the specific special education and related services to be provided to the child; a description of the extent to which the child will be able to participate in regular education programs and the extent to which the child will be able to participate with non-disabled children in nonacademic and extracurricular activities; the projected dates for initiation and the anticipated duration of services; objective criteria, evaluation procedures, and schedules for determining whether instructional objectives are being achieved on at least an annual basis.

### Instructional Delivery Models

Our Charter School believes that the inclusion model provides an excellent opportunity for exceptional student to be served in the least restrictive environment. The ESE resource teacher will work collaboratively with each classroom teacher, administrative staff, and support staff to provide for the educational needs for the exceptional students. The School will ensure that to the maximum extent appropriate, children with disabilities are educated with children who are non-disabled, and that special classes or other removal of children with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. If the IEP dictates that the Charter School cannot provide the appropriate services in the least restrictive environment, the CST will work in conjunction with the District to determine the appropriate placement of the student. It is the intention of the charter school to work with the School District to determine the very best placement of students with special needs. The charter school understands that it may not be the appropriate school for all students and will work with the School District to find the right school.

*A consultation model:* The preferred placement of the ESE student will be the inclusionary environment. Our Charter School believes that it is very important for children to have the opportunity to learn and grow within communities that represent the kind of world in which they will live when they finish school. All children are included in the learning process, and the School must meet their needs within an inclusive setting. Integration works, especially when the ESE teacher works side by side with the regular teacher. We want to create a world in which all children are welcome.

*A resource model:* This model is included for students who need an environment that can address their different styles of learning. The ESE teacher focuses on the individual students needs related to their IEPs. Each student is assessed and areas of need are noted. Each student will work on specific skills in which they need remediation. We realize that trying to force everybody into the inclusion mold promises to be just as coercive as trying to force everybody into the mold of a special class or institution. There are wide differences in children's needs and the School is prepared to provide options to students and parents.

The School will have an ESE teacher who works side by side with the regular teachers. The collaboration among teachers facilitates the recognition of each child's potential, thus connecting it with deeper and wider ways of knowing. A strong curriculum, supported by technology, character education, and study skills strategies is designed to accommodate special needs children in the resource model. Both models provide an environment of encouragement for all students.

#### Classroom Components that Support Special Education

Special needs students need positive role models, high levels of on-task behavior and high academic expectations to maximize learning and achievement. Research clearly indicates the superiority of the integrated classroom for instructing students with special needs. The following components are especially effective for providing successful learning experiences for ESE students:

- Structured learning environment
- Goal-driven learning
- Active learning and access to technology
- Technology integrated into the curriculum
- Risk-free environment
- Team of expert teachers
- Peer collaboration
- Small group, diversified learning stations

The teachers and the ESE teacher will plan and work closely together to meet the needs of the ESE students. ESE students will have an IEP and all teachers will plan together to meet the needs of the students and the IEP goals. Students will work on appropriate standards for their grade level as indicated by the individual IEP. Accommodations of classroom instruction will provide students with additional support to understand the materials and skills that are being presented. Various techniques will be utilized to allow students to make the connections and enhance success when being exposed to new skills. These will include the following: visual aids, hands-on learning, role-playing, multi-sensory techniques, read-alouds, guided questions, step-by-step questions and key words.

#### Treatment of Student Records

We will adhere to all confidentiality requirements and parent and student rights provisions specified in federal laws. A parent who believes that information in the education records collected, maintained, or used is inaccurate or misleading or violates the privacy or other rights of the child may request the information be amended. The School decides whether to amend the information in accordance with the request within a reasonable period of time of receipt of the request. If we decline to amend the records, we will notify the parent in writing of the refusal and advise them of the right to a hearing.

We will designate an official custodian of student records who is responsible for ensuring the confidentiality requirements. Employees who utilize the records will receive instruction regarding the procedures for handling and managing confidential material and the custodian of student records maintains a listing of employees with access to the records and a logbook of each

individual who has had access to the records. Student records would be available for audit at any time during the year to ensure that funds are properly allocated. We will require a request in writing at least one week in advance of the audit to ensure that the custodian of student records and the Principal are available to assist with the files. We will also require auditors to provide proper identification and sign the logbook.

#### Procedural Safeguards Notice

The School will provide a copy of the procedural safeguards to the parents of a child with a disability upon initial referral for evaluation, each notification of an IEP meeting, reevaluation of the child, and receipt of a request for due process. The procedural safeguards notice shall be given in the native language of the parent(s), unless it is not feasible to do so, which will include a full explanation of all of the procedural safeguards available (e.g. prior written notice; parental consent; access to educational records; opportunity to present complaints to initiate due process hearings; and child's placement during a due process hearing). These safeguards are in place in order to help parents of children with disabilities to understand the rights that accompany programs for students with disabilities. They include federal and state laws regarding the protection of both the rights of the student and the rights of the parent(s) including but not limited to the protection of rights related to notice, consent, independent evaluation, records, hearings, and appeals. Additionally, parent(s) may examine all records of his/her child, receive explanations and interpretations of the educational records, receive copies of the records with the understanding that a fee may be charged for the copying of the records, and/or receive a copy of the evaluation report and any other documentation used to determine a child's eligibility for the exceptional student program or used for assessment purposes.

In the event that a parent or guardian of a student should issue a complaint with respect to any matter relating to the identification, evaluation, or educational placement of the student that results in a hearing and appeal, legal counsel will represent the Charter School during the proceedings.

#### Release of Information

Our school will not release information from education records to participating agencies without parental consent unless authorized to do so by federal law. Parental consent is obtained before personally identifiable information is disclosed to anyone other than officials of participating agencies collecting or using this information in accordance with state and federal laws.

#### **❖ Identify the staffing plan for the school's special education program, including the number and qualifications of staff.**

The School will have at least one certified ESE teacher on staff to provide direct and/or consultative services for students. The number of staff required will be dependent on the number of enrolled students with identified needs.

#### Certified Special Education Teachers

The Charter School will employ teachers who meet all licensure and/or certification requirements that apply to the area in which the individuals are providing special education.

### Related Services Personnel

Speech/language and occupational therapy will be provided through contracted services. Other low incidence related services would also be provided through an outside agency via contract. All personnel who provide contracted related services (e.g., services provided by a speech-language pathologist; a psychologist, social worker, or mental health professional) through an appropriate agency to students will meet all required licensure and/or certification requirements pertaining to their area of related service, working closely with the School District to partner and meet the needs of the students.

#### **❖ Describe how the school's effectiveness in serving special education students will be evaluated.**

The School will evaluate the effectiveness in serving special education students through the annual review of IEP's, student test data and Imagine Schools' surveys. Each ESE student will have, at minimum, an annual review of the IEP. At these meetings the School will be able to determine if students are meeting the target goals or have not made satisfactory progress towards attaining them. The School will also focus attention on the review of test data from students. All district and state test data will be assessed as well as the Imagine Schools' test data to determine learning gains for the year. Parents, teachers and students will also complete surveys on the effectiveness of the program and offer suggestions where needed. After all the above mentioned data is compiled, a team of teachers, staff and parents will evaluate needs of the program and determine if students are progressing at appropriate levels.

### **Gifted and Talented Students:**

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

Students eligible for the Gifted and Talented Program will be served by Gifted endorsed teachers. These students will have their Gifted Plans met by the instruction in the regular classroom. These students will remain in the regular classroom using strategies appropriate to the gifted child. Teachers are able to meet the individual needs of students by giving individualized work and projects in the student stations and advancing the curriculum in the teacher station. Teachers will differentiate the curriculum to meet the needs of the gifted learners and document program differentiation in their lesson plans. The gifted endorsed teacher consults with the student's academic team to determine progress on the IEP goals. All Gifted and Talented students will have their educational plans met. These plans are written for a two year period. However, if a student needs to have goals or strategies updated before the two year period is up, a review of the student's plan will be held. Parents are updated annually on the progress of their child in meeting the determined goals.

Students will only be able to participate in the Gifted and Talented program if they meet the requirements set forth by the District's School Board. The School will work with the district staff to insure that procedures for placement into the program are followed.

**❖ Describe how the school's effectiveness in serving gifted and talented students will be evaluated.**

The effectiveness of the school's Gifted and Talented program will be evaluated through the analyses of data, each student's Individual Education Plan and surveys provided to students, teachers and parents. The students in the Gifted and Talented program take a series of benchmark tests, state and district required tests and Imagine Schools pre and post tests to determine learning gains. This data is evaluated to insure that students are making appropriate academic progress. The Gifted and Talented Program is also evaluated by whether or not the students are making progress towards meeting their individual goals. Lastly, parents, students and teachers are asked to complete surveys on the effectiveness of programs and suggestions for improvement are accepted.

## ***7. English Language Learners***

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

An initial identification procedure will be established in order to identify students that may need to receive additional instructional strategies and techniques to improve their English proficiency. All students will be screened for language proficiency upon entry in accordance with the META consent decree using the Home Language Survey. The Home Language Survey is given to parents when students are enrolling in a public school for the first time. Based on parent responses, students qualifying for testing are tested within 10 days of entering the school. Students coming from other public schools will already have an LEP plan in place if needed. However, all students coming from public schools will have their cumulative folders assessed to make sure that appropriate testing took place in previous schools where needed.

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

To insure that classroom teachers are able to provide the appropriate individualization needed, all classroom teachers hired will be either ESOL endorsed or working towards ESOL endorsement through participation in Staff Professional Development. All teachers will fall within the time line required for obtaining the ESOL endorsement. The concept of nurturing every child's potential provides a foundation for each of the ELL programs. Where English as a Second Language is appropriate, the teachers will be certified to teach English as a Second Language or have the ESOL endorsement. The curriculum used for ELL students is equal in scope, sequence, and quality to the regular core curriculum offered to all students.

Services for LEP eligible students will be provided in a timely manner and appropriate; Students will be placed in courses with ESOL endorsed teachers within 20 days of entry into school. LEP plans will be established and maintained with an inclusion model as the primary methodology.

The Charter School will provide equal instruction for the development of listening, speaking, reading, and writing skills of non-English speaking students through the standards-based curriculum. The standards-based academic content is taught in ways designed to make the content and performance expectations comprehensible to ELL students.

The methodologies to be applied for ELL instruction include the following:

- Language experience approaches
- Cooperative teaching and learning
- Multi-sensory activities
- Language drills
- Dramatizations
- Taped stories for listening centers
- Visual aids
- Brainstorming activities
- Simplification of text
- Follow-up guided reading activities
- Predictable stories
- Questioning techniques
- Student Partnering/Peer Mentoring

The School will evaluate the effectiveness of the ELL program through the analysis of data for ELL students and surveys provided to parents and staff. Data is gathered on ELL students yearly on annual tests for ELL students, district and state required tests and the Imagine Schools pre and post test to determine learning gains. This data will be evaluated to insure that students are making the appropriate progress. Parents and Teachers are also asked to evaluate the ELL program each year and are asked for suggestions on how to improve its effectiveness.

## ***8. School Climate and Discipline***

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

The School will follow the annual calendar of the Clay County School District and similar hours 8:30am -3:15pm each day. (The start and ending times of school may vary when transportation plans are finalized.) When appropriate, the School will follow the School District's early release days for staff planning. Following the district calendar will give the School 180 school days and 810 hours of instruction.

- ❖ **Describe the school's philosophy regarding student behavior.**

Our Charter School is committed to guiding children toward being people of character. It is our belief that personal conduct and discipline issues are reflections of character. In the elementary years, we focus on making sure students; know the standard for good character; and do the things that help them meet that standard. Over time, this will help them to develop the self-mastery and discipline required to be people of character. Therefore, we will spend a great deal of time reinforcing our beliefs about character by teaching children expectations of their behavior, modeling good behavior, and holding children to high standards.

While all school staff must guide students towards knowing and doing good, the classroom teacher will have the most significant role. Teachers are the best informed in most situations, enabling them to make a just decision regarding student misconduct because they know the parties involved in a more intimate and personal way. The school-wide and classroom discipline model will follow the basic elements outlined in School-wide and Classroom Discipline by Kathleen Cotton. In this School Improvement Research Series published by North West Regional Educational Laboratory, Cotton identifies the elements of a school-wide and classroom discipline program that results in low levels of behavior issues. Classroom discipline is based on these elements:

- Hold and communicate high behavioral expectations.
- Establish clear rules and procedures and instruct students in how to follow them; Give primary-level children and low-SES children, in particular, a great deal of instruction, practice, and reminding.
- Make clear to students the consequences of misbehavior.
- Enforce classroom rules promptly, consistently, and equitably from the very first day of school.
- Work to instill a sense of self-discipline in students; devote time to teaching self-monitoring skills.
- Maintain a brisk instructional pace and make smooth transitions between activities.
- Monitor classroom activities and give students feedback and reinforcement regarding their behavior.
- Create opportunities for students (particularly those with behavioral problems) to experience success in their learning and social behavior.
- Identify those students who seem to lack a sense of personal efficacy and work to help



them achieve an internal locus of control.

- Make use of cooperative learning groups, as appropriate.
- Make use of humor, when suitable, to stimulate student interest or reduce behavior problems.

It is the intent of the Charter School to stay focused on our ultimate goal of character development. Students will be held accountable for their behavior in all areas of their school experience—i.e. classrooms, hallways, school functions, field trips, playground, or on the school bus. Disciplinary actions consistent with the above-mentioned standards will be taken when students fail to abide by the spirit, purpose, and standards of the Charter School.

To prepare children to meet the needs of the 21<sup>st</sup> century, the following learning environment characteristics will be developed and nurtured:

- A warm, caring climate built on trust and communication
- The School is a safe place, drug and violence free
- Students and staff are treated with courtesy and respect
- The Schools fosters a sense of community in each classroom
- Students' creativity and curiosity is encouraged
- Students have time to summarize and reflect
- Students are involved in thinking skills that examine, relate and evaluate all aspects of a situation or problem
- Students and staff work in an environment that promotes high academic standards
- Teachers and staff have a genuine concern for students
- Teachers are trained in conflict resolution/peer mediation techniques
- Selected students are identified and trained to serve as mediators;
- Students are encouraged to teach their peers.

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

Our Charter School will adopt the School District's Student Code of Conduct for discipline, suspension, dismissal and recommendation for expulsion procedures currently in effect by the School Board and implement it to its fullest capacity. We will follow the School District's procedures for recording student attendance in the District's mainframe computer system. When truancy issues arise, we will follow the Student Code of Conduct and take the appropriate steps to correct unacceptable behavior.

Behavioral as well as satisfactory academic performance will be required for student participation in extracurricular activities. Special needs students will be disciplined according to their IEPs and modifications will be made in school activities if applicable. Newsletters, interim reports, report cards, and e-mail will be used to assist teachers and administrators in maintaining communication with parents and families. Parents and staff will work together to ensure every child's potential. In addition, student behavior will be monitored through day-to-day interaction with peers, teachers, and administrators.

We will adopt a zero-tolerance level policy for drugs, alcohol, and weapons. This policy will be clearly articulated during orientation sessions and supported throughout the school year.

Our school will also adopt a school uniform policy for all students and is placed in the student handbook.

## II. ORGANIZATIONAL PLAN

### 9. Governance

#### ❖ Describe how the school will be governed, including documentation of legal structure (i.e. Certificate of Incorporation)

The School will be organized and operated as a non-profit Limited Liability Company (LLC) under the laws of the State of Florida. Imagine-Clay County, LLC, will hold the charter and operate, govern, and control the School. Imagine-Clay County LLC's sole member will be Imagine Schools Non-Profit, Inc. (ISNP), a Virginia not for profit corporation. ISNP has filed for a 501(c)(3) tax exempt status from the Internal Revenue Service and is taxed as a non-profit while its application is pending and is operating as a non-profit. Imagine-Clay County, LLC qualify for derivative exempt status as a disregarded entity and establish and operate a public charter school as explained in the Opinion Letter provide in Appendix A. The Member (ISNP) approves and ratifies the formation of the LLC under the Florida Limited Liability Company Act. ISNP will provide administrative oversight for the LLC, including assistance in the preparation of the charter application, curriculum design, facility identification and financing, establishment of school operations, and other benefits. ISNP will advise, provide resources, and monitor the implementation of Imagine Non-Profit's operating principles; shared values of integrity, justice, and fun; academic excellence; positive character development; parent choice, economic sustainability; and new school development. Thus, Imagine-Clay County, LLC will have access to a national network of resources through its affiliation with ISNP. The Charter School will have 501(c)(3) status and will also have access to the network of resources available through ISNP. The Charter School will benefit from the ability to exchange best practices with the sister schools in Florida. There are a number of schools currently operating under this structure and the Charter School will have access through ISNP to a whole network of charter schools in thirteen states and the District of Columbia that are currently affiliated with Imagine Schools. Please see Appendix J for a listing of school's nationally and in Florida.

#### Governing Board Membership

The School Board of Manager (the "Governing Board") shall consist of five (5) members that will be selected locally in the Clay County area that have expressed an interest in the Charter School. Please refer to Appendix B for their resumes. ISNP will be responsible for formally appointing the selected five managers who will serve as the Governing Board with full authority to operate the Charter School. The five members of the Board are appointed on the basis of criteria consistent with the LLC's mission, with particular consideration to individuals whom the Member considers to be well representative of the charter school community served by the LLC. As such, the Board will combine ISNP's expertise in running schools with local knowledge and care for the community. The Principal may attend as an ex-officio member.

#### Articles of Organization

The Articles of Organization were filed on July 11, 2007 in the State of Florida, forming Imagine-Clay County, LLC. The Articles of Organization state the LLC purpose is to establish and operate a charter school in Florida to serve educational and charitable purposes and qualify

for derivative exempt status as a disregarded entity within the meaning of Section 501(c) (3) of the Internal Revenue Code, by virtue of its relationship with its single member ISNP. The Articles of Organization are included in Appendix A.

Operating Agreement

The Operating Agreement (the “Agreement”) between ISNP and Imagine-Clay County, LLC, a limited liability company (the “LLC”). The LLC Operating Agreement (which is similar to the By-Laws of a corporation) establishes the parameters for how ISNP and the LLC will work together. The Operating Agreement is included in Appendix A.

Please see Appendix A for a copy of the Articles of Organization, Operating Agreement, and the Certificate of Status of the non-profit LLC. Also included is an attorney opinion that the LLC is a “non-profit organization” pursuant to section 1002.33 of the Florida Statutes.

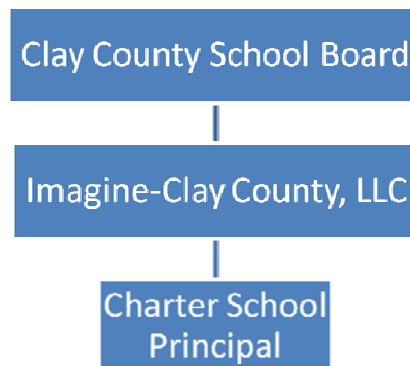
The name and contact information of the primary contact for this application is below:

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**❖ Provide an organizational chart for the school and a narrative description of the chart.**

The School will be subject to the supervision of the Clay County School Board in accordance with Florida Statute 1002.33.



The organizational chart above demonstrates that the Governing Board of the Charter School (Imagine-Clay County, LLC) is accountable to the School Board of Clay County. As the sponsor, the Clay County School Board will require specific reports and compliance activities of the Charter School, and will hold the Governing Board responsible for these tasks.

The Governing Board with advice from the ISNP, will approve the selection of the School’s Principal. The Principal will be the chief executive of the School as well as the instructional leader and will be overseen by Imagine Schools Non-profit’s Regional Vice President and Governing Board. The

Governing Board will focus on policy issues and entrust the day-to-day management of the School to the Principal.

The Governing Board holds the school administration responsible for the hiring and supervision of all staff, both instructional and non-instructional. In order to create the desired community of learners, the instructional leadership team will model quality teaching across the curriculum. The School's teaching and administrative staff will report to and be evaluated by the Principal, who, in turn, reports progress and updates to the Board during scheduled board meetings and in the School's weekly report.

The teachers and other staff members will be the primary interface with parents. However, the Principal and the Governing Board will have responsibility to assist with special issues that go beyond teachers or staff members.

An organizational chart for the Charter School's operations is included in Appendix C and is more thoroughly discussed in the management section of the application.

**❖ Provide a description of the responsibilities and obligations of the governing board as a whole, individual members and officers of the board.**

The most important responsibilities of the Board are to set policies for our Charter School, ensure that the School is in compliance with all local, state and federal laws and mandates and to oversee the School's financial obligations. The Board also has the responsibility to set the academic and performance goals of our Charter School and to evaluate the execution of these goals, especially by utilizing the ideas and recommendations from the various stakeholders. The policies developed by the Board will be aligned to the School's Measures of Excellence (please refer to section 1, question 1 for a more thorough description of the Six Measures of Excellence) and will be consistent to the terms of the charter. Ultimately, the Board is responsible for:

- Negotiating and approving the district charter contract
- Approval of a facility lease
- Maintaining the mission and vision of the School;
- Management of the business, property, and affairs of the LLC;
- Approval of the Principal to administer and operate the Charter School;
- Setting overall curricular policy; (Other curricular matters will be the responsibility of the Principal, teachers and other staff members who may enlist assistance from ISNP);
- Reviewing and approving the teacher certification report for FTE Survey Periods;
- Approving any fundraising plan;
- Measuring accountability goals and objectives;
- Establishment of an overall policy for the Charter School;
- Approval of the annual budget of anticipated income and expenditures, and the causing of the preparation of the annual financial audit report;
- Filing of an annual report to the School Board, to be made available to all parents of all students of the Charter School;
- Review of the annual School Climate Survey and assessment data to evaluate the effectiveness of the Charter School Improvement Plan;
- Interaction with the School Advisory Council to address the concerns of teachers, parents, students, and community members with respect to Charter School affairs;
- Communicate issues, concerns and suggestions to ISNP's regional and local school staff;

- Maintenance of written records of attendance, minutes of its meetings and public notice;
- Nominate community replacements when member terms expire; and
- Reporting to the chartering authority.

The Governing Board members serve staggered three year terms to further insure that the continuity of the vision of the application is maintained as outlined in the Operating Agreement. Procedures for instituting and replacing Board members are set forth in the Operating Agreement of the organization. The role of each Governing Board Member role is to set policy, provide financial oversight, communicate the vision of the School to community members; and help select other governing board members, and be accountable to the local School District. The Board members will elect a President, Vice President, Treasurer, and Secretary. The duties of these offices are outlined in the Operating Agreement. Each member of the Board will be fingerprinted and submit to a background check. The Board members will not receive compensation for their services.

❖ **Describe the policies and procedures by which the governing board will operate, including board powers, and duties, board member selection, and removal procedure and term limits, code of ethics, conflict of interest, and meeting schedule.**

Governance of the School will be dictated by the Operating Agreement of the Governing Board (Appendix A) which outlines board member powers and duties, board member selection, removal procedure and term limits. The Board will establish their annual meeting schedule during their first meeting, which shall be no less than quarterly. We will post flyers, advertise the meetings on our outside bulletin board and send home newsletters and publish reminders on our website to parents regarding public Governing Board meetings. All board meetings will be held under the "Sunshine Law" and are open to any parent, student or community member who would like to attend.

All new Governing Board members will be required to attend Governing Board Training for a minimum of four hours from a certified trainer, as outlined in the new Florida Department of Education Rule 6A-6.0784, in the areas of Governance in the Sunshine, Conflicts of Interest, Ethics, and Financial Responsibility. Each year after the initial training, members will also attend a refresher course for a minimum of two hours from a certified trainer.

The Governing Board serves as the sole responsible fiscal agent for setting the policies guiding finance and operations. ISNP serves as an important resource given their experience managing dozens of charter schools. Policies are decided by the Board, and the Principal ensures that those policies are implemented.

Members of the Board of Managers of the Charter School are selected based on the following characteristics:

- Support of Imagine Schools' educational mission and philosophy and a desire to serve the broader community,
- Understand the role of governance to assure school operations are in compliance with the Charter,
- Encourage and support Imagine people (the principal, teachers and staff) working at the School,
- Provide advice to Imagine leadership,
- Serve with humility,
- Available to meet quarterly and/or monthly as needed,

- Support celebrations and important events at the School,
- Ability to understand and interpret the content of financial reports,
- Enjoy hearing about and celebrating the School's successes, and
- Willing to serve a term of up to three years.

Except for the appointment of the school principal, the approval of the school budget, the selection and financing of the school facility, and the removal of a Board member, all of which shall require the consent of two-thirds of the Governing Board, and except as otherwise provided in the Operating Agreement of the LLC, the action of the Governing Board shall be by majority vote of all the Members then in office.

The Governing Board will report its progress annually to Clay County School District. The report will include:

- Student achievement performance data, including the information required for the annual school report and the education accountability system governed by Florida Statutes 1008.31 and 1008.345. This will include reports of student achievement that links baseline student data to the school's performance projections identified in the charter. The School will also identify reasons for any difference between projected and actual student performance.
- Financial status of the charter school which includes revenues and expenditures at a level of detail that allows for analysis of the ability to meet financial obligations.
- Documentation of the facilities in current use and any planned facilities for use by the charter school for instruction of students, and administrative functions.
- Descriptive information about the charter school's personnel, including salary and benefit levels of Charter School employees, the proportion of instructional personnel who hold professional or temporary certificates, and the proportion of instructional personnel teaching in-field or out-of-field.

The Governing Board will hold the school administration responsible for the hiring and supervision of all staff, both instructional and non-instructional.

Conflicts that arise between the Governing Board and the Sponsor or its associates shall be resolved accordingly:

- Step 1) Informal hearings of the Charter School's Governing Board and the sponsor;
- Step 2) Written notice to the sponsor;
- Step 3) Meeting between the Charter School Board and the Sponsor
- Step 4) Include the matter on the District School Board agenda. This is a public hearing to resolve the matter.

If the Governing Board and the Sponsor are unable to resolve a dispute, then pursuant to Section 1002.33(6)(h), Florida Statutes, the Florida Department of Education shall provide mediation services. If the Commissioner of Education determines that the dispute cannot be settled through mediation, the dispute may be appealed to an administrative law judge appointed by the Division of Administrative Hearings.

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

The founding group is made up of individuals who are involved in the planning for our Charter School. They are committed to support the charter application, and believe in educational choice. During this time the group is working together in an informal governance manner. At the time of this writing, all founding group members plan to remain until additional community members are appointed to become members of the Board.

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

The Governing Board is comprised of individuals with a strong commitment to creating a rigorous, community oriented and financially sustainable school serving grades K-8. The Board will include local residents that share a passion for education reform and community transformation. The Governing Board Members primary role is to set policy, provide financial oversight, communicate the vision of the School to community members; and help select other governing board members, and be accountable to the local District School Board.

The Governing Board will also recruit for board membership, keeping in mind the need to have a balance of business and education expertise on the Board. All founding members will continue as members of the Governing Board. Imagine Schools' experience is that some remain, while other qualified individuals from the local community come forward to request to be on the Board. Each new board member will undergo an orientation to clarify the roles of each board member and establish board standards. The School and Imagine Schools affirm that neither entity will discriminate against any candidate on the basis of race, creed, color, gender, national origin, age or disability in its recruitment, selection, training, utilization, termination or other employment-related activities.

This structure provides the School with the best opportunity to fulfill our goal of providing a high-quality education to the children of the area. The makeup and structure of our Board will reflect Clay County community interests, including parents and other stakeholders. We also believe that the school's affiliation with Imagine Schools Non-Profit, Inc. enables us to run the Charter School in a way that is economically sustainable, thereby giving us the chance to guarantee a long-term impact in the community. The Governing Board of the School shall have the responsibility of governing the Charter School as pursuant to the laws pertaining to Charter Schools.

As stated earlier, ISNP will ensure that all members of the Governing Board will be given in-service training by a certified trainer. The process for professional development for the LLC will include ongoing needs assessments, determination of source presenter, training, feedback, and next steps planning. The needs of individual board members will vary, depending on the stage of their participation: 1) recruitment, 2) new member orientation, 3) early service (first three months) and 4) ongoing orientation for old and new board members. Areas for training will include the state's required topics of Governance in the Sunshine, Conflicts of Interest, Ethics, and Financial Responsibility as outlined in the Florida Education Rule 6A-6.0784. Additionally, the Board will also be provided with information and training within the categories of educational program, school finance, constituents, board structure, board responsibilities, board relationships with staff, regulatory/compliance, and other identified areas.



A Governing Board Guide will be provided to every board member. The Board Guide will be a reference used in new board orientation as well as ongoing board training and education. It also helps to ensure efficient organization and access to these materials. Contents of the guide may differ as the school develops, but generally the components of a Board Guide will include information about the following:

- The charter contract.
- Other legal documents such as articles of organization, operating agreement, etc.
- Charter school mission, vision and strategic plan.
- The educational plan of the charter school including educational philosophy, learning outcomes for students, curriculum, instructional strategies, assessment methods, etc.
- Board structure and operations including policies, description of board directors' responsibilities, overall committee structure and responsibility descriptions for each committee, decision-making methods, organizational chart, list of current board directors, titles, and all affiliations.
- Staffing structure, job description of charter school administrator, administrator performance review procedures.
- Finances including the charter school's financial history, current financial condition and long-range financial plans, previous year's audit and budget, the current annual budget, the school's investment and banking procedures and other relevant financial information.
- Sample newsletters, brochures, or other publications; Newspaper or magazine articles about the charter school.

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

The following representatives have agreed to serve on the Governing Board:

1. Jill Williams
2. George Yaeger
3. Randy Spangler
4. TBD
5. TBD

Please see their resumes in Appendix B.

❖ **Explain how parents and the community will be involved in the governance of the school.**

### **School Advisory Council**

A School Advisory Council ("SAC") will be established and consist of parents, the principal, teachers and community members. The SAC shall be a link between the school, the community, and the Governing Board. The SAC shall serve to make recommendations and/or provide key information and materials to the Board. The SAC will not have authority to dictate policies of the School nor issue directives. It is designed to give parents a voice in the operations of the school. Its function is to

provide advice to the school leadership and surface concerns from parents, and communicate with and mobilize the larger school community. They will meet to discuss topics such as the volunteer needs of the school, advice on issues regarding the educational program (e.g., curriculum, extended day, use of technology), or the School atmosphere and culture. It will also provide leadership on fundraising for the School but this will not be its primary function. In addition, the SAC may also coordinate "town forum" meetings twice a year to get parent input and serve needs of parents for information or discussion.

The Board will ensure in-service training for School Advisory Council members in the areas of duties, responsibilities, and the Florida Sunshine Law and related regulations.

### **Lines of communication**

It is the intention of the Governing Board to provide an effective avenue of communication directly between parents and the Board in order to maintain adequate information exchange. Parents will be welcome to comment at the meetings of the Governing Board and guidelines for how this will be done will be published in the parent handbook and on the school web site. Notice of meetings will be posted on the school website, school newsletters, and the school marquis/bulletin boards.

The School will communicate with parents and families on a consistent basis. Parents and guardians are aware not only of what students need materially, physically, and emotionally to be successful learners, but also of what students are learning and how they might learn best. Family members will acquire news and information relevant to parenting through hands-on materials and through e-mail and Internet access. Our website will provide parents with information about the academic programs addressed at school in each grading period; ideas about ways that they can monitor and support student learning; access to up-to-date information about schoolwork that is due, future test dates, current and future student projects; and links to parent-information websites that can enhance parent involvement skills. We will offer in-service sessions for parents to help them learn how to use the Internet to stay involved in school events and their children's education. Parents are encouraged to speak to and resolve any issues with their student's teacher. If the issue is not resolved they may speak with the Principal. If the issue is still not resolved they may address the issue with the Region Vice President for ISNP. If the situation is still not resolved to the parents liking they may request to speak before the Governing Board in a public meeting. The School strives to provide open communication with our parents and to resolve all conflicts as close to where the issue began.

### **Parent and Community involvement**

Additionally, The School will establish a parent organization (PTA/PTO) to encourage parent participation and advocacy. The structure of the organization will provide program ideas, resources, support and volunteer leadership training. All parents and guardians will be encouraged to participate to make sure that the needs of the teachers, students and their families always come first.

One of the School's primary commitments is to building a strong community that will positively shape the hearts and minds of students. Community is an essential part of school life, and it is our hope that relationships among and between the school, families, and the greater community, will reinforce our goal of teaching children to be people of character. As we collectively pursue our mission and vision, we commit to:

- Helping our students know that they are members of a particular community in a particular place, and that they are accountable to that community;
- Involving ourselves in the local community, as well as inviting our local community members to involve themselves in our school;

- Recognizing the strengths rather than the limitations of every member of our community, and modeling relationships of mutual respect;
- Prioritizing the needs of our students and families;
- Developing continuity between home and school, while respecting cultural and educational differences that may exist; and
- Treating parents as full partners and active participants in the educational process.

As stated above, we will create a number of areas within the organizational structure of the School that will enable us to build a strong relationship with the parents/guardians/care givers. There will be numerous volunteer opportunities at our School and we will encourage parents and community people to suggest ways in which they can assist. Parent volunteers will receive training where appropriate.

Student achievement will also rely on the joint efforts and teamwork of the entire community. Neighborhood businesses, local residents and others interested in our students' success will be welcomed partners at the school. The School will maintain close relationships with local business and civic groups to serve as business and community partners in education. The School will encourage community volunteers including local high school students and senior citizens to support our students in their quest for excellence. It is our belief that diversity adds to our strength, so significant efforts will be made to ensure the School is an inclusive environment for those who want to participate.

Imagine Schools has partnered with other community non-profits across the nation. For example, in Lake County our local school has partnered with the National Training Center to promote health and physical education in our students. Middle School students visit the facility once a week and participate in selected programs.

## ***10. Management***

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

Imagine - Clay County, LLC's sole member is Imagine Schools Non-Profit, Inc. (ISNP), of Arlington, VA. ISNP is a non-profit corporation that assists local interests in establishing, organizing and advising public charter schools. Examples of this working relationship between national and local non profits are Girl Scouts, Boy Scouts, YMCA and United Cerebral Palsy. ISNP helps parents establish learning communities of achievement and hope. Its home office is in Arlington, Virginia. ISNP currently has the network capacity of approximately 40,000 students from pre-kindergarten through twelfth grade at over 60 charter schools in thirteen states and the District of Columbia. ISNP affiliates with schools that feature high academic standards, emphasizing accountability for academic results. ISNP is noted for the development of a standards-based curriculum that integrates basic skills with creative thinking and delivers technologically assisted instruction. Imagine Schools participates in the mandatory state assessments, but also identifies individual learning gains for all students annually. Students in grades 3-8 are pretested with the Stanford 10 within the first few weeks of school and the NRT portion of the FCAT is used as the post test for grades 3-8. The Stanford Achievement Test 10 is utilized in grades K-2 in the spring for post testing. Appendix D includes the FCAT-SSS data on all Imagine Schools in Florida for the 2006-2007 and 2007-2008 school years also included is a learning gains report for 2007-2008.

The employees at the School will work collegially to develop a school culture that promotes leadership at all levels. The Principal will encourage and enlist teachers in the School leadership process to create a more dynamic, effective, and democratic school environment. The School structure to be implemented at the Charter School will promote leadership and professional growth opportunities as an integral part of the vision and mission of the school. The principles which guide Imagine Schools Non-Profit, Inc. as set forth in Joy at Work, authored by Dennis Bakke (2005), and other resource documents will be fundamental to the practice in the school. An integral part of this will be site-based management which encourages the participation of the whole school team and the advice process whereby decision makers can check with their peer group and others both regionally and nationally before taking action. Thus, the Principal will have at his/her disposal the expertise of the Governing Board, the Imagine Schools' Regional Vice President and other Imagine Schools administrative, instructional and non-instructional staff both in Florida and nationally. Thus, Imagine-Clay County, LLC and the Charter School will have access to a national network of resources through its affiliation with ISNP. The Charter School will benefit from the ability to exchange best practices with the sister schools in Florida. In addition, the Charter School will have access through ISNP to a whole network of charter schools in thirteen states and the District of Columbia that are currently affiliated with Imagine Schools. Please see Appendix J for a listing of schools nationally and in Florida.

Our Charter School's administrators will be strongly encouraged to develop and maintain the best possible working relationships with colleagues in other Clay County Public Schools. In keeping with the philosophy of ISNP and the Governing Board, the principal will communicate with other affiliates of ISNP for resources, experience, advice, operational guidance and oversight. The primary coordinator for such connections will be the Regional Vice President who carries the primary responsibility for ensuring that all Imagine Schools in his/her region uphold the six Measures of Excellence of Imagine Schools – shared values, academic excellence, positive character development,

parent choice, economic sustainability and new school development. Seeking advice, exchanging views and innovations, as well as serving as a sounding board for other school leaders in Imagine Schools, is a vital part of the management philosophy of ISNP. Principals of Imagine Schools report directly to their Regional Vice President with regards to matters connected to the core principles of Imagine – a significant portion of the Principal's evaluation will be the extent to which he or she embraces that philosophy as evident in the results of the school.

The staffing plan for the School is contingent on the enrollment of the school. There will minimally be a Principal, one highly qualified Teacher for each classroom of students, and a Business/Office Manager. Additional positions that will be filled when enrollment grows are: Office Clerk, Specialty Staff (ESE and PE, etc), Clinic aide, and classroom aides. The staffing plan is discussed in more detail below. Please see Job Descriptions are included in Appendix C.

The organizational chart of the Charter School, included in Appendix C, provides a visual of the roles and responsibilities of the staff. The Leadership Team is comprised of the Principal, the Business Manager, the Primary, Intermediate and Preparatory Academy Leaders, and Student Support Staff (ESE and/or Guidance). The extent of the Team will vary as enrollment grows.

The role of the Leadership Team will be to advise the Principal on all aspects of the Charter School Program. They serve as the liaison, advisory, and facilitator of implementation. Imagine Schools' philosophy encourages leadership at all levels, and task forces will be routinely set up with the authority to make decisions on behalf of the school staff. (When topics affect parents, then parents will be invited to be on the task force.)

❖ **Outline the criteria and process that will be used to select the school's leader and process by which the school leader will be evaluated.**

The criteria for the school leader for our Charter School are:

- Masters Degree in Education Leadership
- Educational Leadership Certification and/or School Principal Certification
- Multi years experience as a principal, assistant principal or headmaster in elementary and or secondary schools
- Public School administrative experience preferred
- Multi years teaching experience

The process used to select the schools leader begins with a national search through job postings in "Education Week", Imagine Schools Web Site, Imagine Schools' company-wide e-mail, local newspapers, and other local/state interests.

Applications for the position are screened by the interview committee made up of the Imagine Schools Region Vice President, local Imagine Schools Principal(s), Teacher(s) from the school, Imagine Schools Development Director, Governing Board member(s), an office employee and a parent of the school. Typically we receive over thirty applications and screen these to the top three to five candidates based on experience.

The principal candidates are interviewed in person by the committee. The interviews last approximately forty five minutes each with the same questions being asked of all candidates. Candidates are also given the opportunity to ask questions of the committee. The committee ranks the

candidates and the top three choices are invited back for a final interview. The final interview usually takes approximately one hour and is more of an open conversation on the needs of the School and the experiences the candidate brings to meet these needs.

Finally, the interview committee makes a recommendation on their top two choices to the Region Vice President who ultimately makes the decision after obtaining advice from the governing board. The candidate chosen is offered the position contingent on satisfying company policies, reference checks, and fingerprint/background checks.

The school leader's evaluation is a yearly process which begins with a mutually agreed upon Principal's Performance Plan which is written as SMART Goals (Specific, Measurable, Attainable, Realistic, and Time bound). The Principal Performance Plan Goals are written in support of the Charter Application Benchmarks, Schools Improvement Plan and are targeted for completion prior to the start of the next school year. These goals are based on the analysis of the known data on the school. For an existing school this data includes:

- Climate Surveys – Parents & Teachers
- Student Character Education Surveys
- Imagine Schools Shared Value Surveys – All Employees
- Stanford 10 Assessments
- Florida Comprehensive Assessment Test (FCAT-SSS and FCAT-NRT)
- Individual Student Learning Gains
- School Grade Letter Grade and AYP Designation
- Student Attendance
- Mobility rate
- Student Conduct
- Professional Development Inservice Evaluations

A mid-year review of the Principal's Performance Plan is conducted by the Region Vice President at the end of the first semester and adjustments to the SMART Goals are made if needed.

The principal completes a Self Evaluation based on the above data once all the results are known in June. The Region Vice President reviews and analyzes the Data, Principal's Self Evaluation and the results of the School Improvement Plan and prepares a final evaluation praising accomplishments and provides feedback on areas to be targeted in the following years Performance Plan.

Principal Performance Plans for a new start up school are written to address the Benchmarks targeted in the Charter Application as well as Region Goals for improving student learning. The same timelines are followed for Performance Planning, Mid Year review, Self evaluation, Final Evaluation and governing board review and input.

❖ **Provide a staffing plan for each year of the charter term.**

Staffing the Charter School will be in response to actual enrollment. Our staffing plan includes one fully certified teacher for each core classroom and selected elective teachers. Our student to teacher ratio will comply with Class Size Reduction Requirements; 18:1 in Primary Grades (K-3), and 22:1 in Intermediate Grades (4-8). The administrative staff will include the Principal and the Business/Office Manager.

The following charts outline the enrollment projections, with staffing plans aligned with projected enrollment. We project 25 classrooms for grades K-6 in year one, for a total enrollment of 486 students. The chart demonstrates the maximum enrollment in each classroom.

The staffing plan is listed below the enrollment chart. This is an example of an enrollment projection for years 1 through 5.

<b>ENROLLMENT CHART</b>										
<b>Grade Level</b>	<b>Year 1 09/10</b>		<b>Year 2 10/11</b>		<b>Year 3 11/12</b>		<b>Year 4 12/13</b>		<b>Year 5 13/14</b>	
	# rooms	# students	# rooms	# students	# rooms	# students	# rooms	# students	# rooms	# students
K	4	72	5	90	5	90	5	90	5	90
1	4	72	5	90	5	90	5	90	5	90
2	4	72	4	72	5	90	5	90	5	90
3	4	72	4	72	5	90	5	90	5	90
4	3	66	4	88	5	110	5	110	5	110
5	3	66	4	88	4	88	4	88	4	88
6	3	66	4	88	4	88	4	88	4	88
7	0	0	4	88	4	88	4	88	4	88
8	0	0	4	88	4	88	4	88	4	88
<b>TOTAL</b>	<b>25</b>	<b>486</b>	<b>38</b>	<b>764</b>	<b>41</b>	<b>822</b>	<b>41</b>	<b>822</b>	<b>41</b>	<b>822</b>

<b>STAFFING PLAN</b>					
	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment	486	764	822	822	822
Staffing					
Principal	1	1	1	1	1
Assistant Principal	0	0	1	1	1
Business/Office Manager	1	1	1	1	1
Office Staff	2	2	4	4	4
Teachers	25	38	41	41	41
ESE (Specialty)	1	1	1	1	1
PE (Specialty)	1	1.5	2	2	2
Specialty – Guidance, Reading	1	1	5	5	5
Aides (Clinic, Media, Classroom)	2	2	8	8	8
Driver/Custodial	3	4	5	5	5

❖ **Explain the school’s plan for recruitment, selection, development and evaluation of staff.**

**Recruitment**

The Charter School will implement a comprehensive recruiting strategy that will endeavor to create an applicant pool of teachers who are not only highly qualified but also excited about the Imagine philosophy and the community in which the School is located. Candidates will be identified through a variety of methods:

- On-line and print advertising in national and local newspapers
- Internet advertising on websites dedicated to assisting teachers find employment (TeachInFlorida.com, Teachers.com, CareerBuilders.com, Education Week)
- Referrals by members of the surrounding community,
- Participation in job fairs at top teaching training programs around Florida and other states,
- Recommendations by members of the Charter Schools founding board.

**Needs Assessment**

Staff will be hired for our Charter School when the enrollment indicates the need for the position. Careful monitoring of enrollment and hiring will further support the economic success of this new school. While all classroom teacher positions will be filled, other support positions may be postponed until the School is financial able to assume the cost of the position. The start of a new school is the time that careful selections of staff that are dual certified or have additional interests or talents can also benefit and strengthen a start up school. With lower enrollment the School may not need full time support staff members and may contract for services or have current staff fill those roles within the school.

**Selection**

Each applicant is screened by a team of professionals trained to identify individuals suited to our philosophy. Face to face interviews, and if possible, analyzing teacher portfolios and teacher classroom demonstrations are also part of the interviewing process. Extensive background reviews are done to verify past experiences and insure the safety of our children. This includes fingerprinting of all employees and others serving in an official capacity. We will comply with all aspects of the Jessica Lunsford Act.

The teachers will be certified as required by Florida Statutes and meet the highly qualified guidelines established by the No Child Left Behind Legislation. We may employ or contract with skilled, selected non-certified personnel to provide institutional services or to assist instructional staff members as teacher aides in the same manner as defined in Florida Statutes 1002.33(7) (a) 14. We will not employ an individual to provide instructional services if the individual's certificate or licensure as an educator is suspended or revoked by this or any other state, as per Florida Statute.

**Professional Development**

Professional development will be an integral component of our Charter School. Teachers will receive pre-planning in-service prior to the start of the school year, with a focus on the delivery of our Imagine Schools Standards-based curriculum. On-going in-service and support will be provided throughout the school year in response to needs assessments completed by teachers as well as needs identified by the Imagine Schools’ regional staff. Teachers will be educated to identify and respond to different learning styles. Knowing their own learning styles and those of their students will enable teachers to implement a variety of teaching strategies and assessments that assist the academic success



of all students.

In addition to professional development, the in-service education prior to the beginning of school will include an introduction to the rules, procedures, and policies and the applicable district, state, and federal rules and regulations that school- site personnel need to know. The principal will review the Imagine Schools' People Policies and the draft Charter School Faculty Operations Handbooks with the faculty and discuss such issues as attendance procedures, classroom management, fire drill procedures, the reporting of suspected child abuse or neglect, and "safety nets" for students with needs preventing success in school. (The handbook is considered a draft until the staff has the opportunity to give input and tailor the handbook to meet the School's needs.)

*On-Site Professional Development for Teachers* - Scheduled professional development activities occur at our Charter School. The first five days prior to school opening is when teachers receive education in the area of curriculum content, and best practices methodology. The focus is on student achievement and an increase in overall academic performance.

*On-Site Professional Development for Principals* - Teacher quality, instructional leadership, and student achievement are the main areas of principal development. The principals in each Florida region meet and/or converse weekly with the regional Imagine Schools staff to assess their own practices, share strategies, develop networks and build professional relationships with the goal to increase in overall student achievement.

Professional development needs are actively solicited from instructional and non-instructional staff. Imagine Schools' network of educators and instructional leaders provide support and guidance to our school site faculties on curriculum priorities and best instructional practices. Our teachers will receive specific feedback on professional competencies to be developed and direction on a variety of methods by which they can deepen their personal mastery of the teaching/learning process.

The model for scheduling regular time for professional development includes time for common planning, grade level meetings, Professional Development Days (we plan to follow the district calendar), pre-planning and post-planning days, and faculty meetings. In addition, we will use substitutes to cover classes in order for teachers to meet with or to observe other teacher's best practices in reading. Each of these is a vehicle for provision of time for teachers to meet weekly for professional development opportunities.

Imagine Schools provides opportunities for teachers and administrators to participate on School of Excellence Review Teams. The three day school review provides an opportunity for professional growth of the participant who visits another Imagine School as part of a team and identifies the school's strengths and needs for professional development activities. Members of the visiting team speak highly of the value of spending time observing others do the same work, and bring many ideas back to their home school. The Imagine Schools Region Professional Development Calendar of Activities is a direct result of the School of Excellence Reviews and school planning.

Imagine Schools provides additional leadership experiences for professional growth of their employees. These opportunities are offered through a planned Growing Our Leaders program that provides inservice activities designed for leadership development.

At the end of the school year, sessions will be held to consider the past year in order to determine the needs for and structure of professional development in the school year to come.

## *11. Education Service Providers*

❖ **Describe the services to be provided by the ESP.**

Imagine-Clay County, LLC will not utilize an ESP. Please see Governance and Management section of the application for additional information.

❖ **Provide a draft of the proposed contract between the school and the ESP including, at a minimum, proposed services, performance evaluation measures, fee structure, renewal and termination provision, and terms of property ownership real, intellectual and personal.)**

Imagine-Clay County, LLC will not utilize an ESP. Please see Governance and Management section of the application for additional information.

❖ **Explain why the ESP was selected, including what due diligence was conducted to inform the selection.**

Imagine-Clay County, LLC will not utilize an ESP. Please see Governance and Management section of the application for additional information.

❖ **Explain the ESP's roles and responsibilities for the financial management of the proposed charter school, if applicable, and the internal controls that will be in place to guide this relationship.**

Imagine-Clay County, LLC will not utilize an ESP. Please see Governance and Management section of the application for additional information.

❖ **Explain how the governing board will ensure that an "arm's length", performance-based relationship exists between the governing board and the ESP.**

Imagine-Clay County, LLC will not utilize an ESP. Please see Governance and Management section of the application for additional information.

❖ **Provide a summary of the ESP's history, including its educational philosophy and background and experience of senior management.**

Imagine-Clay County, LLC will not utilize an ESP. Please see Governance and Management section of the application for additional information.

❖ **Provide a list of other schools with which the ESP has contracts, including contact information and student and financial performance data of such schools.**

Imagine-Clay County, LLC will not utilize an ESP. Please see Governance and Management section of the application for additional information.

## ***12. Employment***

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

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

### **Salaries**

We will provide teacher salaries competitive with the local school district taking into consideration experience, degree, and past employment history. Administrative salaries are developed in accordance with the candidate's degrees and years of experience. Imagine Schools employees have the potential to receive a reward bonus for exemplary performance. A percentage cost of living increase is considered annually.

### **Contracts**

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

### **Teacher Certification**

All teachers will hold the appropriate certification for each course they offer, as outlined in the Florida Course Code Directory System. Sixth grade courses have the option of utilizing the elementary certification (K-6 or 1-6), the subject area certification, or an Integrated Curriculum certificate.

Out-of-field teachers will, as a condition of employment, successfully complete all requirements for certification. The LLC Board and the parents will be notified of all out-of-field teachers.

### **Hiring and Dismissal**

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

### **Benefit Package**

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

**❖ Describe the personnel policies and procedures to which staff will be required to adhere, including expectations for participation in the school’s professional development program.**

The rules and policies for operation of the School will be set forth in the school’s People Policies Handbook. A Faculty Operations Handbook will be developed by members of the staff and will be based on a model used in other Imagine schools. Appendix E includes the Table of Contents for an Imagine Schools Faculty Operations Handbook model that will be used at the beginning of the school year, and will be modified with input from School-based staff.

The Imagine Schools People Policies Handbook will be distributed to all personnel when hired, and an acknowledgement of receipt signature by the employee is required. The Handbook outlines the current business practices, policies, benefits and regulations in effect at the time of publication. Topics within the handbook fall within two categories: What You Can Expect from Us and What We Expect from You.

*What You Can Expect from Us includes:* Communication Environment, Equal Employment Opportunity, No Harassment, Compensation and Benefits, Reasonable Accommodation, Life-Threatening Illnesses in the Workplace, Employee Medical Information, Vacation and Sick Leave, Family and Medical Leave, Reporting While on Leave and Returning to Work, Military Leave, Civic Duty and Immigration Law Compliance. Under the topic What We Expect from You are the topics of Business Ethics and Conduct, Attendance and Punctuality, Conflicts of Interest, Confidentiality and Non-Disclosure, Company Property, Electronic Communication, Search of Personal property, Safety, Solicitation, Outside Employment, Changes in personnel Records, and Notice of Resignation (Included in Appendix E).

School staff is expected to participate in all scheduled inservice training days, and scheduled professional development opportunities within the Imagine Schools Local Florida Region. In addition, certified staff is expected to monitor their hours for renewal, and for required endorsements such as ESOL.

### ***13. Parent and Community Support and Partnerships***

#### **❖ Describe how the school will involve parents in its operations.**

The School will establish a PTA/PTO to encourage parent participation and advocacy. The organized structure of the PTA/PTO will provide program ideas, resources, support and volunteer leadership training. Our Charter School, through the PTA/PTO, will establish consistent, communication channels between parents, teachers and administrators using a variety of proven techniques and methods. All parents and guardians will be encouraged to participate in the PTA/PTO to make sure that the needs of the students and their families always come first.

As stated above, we will create a number of areas within the organizational structure of the school that will enable us to build a strong relationship with the parents/guardians/care givers. Some of these include the School Advisory Council, Committees, and Task Forces, providing input at board meetings, and providing input through annual surveys. There will be numerous volunteer opportunities at the School and we will encourage parents and community people to suggest ways in which they can assist. Parent volunteers will receive training where appropriate.

#### **❖ Describe any community partnerships.**

Student achievement will also rely on the joint efforts and teamwork of the entire local community. Neighborhood businesses, local residents and others interested in our students' success will be welcomed partners at the school. The School will maintain close relationships with local business and civic groups to serve as business and community partners in education. The school will encourage community volunteers including local high school students and senior citizens to support our students in their quest for excellence. It is our belief that diversity adds to our strength, so significant efforts will be made to ensure the school is an inclusive environment for those who want to participate.

Imagine Schools has partnered with other community non-profits across the nation. For example, in Lake County our local school has partnered with the National Training Center to promote health and physical education in our students. Middle School students visit the facility once a week and participate in selected programs.

#### **❖ Outline the methods that will be used for resolving disputes between parents and the school.**

The School has every intention to resolve all conflicts with the parents as quickly and graciously as possible. We realize, however, that not every scenario can be addressed so easily and therefore, the School has outlined the following method for resolving conflicts.

Step 1: An informal meeting between the parent and the staff member(s) will be called to identify issues, clarify solutions and resolve if possible. If not, the parent and/or staff members will report the results to the Principal and escalate the issue to Step 2.

Step 2: The principal will meet/talk with the parent and the staff member(s) to understand the issue from both perspectives. The Principal will ensure that due process is in place if appropriate. The Principal's role is to clarify and resolve the issue. If this is not possible, the issue is elevated to the Imagine Schools Regional Vice President.

As a school of choice, we view our parents as customers. If a conflict arises between the charter school and parents the charter school will take action to resolve the conflict. Since parents are an integral part of the school, we believe that working together with parents to assist in teaching values at home and during the school day should be an integral part of the student's education. Every effort will be made to make parents partners in their children's education. Our hope is that an active parent teacher partnership will be developed to help resolve any conflicts that may arise.

## ***14. Student Recruitment and Enrollment***

- ❖ **Describe the plan for recruiting students; including strategies for reaching the school's target populations and those that might otherwise not have easy access to information on available education options.**

Recruitment and further publicity will begin as soon as the charter application is approved. The School will assume full responsibility for the recruitment of its students. In order to ensure that all of Clay County's various population groups are informed about the Charter School, we will broaden its community outreach. As is fitting with public schools and more specifically with charter schools, the School is committed to open recruitment regardless of race, disability, ethnicity, or gender. It is our belief that diversity will add to our strength. We will provide for translators and written notices in other languages common to Clay County.

The Charter School will host community informational meetings at various times and locations throughout Clay County. Application forms will be made available both at these informational sessions as well as in various community locations. We hope to further accomplish broad reaching publicity by utilizing local newspapers, radio and television as well as various community newsletters. In addition, we will continue to canvass neighborhoods, attend community functions, post informational flyers, and update our Charter School website. The School will make every effort to both populate and celebrate a diverse school family.

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

Our Charter School will recruit through an extensive public information campaign that provides widespread notification throughout all segments of the community. This will include direct mailings, public advertisement, the local and community press and informational meetings at a variety of locations using both English and Spanish where appropriate. All of these media will be selected with an eye toward ensuring that our demographic represents a racial/ethnic balance reflective of the community. For example, we will strive to hold public informational meetings in a variety of diverse locations that will be as welcoming as possible to the different racial/ethnic groups throughout the community.

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

### **Procedures for Admission of Students**

The School will enroll any eligible student who resides in Clay County and who submits a timely application, as specified in the charter, unless the number of applicants exceeds the capacity of a program, class, grade level or building. In such cases, the School will employ a random selection process that gives all applicants an equal chance of being admitted (unless otherwise prohibited by law). Preference will be given to siblings of students already enrolled in the Charter School, a Governing Board member's child and to a son or daughter of an employee of the School. The School

will not accept students who reside outside the School System without approval from both the sending School District and Clay County School District.

### **Pre-Enrollment Period Year 1**

The School will begin to take pre-enrollment applications in January 2009 for an August 2009 opening, or November 2009 for an August 2010 opening. Imagine Schools and representatives of the Charter School will provide numerous information sessions about our vision for the school.

The number of classrooms available at each grade level will be determined annually, and the number of student seats available will be publicized. Information sessions will be held so that prospective parents can learn about the mission and vision of the school. As a school of choice, parents need to determine if this is the choice for their child.

A pre-enrollment specialist will keep all applications, receive phone calls, and track potential enrollment at each grade level.

### **Pre-Enrollment Period Year 2 and Beyond**

The Pre-enrollment period in year 2 includes the re-enrollment of existing students. Prior to regular registration of new students there will be a re-enrollment period for returning students and their siblings. Registration forms and information regarding the cut-off date for re-enrollment will be sent to all currently enrolled students of the School at least 2 weeks prior to the start of the pre-enrollment period. All eligible returning students and their siblings who submit completed re-enrollment forms during the pre-enrollment period will be re-registered for the following school year unless there are not enough spaces available in any particular grade or program. In that case all returning students who submit complete registrations during the pre-enrollment period will be registered and the siblings will be enrolled based on a lottery to be held in an open forum on the date stated in the pre-enrollment information. It is likely that the office will be providing tours and collecting pre-enrollment applications for new students while re-enrollment forms are returned and tracked.

When the re-enrollment period is completed, the number of available seats at each grade level is determined. These available seats are compared to the number of pre-enrolled registrations. A lottery will be held for any grade level oversubscribed.

### **Lottery and waiting list**

As per Florida Statute 1002.33, a lottery will be conducted at each grade level that has more pre-enrollments than seats available for that grade. If a lottery is required after any registration or enrollment period, that lottery will be held in an open forum at the time and place listed in the registration materials and/or flyers and website. All lotteries will be conducted in a manner that ensures each eligible student receives an equal chance of being selected. Pre-enrolled students' names will be drawn until the available seats for that grade level are filled. The remaining students' names will be drawn and placed on an ordered waiting list in which their name was selected. Once all grades are filled, any additional students who register shall be placed at the end of the waiting list on a first come, first served basis.

If a student from the lottery results list does not register (within the time allowed) or chooses not to attend the school, the first person on the ordered waiting list will be given the opportunity to register. This procedure will continue throughout the school year. The waiting list will only be in effect for one school year; students on a waiting list must reapply each year for open spaces in the school.



## **Timetable for Registering and Admitting Students in Year One**

The timetable for the process of recruitment, applications, lottery, admissions, notification, and related matters is proposed as follows:

Jan 1 – late March: Disseminate accurate and up-to-date information about the school's educational program, services, amenities, application procedure, and the admissions process through a variety of sources that may include, but are not limited to:

- Local newspapers
- Local radio stations
- Local public television
- Open Houses at the Charter School facility
- Direct mail to parents
- Word-of-mouth

The School will begin to accept pre-enrollment applications in January 2009 for an August 2009 opening, or in November 2009 for an August 2010 opening. Imagine Schools and representatives of the Charter School will provide numerous information sessions about our vision for the school.

Continuous: Review applications for completeness and eligibility of students (e.g. appropriate grade levels, non-district applicants, etc.) Advise parents of the status of their application, student eligibility, date of lottery, and date of final notification.

March 20: Conduct lottery if necessary.

If applications exceed capacity, a lottery will be held to determine admission, and a list maintained by grade level in the order of the lottery. Should more applicants apply for any grade level, that grade will be decided by lottery. Preference will be given to a sibling of a student already enrolled, a child of a Governing Board member and a child of an employee of the school.

March 22: Notify parents of child's admission to the school or placement on waiting list.

Parents will be notified that they have four weeks to complete formal registration. Any student not fully registered within the four weeks gives up their seat to the next student on the waiting list at that grade level.

March 22- Opening Day: Ongoing enrollment of students

If no lottery is needed, registration will begin in March and continue throughout the spring and summer until all seats are filled. Registrations for grade levels with no available space will be put on an ordered waiting list.

## **Enrollment**

Parents of students who will enroll in the School will receive an Enrollment Package containing information about the school, a list of items necessary for registration, and blank forms to be completed by the parents. The Enrollment Package will include a registration form; an Emergency Dismissal form designed to indicate where the student should go in the event that school is dismissed at an unscheduled time due to any unforeseen circumstances; and a Clinic Information card designed to indicate emergency contacts and the doctor that should be called in case of an accident. Parents will sign a release of student records so their child's Department of Health's Cumulative School Health Record form can be transferred, or must present one from their physician. Parents will be given a copy

of the Student Handbook, the core of which will be based on the current Clay County Schools' Code of Conduct. They will be required to sign a form indicating that they have received the handbook and will read its contents. The form will be kept in the student's file. The Student Handbook will include descriptions of the policies and procedures that will be utilized to ensure student and parental due process rights.

We will follow the School District's procedures for registering students. We will ask parents/guardians to state their address on the registration form and to mark a checkbox indicating that they are residents of Clay County. We will require parents to sign a statement that all the information that they have provided in the enrollment form is true. We will also require parents to provide two forms of address verification identification, such as a utility bill, a driver's license, or a lease. Unless the student is transferring from a public school in Florida, the child's original birth certificate must be presented at the time of registration. A copy will be made for the file.

In order to provide the School System with necessary data for state funding reporting and enrollment monitoring, the Charter School will use the School System's student information system in accordance with School System specifications.

All student records will be screened prior to the start of the school year. School officials will notify parents of the need for physical examinations and immunizations.

A student and parent orientation meeting for parents of students will be held to acquaint them with the facility, procedures, and information that would be of benefit for the first days of school takes place prior to the opening of the school. Additionally, all new Kindergarten students and their parents attend a Kindergarten Roundup (Open House) prior to the first day of school. These meetings assist the recruitment process in disseminating information concerning the school and its programs throughout the community.

Students may withdraw from the School at any time and enroll in another public school as determined by School Board policy. The Principal will attempt to meet with the parents of a student who wishes to withdraw from the School to discern the reason for withdrawal and to review options for continuing the student's education. This Exit Interview will also serve to ensure that students are not coerced to withdraw from the school.

The current Clay County School District's Code of Conduct will serve as the primary model for the Charter School's policies, including those for suspension and dismissal procedures. In the event that a student with a disability should engage in behavior that violates the discipline policies and results in dismissal or change of placement for more than ten (10) days, the School will immediately notify the student's parents of the rendered decision. The student's IEP Team will conduct a review in accordance with the requirements of IDEA to determine the relationship between the student's disability and the behavior subject to the disciplinary action. If the result of the review is a determination that the behavior was not a manifestation of the student's disability, the disciplinary procedures applicable to students without disabilities will be applied. Otherwise, the IEP Team will review the student's plan and modify it, as necessary, to address the behavior.

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

The School believes that parental involvement is key in any charter school and crucial for a child's educational success. Research has shown that students attending schools with strong parental involvement perform better and achieve more. As such, parents and/or legal guardians will be expected to contribute a minimum of 20 hours (two adult caregiver household) or 10 hours (single adult caregiver household) per household per school year. These hours will be dedicated to the students and school's success through both "in" and "out" of school volunteer opportunities. The School will ensure that these opportunities are varied and available during the day, evening and weekends to accommodate the busy schedules of our families. These volunteer hours will be strongly encouraged, but will not be a barrier to a child attending the School.

### III. BUSINESS PLAN

#### **15. Facilities:**

❖ **Explain the school’s facility needs, including desired location, size, and layout of space.**

The Charter School facilities will be designed to enhance the student learning environment. The building design will be conducive to the student movement throughout the day when they rotate between classes. Bathrooms will be incorporated in the classroom to maximize classroom instructional time and increase safety measures at the Charter School. The facility will include a multipurpose room, with room for an indoor removable stage, media/technology room, music, and other special area program room. We also plan for an exterior stage on school lawn for performance, meetings, etc.

Imagine Schools Non-Profit, Inc. in conjunction with Imagine - Clay, LLC assumes the responsibility for locating a suitable school facility. Imagine Schools’ Regional staff will work with Clay County growth management and independent demographers. Typically Imagine Schools seeks a minimum 10-acre school site located in high density residential areas where the school can be considered a community school. Imagine Schools also typically uses the same facility designs that are fundamentally similar. The facility will be approximately 43,000 sq ft. The building can be constructed in phases dependent on enrollment absorption. While Imagine Schools chooses to build facilities it is possible in some cases to select, where 10-acre tracts are not available, to renovate existing structures. However, in most cases Imagine Schools would purchase raw land and develop a school facility that completely satisfies the academic philosophy.

The Charter School facility will be built using phase construction if needed. The design of the building in year one will be conducive to the student enrollment projections for year one. In year 2 we have projected student enrollment to increase with adding another building to our second phase of construction. In year three we will complete the final phase of construction dependent upon the continued growth of student enrollment. Please see Appendix I for an example site plan and school design.

❖ **Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been determined.**

Land and buildings for the school facility, as we have described above, will cost about \$10.5 million. Land acquisition and all construction costs will initially be paid by ISNP, the parent company. Upon completion the property, SchoolHouse Finance (SHF) facilitates the purchase of the property with development companies, developers, finance investors, and Real Estate Investment Trusts (REIT) and then lease the building to the school.

❖ **Explain the strategy and schedule that will be employed to secure an adequate facility.**

Upon the charter being granted, we would like to have a planning year for 2009/2010 and then a five year operating contract from 2010/2011 through 2014/2015.

Estimated timeline for a 2010 Opening:

August 2008- January 2009

Seek charter approval

Land acquisition

February 2009-May 2009

Land due diligence

June 2009 - October 2009

Finalize site plans

Begin construction

Principal search

November 2009- April 2010

Continue construction

Identify and order FF&E needs for July arrival

May 2010-July 2010

Building completed

Inspections completed

Operational process of hiring, enrollment and procedures in progress

Imagine Schools Non-Profit, Inc. in conjunction with Imagine-Clay County, LLC assumes the responsibility for securing a facility. Our Charter School will make arrangements with SchoolHouse Finance, LLC (“SHF”), a wholly owned subsidiary of Imagine Schools Non-Profit Inc. to finance the construction or renovation of an educational facility. Under the planned agreement, SHF agrees to finance all costs associated with the completion of the facility, including but not limited to, all construction, required site improvements and land/property acquisition. In exchange for Schoolhouse Finance’s commitment to proceed in good faith to finance the facility, the school agrees to execute a lease with SHF.

**❖ Describe the back-up facilities plan. Describe the facilities to be used and their location or a plan to locate facilities.**

Our goal of starting the Charter School in 2009 is contingent on land acquisition and facility construction beginning in the fall 2008. While optimistic, we are realistic. We are requesting a planning year for 2009/2010 with an August 2010 opening. With a planning year in 2009/2010 we anticipate that the school will be ready for opening on the first day of school in August 2010. However, Imagine Schools will never put the school district enrollment planning at risk. We will have a properly zoned contingency site that will meet all requirements for educating our students if the facility is not complete for the first day of school.

## ***16. Transportation and Food Service***

### **❖ Describe the school's plan for transportation, including any plans for contracting services.**

Our charter school will work with all of our parents in establishing safe transportation to and from school. We will encourage parents to drop their children off and pick them up and form car pools to do so. However, if the need arises for bus transportation we will investigate local transportation companies including contracting with the School District.

Within the funding provided by the State for transportation, the school plans to work with the District to provide transportation for students. Students residing within two (2) miles of the school will be expected to furnish their own transportation unless there are hazardous walking conditions. Students living outside the two miles but within four (4) miles will be eligible for transportation. Transportation may be considered for students living beyond 4 miles through depot stops, and on a space available basis. Our Governing Board and administration will monitor our transportation policy.

Transportation will be provided by bus. Our first choice is to negotiate for transportation services with Clay County School District. If the County is unable to provide negotiated services, we will request consideration for any surplus buses that may be available for our use.

A licensed driver with appropriate state training will be hired to drive our students. Appropriate insurance will be attained, and state certified technicians will provide the required scheduled maintenance. All buses will meet all appropriate safety regulations.

The Charter School is planning to assist parents in general transportation. Parents will be encouraged to carpool or have their child walk or ride (via bicycle) to the school if at all possible. Imagine Schools has dealt with transportation in a variety of ways. Some have included contracting with School Districts, purchasing buses, leasing buses, and have a third party vendor and will provide transportation if service is deemed necessary.

The School will work in conjunction with the School District to meet the needs of students whose IEPs include provisions for transportation. School operating funds will be allocated to meet this need utilizing ESE Guaranteed Funding that would follow the child.

To facilitate our transportation plan we aim to ascertain the needs of our parents as it relates to transporting children via information meetings and the school's website.

### **❖ Describe the school's plan for food services, including any plans for contracting services.**

Imagine Schools has dealt with food services in a variety of ways. We have contracted with School Districts and hiring outside vendors. If we are unable to contract with the School District we will put out an RFP for local private agencies. Our RFP will stipulate the service we are requesting. They should include but not be limited to: hot meals, delivery to the school's warming kitchen, staff to prepare, serve, clean up and prepare all necessary paper work. The paper work section of the RFP will stipulate a request for expertise in the Federal Lunch Program and competence in meeting all local and state reporting requirements.

Annual health inspections will be done through the local controlling agency and our principal will be

responsible for maintaining compliance.

The Charter School will participate in the USDA's National Lunch Program. Forms that describe the program and include an application for free and reduced meals will be distributed to all students at the beginning of the school year. The School, through its vendor, will be responsible for collecting and processing all free/reduced lunch applications.

## 17. Budget

- ❖ **Provide an operating budget covering each year of the requested charter term that contains revenue projections, expenses and anticipated fund balances.**

The operating budget will provide for all anticipated revenue based on enrollment and supplemental revenue. It will provide for a breakdown of anticipated expenses that will include all school related matters.

The plan provides for balance between revenue and expenses to ensure a balanced budget at all times.

The Charter School will be applying for grants on a consistent basis as they become available to The Charter School. A grant writing task force will be assembled and grant writing workshops will be attended as they become available.

Please see Appendix F for the Five Proforma with assumptions, FEFP State and Local Funding Worksheet for five years, and five year Cash Flow Projections.

- ❖ **Provide a start-up budget (i.e. from the date on which the application is approved to the beginning of the first fiscal year of operation) that contains revenue projections, expenses and anticipated fund balance.**

Start up funds will be advanced by ISNP. The table below identifies the projected operational costs of staffing, equipping a temporary office, marketing and other related start-up expenses as detailed below, etc.

<b>Start up Cost Projections</b>		
<b>January 1st through June 30<sup>th</sup></b>		
<b>Item</b>	<b>Cost</b>	<b>Explanation</b>
Principal	\$40,000	Half year salary
Business Mngr	\$20,000	Half year salary
Misc Employees	\$27,350	2 employees @ four months
Employee		
Benefits	\$21,838	25% of salaries
Office Space	\$9,000	6 months @ \$1500 monthly
Phone/Internet	\$1,150	6 months @ \$250 set up / 150 monthly
Temp Furniture	\$3,000	To be added to final lease on furniture
Supplies	\$1,500	6 months @ \$250 monthly
Temp		
Technology	\$5,200	May be added to final lease on technology
Copier	\$6,000	May be added to final lease on technology
Copy supplies	\$2,000	Monthly charge on per copy cost est, toner, paper, etc.
Marketing	\$38,000	Taken from past marketing budgets
Recruiting	\$5,000	Taken from past recruiting budgets
Other	\$69,962	Contingency – See Assumptions below
<b>Total Expenses</b>	<b>\$250,000</b>	



Start up costs related to securing a facility (legal, permitting, surveys, etc) are incorporated into the cost of the facility assumed by Schoolhouse Finance.

- ❖ **Provide a narrative description of the revenue and expenditure assumptions on which the operating and start-up budget are based.**

### **Start-Up Budget Assumptions**

The funds for start-up will be advanced by Imagine Schools Non Profit. The Operating Budget has a line item called Start Up for the amortized repayment of the development and start up cost of The School. Other expenses in the Start Up budget chart above, are comprised of costs for Imagine Schools assistance in student demographic analyses, real estate search, property negotiations, property contracting, permitting, charter application development, charter contract negotiations, public relations, parent information sessions, principal selection, etc.

### **Operating Budget Assumptions**

The assumptions are included within Appendix F. The School operating budget assumptions are based on historical information from other Florida Imagine Charter Schools. Our Charter School will operate as a K-8 school with additional revenue from a fee based PreK program and Care, and various school fundraising functions. The Federal Start Up Grant will be written and submitted to further support the success of this Charter School.

- ❖ **Explain the school's spending priorities.**

The School's spending priorities are on expenses directly related to student instruction and well being. This would include: salaries and benefits of instructional staff, instructional materials and supplies, contracted services for special education, assessment, transportation, food services, insurance, facility costs and all facility related expenses, and support personnel costs necessary to provide a safe and healthy learning environment for children.

- ❖ **Provide monthly cash flow projections for the school's start-up period (i.e. from the date on which the charter is granted to the beginning of the first fiscal year of operation) and each year of the requested charter term.**

The monthly cash flow projections for the start-up period and for the first fiscal year of operation are included in Appendix F.

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

Fundraising is not an essential component of the financial plan submitted for The School. Our ability to operate the school does depend on fundraising.

## ***18. Financial Management and Oversight***

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

*Overall Financial Oversight* is provided by the Governing Board, which approves the annual budget and reviews/approves periodic financial reports relative to the approved budget. During the time of the charter an appropriate

*Preparation and monitoring of the annual budget* is the responsibility of the principal, with the involvement of the school business manager, teachers, other staff, and Imagine leadership. In this budget process, regional and corporate personnel will educate and give guidance to site level personnel regarding the prioritizing of spending, including board expenses, indirect Imagine Schools' costs, salaries and benefits, and fixed costs. If expenditures exceed revenues in any time period, Imagine Schools will issue short term financing equal to the deficit.

*Financial statements* will be developed monthly, typically by the business manager, under the leadership of the principal. In keeping with the Imagine Schools approach, one of the business manager's primary responsibilities will be helping staff members to be informed and fully invested in the financial health and decision-making of the school. The Charter School will provide the Sponsor monthly financial statements. These reports will be prepared in accordance with Generally Accepted Accounting Principles using governmental accounting and in the Red Book format. A year-end unaudited financial statement will be submitted annually prior to July 31 in this same manner. The Charter School will provide the Sponsor monthly financial reports by the 20<sup>th</sup> of each month for the previous month. These financial reports will be prepared in accordance with Generally Accepted Accounting Principles using governmental accounting and in the Red Book format. Audited financial statements will be submitted by September 1<sup>st</sup> of each year.

*Payroll processing* will be the responsibility of school site personnel, with orientation and oversight from the regional and corporate offices.

*The accounting system.* Daily functionality will be performed by school personnel; however, the corporate office as well as the 3<sup>rd</sup> party vendor will administer the web based, MAS 500 accounting software. The public funds that are received by The Charter School via the School District will be deposited into The Charter Schools operating bank account and entered into the accounting software system at The Charter School. The Charter School will have an onsite full charge bookkeeper that will oversee the business office. The bookkeeper will be responsible for various duties within the business office, including the posting of accounts payable invoices, processing accounts payable checks, posting accounts receivable and issuing invoices as necessary, posting payroll entries, posting deposits, performing the bank reconciliation and monthly general ledger reconciliations. The Charter School will employ a human resource/payroll person. This position will be responsible for the processing of payroll through ADP, ensuring that all employee files are kept current with regard to all human resource related forms such as benefit enrollment forms, I-9 information, current W-4 and that copies of all certifications are contained with the employee file. The Charter School will employ a student records person to maintain all student records and ensure that all records are up to date with all the necessary requirements. This position will also be responsible for processing student attendance information into STI. These positions as well as all of the functions within the business office will be overseen by the Principal of The Charter School, the Region Finance Director and other Region

support members as necessary.

*Internal auditing* will be done by corporate staff (Region Finance Director). The Finance Director will also work with the principal, business manager, and regional VP to facilitate and implement policies and procedures (which will follow generally accepted accounting principles).

*Miscellaneous-* Monthly invoice entering for products and services, check cutting, bank reconciliations and wire transfers will all occur on the school site, but responsibilities and duties will be segregated to prevent the mismanagement of funds. Pre numbered receipt books, and signatures of receipt will be used and are integral to the collection process. The Charter School will maintain a rigorous accounting of all revenues including all supplemental revenue and all expenditures for the variety of programs that go on in The Charter School. The regional team will perform on going reviews to ensure segregation of duties is being adhered to at The Charter School site. Reconciliations of the general ledger, accounts payable, accounts receivable, payroll, etc., will be performed continuously at The Charter School site by the bookkeeper and also by the Region Finance Director.

❖ **Describe the financial controls that will be employed to safeguard finances and projected enrollment trends.**

Financial operations will be conducted in accordance with the processes and procedures defined in the Imagine Schools Finance Manual (revised January 2006) and will comply with federal monitoring requirements for any federal funds. Please see Appendix G for the Table of Contents of Imagine Schools' Financial Policies and Controls Manual.

In accordance with the Imagine Schools Finance Manual, the Charter School shall at all times maintain internal controls in the business office. Separation of duties includes:

- Dual check signers for all checks exceeding \$5,000.00
- An approval process for invoices and accounts payable which consists of the invoice being approved by someone other than the person entering the invoice into the system for payment and cutting the checks
- The person approving the invoice and the person that inputs the invoice into the system for payment and cuts the check cannot be a check signer
- There will be designated check signers at The Charter School that do not perform any transactions in the business office, i.e., teachers, human resources.
- A check signer will open and review the bank statement and canceled checks prior to the statement being given to the business manager to reconcile.
- The payroll processor will process payroll through ADP and the business manager will post the entries into the accounting software.
- All cash receipts require supporting documentation and if applicable pre numbered receipts.
- When money is collected in the classroom for field trips or other fundraising types activities or purchases the teacher uses a student roster to log in whether they received cash or check from the student and indicates a check number or receipt number if one is issued. This is then turned into the grade team leader at which time the team leader will receipt the teacher. The team leader then turns the money and all supporting documentation into the business office. The business office will receipt the team leader so that there is a double receipting process in place. All of the documentation is attached to the deposit back up from the bank and accounting

software cash receipts print out.

- Pre numbered receipt books (3 part) will be utilized for before and after care and pre k revenues received in the form of cash. All checks collected will be copied. The pre numbered receipts and the copies of the checks will be attached to the deposit back up.
- The business office will have a designee that collects money from the teachers.
- The person collecting the money prepares the deposit and than an employee other than the business manager or the employee collecting the cash will make the physical deposit at the bank and turn in the receipt to the business manager.
- The Charter School will make deposits based on the amount of money collected each day. In the event funds are collected but not deposited on the same day they will be locked in a safe at The Charter School overnight.
- Pre numbered receipt books will be signed in and out of the business office and all will be collected at the end of the school year.

Payroll will be processed on a bi-weekly basis through ADP. The payroll processor at The Charter School will log into the ADP website and populate the template for the employees to be paid. Hourly employees, if any, will be required to fill out an hourly time sheet that would be approved by their immediate supervisor. Prior to the payroll being transmitted to ADP the Principal or Assistant Principal approves the payroll and then submits the payroll electronically to ADP.

When payroll is delivered to The Charter School the business manager or designee would be responsible for handing out all documents to the employees.

The School will use a student information system, in order to track its student data. This is a proven software package designed to integrate the tracking of financial data with that of student data that is used by ISNP. This system, as well as the district's Student Information System will track enrollment. Personnel needs will be monitored to ensure that the School is appropriately staffed and not over or under hired. The budget will be adjusted due to increased or decreased enrollment through the revision of personnel allocations and other expenses.

The School will maintain all financial records using the Financial and Program Cost Accounting and Reporting for Florida School's format. The School will provide monthly financial reports to the School District in Financial and Program Cost accounting reporting for Florida Schools 'Redbook'. in compliance with F.S.237.34 and 6A-1.0071, FAC. These statements will be prepared in accordance with Generally Accepted Accounting Principles using governmental accounting.

Imagine Schools maintains a strict and dedicated system of financial control to safeguard finances. It consists of multiple layers of review and monitoring beginning with the school site through the business manager/bookkeeper and principal, at the Region levels through the Regional Vice President and Regional Finance Director, and finally at the corporate level through its Office of the Chief Accountant. All of the schools, regions, and corporate offices access a sophisticated web-based software accounting system (MAS 500) designed to incorporate the Red Book Accounts and provide detailed information complying with the District's policies. Monthly reconciliations are done and checked at each level to insure control and to provide for the best management practices. The School will be audited several times each year by a corporate review team, once by the independent auditing firm. Finally, the governing board reviews the budget in each of its monthly meetings, approving the initial budgets and any amendments to insure compliance. This is evident by and also part of the minutes of the public board meetings.

The Governing Board of the School is responsible for the annual hiring of an independent auditing firm. An audit committee will be appointed by the governing board for The Charter School and an RFP will be advertised for the year-end audit at The Charter School. All provisions provided by State Statute will be followed and adhered to by The Charter School and the governing board. The audit committees will recommend to the Governing Board who will approve the Independent Auditor.

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

All financial transactions are stored in the accounting software program MAS 500. MAS 500 is on an independent server from The Charter School and administered by ISNP. This helps to safeguard the information from being lost or damaged at the Charter School site. All paper documents will be secured and stored in fireproof cabinets. Records will be stored and maintained at The Charter School site.

Student records will be stored in accordance with Florida Statute Chapter 119 Public Records; 119.01 General state policy on public records. All student information will be entered into STI and stored at The Charter School site in fireproof cabinets.

We will follow FS Chapter 119 which states that permanent or archival records shall be kept in fireproof and waterproof safes, vaults or rooms fitted with noncombustible materials and in such arrangement as to be easily accessible for convenient use. The School will purchase fire proof filing cabinets and the storage area will be locked.

In regard to student public records, our Charter School will designate an official custodian of student records who will be responsible for ensuring the confidentiality requirements. Employees who will utilize the records will receive instruction regarding the procedures for handling and managing confidential material and the custodian will maintain a listing of employees with access to the records and a logbook of each individual who has had access to the records. Student records are available for audit at any time during the year to ensure that funds are properly allocated. We will require a request in writing at least one week in advance of the audit to ensure that the custodian and the principal are available to assist with the files. Our Charter School will also require auditors to provide proper identification and sign the logbook.

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

Imagine Schools currently retains Marsh USA, Inc. as the company's insurance broker. Marsh USA is one of the largest insurance brokers in the United States. By way of grouping all of the Imagine Schools together, under one large umbrella policy, while still having specific certificates for the individual school site Imagine Schools is able to obtain much lower rates for The Charter Schools. Limits of coverage and deductible amounts will be specific to the individual school site. The Charter School will also have coverage in addition to those amounts under the umbrella policy of Imagine Schools which provides for 10 million dollars in additional coverage per incident.

Our Charter School will secure insurance in order to comply with requirements specified by the School Board of Clay County or applicable state statutes. A sample of typical coverage of Imagine Schools in Florida includes:

- Errors and Omissions Insurance and Employment Practices Liability in the amount of \$3,000,000 per act/omission.
- Officers and Directors Liability Insurance in an amount of \$3,000,000 per act.
- Crime Insurance
- Commercial General Liability Insurance in the amount of \$1,000,000 per occurrence with a \$25,000 deductible.
- Automobile Liability Insurance in the amount of \$1,000,000 with a \$1,000 collision deductible.
- Employees Liability Insurance in the amount of \$3,000,000 per act/omission
- Property in the full replacement value with a \$5,000 deductible for all perils except a \$5,000,000 limit for earthquake and flood with a \$50,000 deductible.
- Health insurance for applicable employees, including dental and vision.

Where applicable the School Board will be named as an additional insured. Our Charter School will carry the necessary workers compensation insurance and unemployment compensation insurance.

The insurance companies that provide coverage have a rating of “A” or better and financial size category of “VII” or better, according to A.M. Best Company.

## 19. Action Plan

### ❖ Present a timetable for the school's start-up.

Our goal of starting the Charter School in 2009 is contingent on finding property and/or a facility in the fall of 2008. While optimistic, we are realistic. We would like to propose a planning year for 2009-2010 and then begin the five year operational charter contract beginning 2010/2011 through 2014/2015. The success of the School is contingent on providing a facility that will be educationally sound, as well as having the potential of enrolling enough students to generate the revenue needed to operate the school.

PROPOSED TIMETABLE ITEMS	2008			2009					2010					ECD*												
	S	O	N	D	J	F	M	A	M	J	J	A	S		O	N	D	J	F	M	A	M	J	J	A	
Acquire Land/Leased facility and perform improvements																										01/09
Award of Charter																										11/08
Recruit and hire Principal																										02/10
Recruit and hire Administrative Assistant																										3/10
Organize/implement community partnerships																										Ongoing
Create Marketing Plan and materials																										10/09
Market school to prospective students and parents																										11/09
Order, complete arrangements to set up facility																										03/10
Recruit, complete hiring of faculty																										07/10
Begin/develop/ complete Board Policy & Procedures																										07/10
Begin/develop/ complete Personnel Handbook																										07/10
Begin/develop/complete Student Handbook																										07/10
Begin/develop/complete Curriculum Guides implementation																										07/10
Begin/develop/complete textbook/instructional materials list																										03/10
Complete required steps for learning disabled & LEP students																										07/10
Complete student at-risk processes (if applicable)																										07/10
Organize/implement/complete parent involvement processes																										Ongoing
Plan, organize, conduct teacher/staff in-service																										08/10
Conduct lottery and notify parents about status thereafter																										05/10
Notify appropriate entity of enrollment & collect student info.																										08/10
Organize/implement/complete technology orientation program																										08/10
Organize/implement/complete professional development																										Ongoing
School Begins																										August 2010

\* ECD – Estimated Completion Date - All Times are Subject to Change pending Acquisition of Facility

## IV. STATEMENT OF ASSURANCES

This form must be signed by 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 under the penalties of perjury that the information in this application for a charter is true to the best of my knowledge and belief; and further, I certify that, if awarded the 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 provision of s. 1000.05.
- Will adhere to all applicable provisions of Federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and the Title II of the American 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 s. 1003.43.
- Will comply with Florida statutes relating to public records and public meetings, including Chapter 110, Florida Statutes and s. 286.011, Florida Statutes, which are applicable to applicants even prior to being granted a charter.
- Will obtain and keep current all necessary permits, licenses and certification related to fire, health and safety within the building and on school property.
- Will provide for an annual financial audit in accordance with s. 218.39.

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

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name



# **Appendix A**

## **LLC Documents**

**Certificate of Status**

**Articles of Organization**

**Operating Agreement**

**LLC Legal Opinion**

# **Certificate of Status**



FLORIDA DEPARTMENT OF STATE  
Division of Corporations

July 11, 2007

JEANINE REYNOLDS  
CSC  
TALLAHASSEE, FL

The Articles of Organization for IMAGINE - CLAY COUNTY, LLC were filed on July 11, 2007, and assigned document number L07000071733. Please refer to this number whenever corresponding with this office.

The certification you requested is enclosed.

A limited liability annual report/uniform business report will be due this office between January 1 and May 1 of the year following the calendar year of the file date. A Federal Employer Identification (FEI) number may be required before this report can be filed. Please apply NOW with the Internal Revenue Service by calling 1-800-829-3676 and requesting form SS-4.

Please be aware if the limited liability company address changes, it is the responsibility of the limited liability to notify this office.

Should you have any questions regarding this matter, please contact this office at the address given below.

Buck Kohr  
Document Specialist  
Registration/Qualification Section  
Division of Corporations

Letter Number: 907A00044129

Account number: 072100000032

Amount charged: 155.00

P.O. BOX 6327 -Tallahassee, Florida 32314

# State of Florida



Department of State

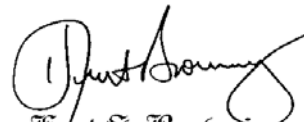
I certify the attached is a true and correct copy of the Articles of Organization of IMAGINE - CLAY COUNTY, LLC, a limited liability company organized under the laws of the state of Florida, filed on July 11, 2007, as shown by the records of this office.

The document number of this limited liability company is L07000071733.

Given under my hand and the  
Great Seal of the State of Florida  
at Tallahassee, the Capitol, this the  
Eleventh day of July, 2007



CR2EO22 (01-07)

  
Kurt S. Browning  
Secretary of State

# **Articles of Organization**

ARTICLES OF ORGANIZATION  
OF  
IMAGINE – CLAY COUNTY, LLC

FILED  
07 JUL 11 AM 10:50  
SECRETARY OF STATE  
TALLAHASSEE, FLORIDA

Pursuant to Section 608.407 of the Florida Statutes, the undersigned sets forth the following:


1. Name. The name of the Limited Liability Company is **Imagine - Clay County, LLC** (hereinafter the "LLC").

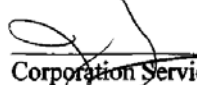
2. Purpose. The purpose for which the LLC is organized is to establish and operate a public charter school in Florida to serve educational and charitable purposes and qualify for derivative exempt status as a disregarded entity within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 or a related section of a successor statute (the "Code") by virtue of its relationship with its single member Imagine Schools Non-Profit, Inc., a Virginia nonstock corporation (the "Member"). The LLC shall also qualify through its exempt status relationship derived from its Member as an educational organization for purposes of receiving deductible gifts and grants within the meaning of Section 170(b)(1)(A)(ii) of the Code, and to engage in any lawful act or activity for which limited liability companies may be organized under Florida law.

3. Address. The mailing address and the street address of the principal office of the LLC is 3250 Mary Street, Suite 202, Coconut Grove, FL 33133.

4. Resident Agent. The name of the resident agent of the LLC is Corporation Service Company, whose address is 1201 Hays Street, Tallahassee, FL 32301.

5. Amendments or Restatements. Any amendment or restatement of these Articles of Organization, and any Operating Agreement, shall be in writing and shall not be effective unless and until approved in writing by the Member. No oral representations by the Member shall be deemed or construed to constitute any portion of, or otherwise affect the interpretation of, these Articles and any written operating agreement of the LLC.

  
Dennis W. Bakke  
Director  
Imagine Schools Non-Profit, Inc.  
(Single Member of  
Imagine – Clay County, LLC)

  
**Jeanine Reynolds**  
**as its agent**  
Corporation Service Company  
Resident Agent  
Imagine – Clay County, LLC

Filing Party's Return Address:  
Dennis W. Bakke, Imagine – Clay County, LLC  
3250 Mary Street  
Suite 202  
Coconut Grove, FL 33133

# **Operating Agreement**

**OPERATING AGREEMENT**  
**OF**  
**IMAGINE - CLAY COUNTY, LLC**

THIS OPERATING AGREEMENT (the "**Agreement**") is made as of the 15th day of July 2007, by and between **Imagine Schools Non-Profit, Inc.**, a Virginia nonstock corporation organized for educational and charitable purposes, and **Imagine - Clay County, LLC**, a Florida limited liability company (the "**LLC**"). In consideration of the mutual covenants contained in this Agreement and other good and valuable consideration, the receipt and sufficiency of which are acknowledged by the parties, the parties agree as follows:

SECTION 1  
MEMBERSHIP

The LLC shall have a single member consisting of **Imagine Schools Non-Profit, Inc.** (the "**Member**"). The LLC shall not admit any additional members at any time.

SECTION 2  
FORMATION AND TERM

2.1 Formation. The Member hereby approves and ratifies the formation of the LLC under the Florida Limited Liability Company Act (the "**Act**") pursuant to Articles of Organization in the form of Exhibit A attached hereto, filed by Dennis W. Bakke on behalf of the Member, with the Florida Department of State Division of Corporations, effective as of **July 11, 2007** (the "**Effective Date**"). From and after the Effective Date, this Agreement shall (1) determine the rights, obligations, and liabilities of the Member and Board of Managers to the extent permitted by the Act and (2) govern the affairs of the LLC and the conduct of its business.

2.2 Term. The term of the LLC shall be perpetual unless terminated in accordance with this Agreement.

2.3 Tax Treatment. The Member hereby acknowledges its intention that the LLC shall qualify for derivative exempt status as a disregarded entity of the Member solely for purposes of U.S. federal and Florida income tax, but for all other purposes the rights and liabilities of the Member, the Managers (as hereinafter defined), the Officers, and the LLC shall be as set forth in the Act, except as otherwise provided herein. As required by the Internal Revenue Service ("**IRS**") for derivative exempt status as a disregarded entity, the Member shall have power of appointment over the members of the Board of Managers of the LLC, with an appropriate percentage chosen from the members of the charter school community as may be required by the chartering authority in accordance with Section 6.1 of this Agreement. As more fully described in Section 6.7 of this Agreement, the Board of Managers shall have the right of removal on the basis of a two-thirds majority of the Board of Managers. Any rights and privileges relating to appointment and removal shall, however, be subject to the requirements of the IRS as imposed from time to time to maintain the LLC's derivative exempt status.



2.4 Fiscal Year. The LLC's fiscal year shall commence on July 1 and shall terminate on the following June 30.

SECTION 3  
NAME, OFFICE OF THE LLC, AND REGISTERED AGENT

3.1 Name. The name of the LLC is **Imagine - Clay County, LLC**. The business of the LLC may be conducted under such trade or fictitious names as the Board of Managers may determine.

3.2 Office of the LLC. The principal place of business of the LLC and the specified office of the LLC where the records required to be maintained by the LLC under the Act shall be kept is **3250 Mary Street, Suite 202, Coconut Grove, Florida 33133**, or such other place or places as the Board of Managers shall deem advisable.

3.3 Registered Agent. The LLC's agent for service of process shall be **CSC – Lawyers Incorporating Company**, a Florida corporation, or such other qualified person or entity as the Board of Managers may designate.

SECTION 4  
BUSINESS OF THE LLC

The purpose of the LLC shall be to establish and operate one or more public charter schools in Florida, and to engage in any lawful act or activity for which limited liability companies may be organized under the Act, as determined by the Member.

SECTION 5  
CAPITAL CONTRIBUTIONS AND DISTRIBUTIONS

Except as provided by nonwaivable provisions of the Act, the LLC may make distributions in such amounts and at such times as determined by the Member in accordance with the laws of the State of Florida pertaining to charter schools. No distribution shall be declared and paid unless, after the distribution is made, the assets of the LLC are in excess of all liabilities of the LLC and appropriate operating reserves. "Distributions" shall exclude any operating or capital expenses paid to the Member for value received, such as facilities and equipment, or services rendered, such as operating fees, etc.

SECTION 6  
BOARD OF MANAGERS

6.1 Number and Appointment of Board of Managers. The Board of Managers shall consist of five (5) Managers. The Member shall have the sole right to appoint individuals to the Board of Managers. The Member may designate new Managers to fill such positions, or replace existing Managers at any time. The Member shall appoint and fill vacancies for two (2) of the Board members (the "Open Criteria Managers") on the basis of any criteria it deems relevant to the selection of Managers consistent with the LLC's mission. The Member shall appoint and fill vacancies for three (3) other Board members (the "Community Criteria Managers") on the basis of

any criteria it deems relevant to the selection of Managers consistent with the LLC's mission; provided, however, that particular consideration will be given to individuals whom the Member considers to be well representative of the charter school community served by the LLC.

6.2 Power and Authority of the Board of Managers. Except as otherwise provided herein, and subject to the authority of the Member, the Board of Managers shall manage the LLC's business and affairs, and may exercise all of the rights, powers, and authorities of the Corporation under the Act, and do all such lawful acts and things that are not prohibited by statute, the Articles of Organization, or by this Operating Agreement.

6.3 Compensation. Members of the Board of Managers, as such, shall not receive any compensation for their services as Board members. The Board may, by resolution under policies it may adopt, authorize reimbursement of expenses incurred in the performance of members' duties. Such authorization may prescribe conditions and procedures for approval and payment of such expenses.

6.4 Terms of Managers. The initial Board of Managers shall be divided into three classes of approximately equal size, with the term of each Manager ending in each of the next three (3) consecutive years so that the offices of approximately one-third (a) of the total number of Managers shall become vacant each year. Thereafter, the term of a Manager shall be for three (3) years, unless the Manager is sooner removed by or as a result of the earliest to occur of: (1) operation of law; (2) an order or decree of any court of competent jurisdiction; (3) voluntary resignation, or (4) removal by the Member or a two-thirds majority of the Board of Managers, as further described in Section 6.7. An individual who has served a term as Manager may not be eligible for another term until one year has passed following the last day of the individual's preceding term as Manager.

6.5 Meetings of the Board of Managers.

6.5.1 Voting. Each Manager shall have one vote on each matter coming before the Board of Managers. Any Manager not present at a meeting may vote on any matter by general or specific proxy or by power of attorney directed to another Manager present or by specific instructions in writing. Except for the appointment of the school principal, the approval of the school budget, the selection and financing of the school facility, and the removal of a Manager, all of which shall require a quorum of two-thirds of the Board of Managers, a quorum for the transaction of any particular business at a meeting of Managers shall be a majority of the Board of Managers then in office. Any less number may: (1) set a time to adjourn, (2) adjourn, (3) recess, or (4) take measures to obtain a quorum.

6.5.2 Meeting Place and Electronic Participation. Meetings of the Board of Managers shall be called at places within or without the State of Florida and at times fixed by resolution of the Board or upon call of the majority of Managers. Members of the Board of Managers may participate in a meeting of the Board by, and the Board may conduct meetings through the use of, any means of communication whereby all persons participating in the meeting can simultaneously communicate with one another, and participation at the meetings shall constitute presence in person at the meeting. A written record shall be made of any action taken at a meeting conducted by such means of communication.

6.5.3 Notice. The Secretary or any Manager performing the Secretary's duties shall send notice by mail, email, facsimile, or other acceptable mode of transmittal to each member of the Board at his or her last recorded address at least ten (10) days in advance of in-person meetings or five (5) days in advance of conference call meetings, provided that notice need not be given of regular meetings held at times and places fixed by resolution of the Board. Meetings may be held at any time without notice if all the Managers are present, or if all waive notice in writing. Notice of meetings of the Board of Managers need not state the purpose of the meeting.

6.5.4 Attendance. Any member of the Board of Managers unable to attend a meeting of the Board shall notify the Secretary and state the reason for his or her absence, though a Manager may assign by written proxy pursuant to Section 6.5.1 another Manager to substitute for him or her at meetings. If a member of the Board is absent from two (2) meetings in a fiscal year, he or she may be removed by a two-thirds vote of the Managers.

6.5.5 Written Consent in Lieu of Meeting. Any action that may be taken at a meeting of the Board of Managers may be taken without a meeting if one or more consents in writing, setting forth the actions that are taken, signed either before or after the action by all of the Managers is delivered to the Secretary or other Manager performing these duties for inclusion in the LLC's records. These actions shall be effective when the last Manager signs the consent, unless the consent specifies a different effective date, in which case the action taken shall be effective on the date specified therein, provided the consent states the date of execution by each Manager. Any such consent shall have the same force and effect as a unanimous vote of the Managers.

6.6 Presumption of Assent. A Manager who is present at a meeting of the Board of Managers when LLC action is taken is deemed to have assented to the action taken unless (1) the Manager objects at the beginning of the meeting, or promptly upon his or her arrival, to holding it or transacting specified business at the meeting or (2) the Manager votes against, or abstains from, the action taken. The Secretary or any other officer performing the Secretary's duties shall maintain accurate records of all votes of the Board of Managers.

6.7 Resignation and Removal. Any Manager may resign at any time by giving written notice to the Secretary, or to the Board of Managers. Such resignation shall take effect at the time of acceptance thereof as determined by the Board. Any Manager may be removed by the Member. The Board may also vote for the removal of a Manager by a two-thirds majority of the Managers then in office and present at any regular or special meeting of the Board, subject to the approval of the Member.

6.8 Vacancies. If a vacancy should occur in the Board of Managers, the Member shall appoint an individual to serve on the Board for the remainder of the vacating Manager's three-year term consistent with the criteria utilized by the Member to appoint the the vacating Manager, as described in Section 6.1.

6.9 Third-Party Reliance. Third parties dealing with the LLC shall be entitled to rely conclusively upon the power and authority of the Managers as set forth herein, subject only to the express limitations set forth in this Agreement or by law.

6.10 No Duty to Consult. Except as otherwise provided herein, the Managers shall have no duty or obligation to consult with or seek the advice of the Member in connection with the conduct of the business of the LLC.

## SECTION 7 OFFICERS

7.1 Appointment and Removal. If the Member consents, the Board of Managers may appoint individuals to serve as Officers, with certain powers, authority, and responsibility for the management of the LLC's business delegated to them pursuant to this Section 7.

- The Officers shall directly report to the Board of Managers, except as otherwise requested by the Member.
- The Officers may include a President, one or more Vice Presidents, a Secretary, and a Treasurer.
- Any Officer may hold two or more offices.
- All Officers shall be elected from among the Boards of Managers and employees of the LLC and the Member.
- Duly appointed Managers of the LLC shall be the only persons eligible to fill the offices of President and Vice President. The office of Principal shall not be filled by a Manager.
- The Officers of the LLC shall have such authority to perform and shall perform such duties with respect to the management of the LLC as are provided in this Agreement or as may be determined by the Board of Managers.
- The selection of an Officer shall not of itself create any contract rights in favor of the Officer. An Officer shall hold office until he or she resigns, unless sooner removed from office by the Board of Managers or the Member.
- Any Officer of the LLC may be removed summarily with or without cause, at any time, by the Board of Managers or by the Member.
- Vacancies may, with the Member's consent, be filled by the Board of Managers without amendment to this Agreement.

7.2 Duties of Officers. The Officers will devote such time, effort, and skill in the management of the LLC's business affairs as each deems necessary and proper for the LLC's welfare and success.

7.3 Standard of Care of Officers. The Officers shall perform their duties in good faith, in a manner they reasonably believe to be in the best interests of the LLC, and with such care as an ordinarily prudent person in a like position would use under similar circumstances. No Officer, by reason of being or having been an Officer, shall be liable to the LLC or the Member or any other officer for any loss or damage sustained by the LLC or the Member or any other officer unless the loss or damage shall have been the result of fraud, deceit, gross negligence, willful misconduct, or a wrongful taking by that Officer.

7.4 Duties of the President. The President, if any, shall be the Chairman of the Board of Managers. The President shall preside at all meetings of the Board of Managers. At each annual

meeting of the Board of Managers, the President or the President's designee shall report on the activities of the LLC. The President may sign and execute in the name of the LLC deeds, mortgages, bonds, contracts, or other instruments except in cases where the signing and execution thereof shall be expressly delegated by the Board of Managers or this Agreement to some other officer or agent of the LLC, or as otherwise required by law. The President shall perform these and such other duties as the Board of Managers, with the consent of the Member, may from time to time prescribe, and as are incident to the office of President.

7.5 Duties of the Vice President. Each Vice President, if any, shall have such powers and duties as may from time to time be assigned by the Board of Managers. Any Vice President may, when authorized by the Board of Managers, sign and execute in the name of the LLC, deeds, mortgages, bonds, contracts, or other instruments, except for the signing and execution of such documents as shall be expressly delegated by the Board of Managers or President to some other Officer or agent of the LLC, or as otherwise required by law.

7.6 Duties of the Principal. The Principal, if any, shall be the principal administrative officer of the LLC. The Principal shall supervise and have general charge of all operating functions and activities of the LLC and shall be charged with carrying out the policies, programs, orders and resolutions of the Board of Managers. The Principal may employ, discharge and supervise, and determine the compensation of non-officer employees of the LLC. The Principal shall keep the Board of Managers fully informed of the business affairs of the LLC. The Principal may sign and execute in the name of the LLC such contracts for the provision of goods and services to the LLC and such other instruments as are customarily executed by public charter school principals. The Principal shall perform these and such other duties as the Board of Managers, with the consent of the Member, may from time to time prescribe, and as are incident to the office of public charter school Principal.

7.7 Duties of the Treasurer. The Treasurer, if any, shall have charge of and be responsible for all funds, securities, receipts, and disbursements of the LLC and shall deposit all monies and securities of the LLC in such banks and depositories as shall be designated by the Board of Managers. The Treasurer shall be responsible for (1) maintaining adequate financial accounts and records in accordance with generally accepted accounting practices; (2) the preparation of appropriate operating budgets and financial statements; (3) the preparation and filing of all tax returns that are required by law; and (4) the performance of all duties incident to the office of Treasurer and such other duties as from time to time may be assigned to the Treasurer by the Board of Managers or the President. The Treasurer may sign and execute in the name of the LLC deeds, mortgages, bonds, contracts, or other instruments, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Managers or by this Agreement to some other officer or agent of the LLC or as otherwise required by law.

7.8 Duties of the Secretary. The Secretary, if any, shall act as secretary of all meetings of the Board of Managers of the LLC. The Secretary shall keep and preserve the minutes of all meetings in permanent books. The Secretary shall see that all notices which are required to be given by the LLC are duly given and served; shall have custody of all deeds, leases, contracts, and other important LLC documents; shall have charge of the books, records, and papers of the LLC relating to its organization and management as a limited liability company; shall see that all reports, statements, and other documents required by law (except tax returns) are properly filed; and shall in

general perform all the duties incident to the office of Secretary and such other duties as from time to time may be assigned to the Secretary by the Board of Managers or the President.

7.9 Compensation. Managers who serve as officers shall not receive any compensation for their services. Officers who are not also Managers may be compensated in accordance with the public charter school budget approved by the Board of Managers.

## SECTION 8 LIMITATION OF LIABILITY; INDEMNIFICATION

8.1 Limitation of Liability of Member. Except as otherwise prohibited for an organization exempt from taxation under I.R.C. § 501(c)(3), or otherwise provided by the Articles of Organization, this Agreement, or the laws of Florida, the Member shall have no liability, merely as a member, for any liabilities or losses of the LLC beyond the Member's contributions.

8.2 Limitation of Liability of Managers. Except as prohibited by the laws of Florida, the liability of the Managers and the Officers to the LLC, to the Member, or to third parties shall be limited to the fullest extent permitted for an LLC under the Act, and for an organization exempt from taxation under I.R.C. § 501(c)(3).

8.3 Indemnification. The LLC shall indemnify the Member, Officers, and the Managers for all costs, losses, liabilities, and damages paid or accrued by the Member, Officers, or Managers in connection with the business of the LLC or because such person is a Member, Officer, or Manager, to the fullest extent permitted for an organization exempt from taxation under I.R.C. § 501(c)(3). In addition, the Managers shall cause the LLC to advance to such persons the costs of participation in any judicial or administrative trial, hearing, or other proceeding, whether civil, criminal, or investigative. The Managers may, with the consent of the Member, indemnify all other employees and agents of the LLC for all costs, losses, liabilities, and damages paid or accrued by the agent or employee in connection with the business of the LLC or because such person is an agent or employee, to the fullest extent provided or allowed under the Act and to the fullest extent permitted for an organization exempt from taxation under I.R.C. § 501(c)(3).

8.4 Defects as to Formalities. A failure to observe any formalities or requirements of this Agreement, the Articles of Organization, or the Act shall not be grounds for vitiating any contract or transaction of the LLC, or imposing personal liability on the Member, Officers, or any Managers for the liabilities of the LLC.

## SECTION 9 ACCOUNTS, BOOKS, RECORDS, ACCOUNTING, REPORTS, AND TAX MATTERS

9.1 Books and Records. The Managers or Officers shall keep or cause to be kept complete and accurate books of account, in which shall be entered fully and accurately each and every transaction of the LLC and the records required to be maintained by the LLC pursuant to the Act. The LLC's books and records shall be maintained at the principal office of the LLC or at such other place as the LLC may from time to time designate, and the Member shall at all reasonable

times have access to and the right to inspect and copy the books and records through a person designated by the Member.

9.2 Tax Information. The LLC shall deliver to the Member as soon as possible after the end of each taxable year the information relating to the LLC that is necessary for the preparation of the Member's Form 990 and any other tax filings the Member is required to make.

9.3 Method of Accounting. The records of the LLC shall be maintained on the same method of accounting as that of the Member.

## SECTION 10 AMENDMENTS

This Agreement may be amended from time to time only by a written instrument adopted by the Member and the LLC and executed by the Member and the LLC.

## SECTION 11 DISSOLUTION AND WINDING UP

11.1 Manner of Dissolution. The LLC shall be dissolved and its affairs wound up upon the action of the Member.

11.2 Effect of Dissolution. Upon dissolution, the LLC shall cease carrying on the LLC business (as distinguished from the winding up of the LLC business), but the LLC shall not be terminated by the act of dissolution alone, and shall continue until the winding up of the affairs of the LLC is completed and the certificate of cancellation has been issued by the State Department of Assessments and Taxation.

11.3 Distribution of Assets on Dissolution. Upon the winding up of the LLC, the LLC Property shall be distributed in accordance with the laws of the State of Florida pertaining to charter schools: first, to creditors, including the Member if it is a creditor, to the extent permitted by law, in satisfaction of LLC liabilities; second, to the Member.

11.4 Winding Up and Certificate of Cancellation. The winding up of the LLC shall be completed when all debts, liabilities, and obligations of the LLC have been paid and discharged, or reasonably adequate provision for payment has been made, and all of the remaining property and assets of the LLC have been distributed to the Member. Upon the completion of winding up of the LLC, the Managers or other person designated by the Managers shall deliver a certificate of cancellation to the Florida Department of State Division of Corporations for filing. The certificate of cancellation shall set forth the information required by the Act.

## SECTION 12 MISCELLANEOUS PROVISIONS

12.1 Entire Agreement. This Operating Agreement represents the entire agreement between the Member and the LLC.

12.2 Governing Law. This Agreement shall be construed and enforced in accordance with the laws of Florida and the Act.

12.3 Rights of Creditors and Third Parties Under Agreement. This Agreement is entered into between the LLC and the Member for the exclusive benefit of the LLC, its Member, and their successors and assignees. This Agreement is expressly not intended for the benefit of any creditor of the LLC or any other person. Except and only to the extent provided by applicable statute, no such creditor or third party shall have any rights under this Agreement.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the day and year first above written.

MEMBER

Imagine Schools Non-Profit, Inc.  
(A Virginia nonstock corporation)

By: Eileen H. Bakke  
Name: Eileen H. Bakke  
Title: Director



# **LLC Legal Opinion**



LEWIS, LONGMAN & WALKER, P.A.  
ATTORNEYS AT LAW

Reply To: JACKSONVILLE

June 18, 2008

Ms. Sharon Chapman  
Assistant Superintendent for Instruction  
Clay County School District  
23 South Green Street  
Green Cove Springs, FL 32043

Re: Status of Imagine-Clay County, LLC, as a "Non-Profit Organization"

Dear Ms. Chapman:

This letter shall serve as the opinion of counsel to Imagine-Clay County, LLC ("Charter School") regarding whether the Charter School may be treated as a "non-profit organization" within the meaning of Section 1002.33(12)(i), Florida Statutes. This letter was specifically requested by the Charter School to support its application to open a charter school in Clay County ("Charter Application").

In our capacity as counsel to the Charter School, we have examined such documents and have made such examination of fact and law as we have deemed necessary in order to render the opinions set forth below. Based upon the foregoing, we are of the opinion that:

1. The Charter School is organized as a Florida limited liability company ("LLC"), duly organized, validly existing, and in good standing under Florida law, and in particular Chapter 608, Florida Statutes, and has full right, power, and authority to perform its obligations as set forth in the Charter Application and to enter into a charter contract to operate a charter school. A copy of the Certificate of Status for the Charter School, issued by the Florida Department of State, is attached to this letter for reference.

2. The Articles of Organization for the Charter School states that the purpose for which it is organized "is to establish and operate a public charter school in Florida to serve educational and charitable purposes . . ." A copy of the Articles of Organization for the Charter School is attached hereto for reference.

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*Helping Shape Florida's Future*

BRADENTON  
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Jacksonville, Florida 32202  
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TALLAHASSEE  
P.O. Box 10788 (32302)  
125 South Gadsden Street, Suite 300  
Tallahassee, Florida 32301  
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WEST PALM BEACH  
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West Palm Beach, Florida 33401  
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3. The sole member of the Charter School is Imagine Schools Non-Profit, Inc., a Virginia non-profit corporation authorized to do business in the State of Florida. A copy of the Certificate of Status for Imagine Schools Non-Profit, Inc., showing that it is a "corporation not for profit," and issued by the Florida Department of State, is attached to this letter for reference.

4. Section 1002.33(12)(i), Florida Statutes (2008), provides that "[a] charter school shall organize as, or be operated by, a nonprofit organization." (emphasis supplied). The term "nonprofit organization" is not defined within Section 1002.33, Florida Statutes (2008), and there have been no Florida court or administrative decisions or Attorney General Opinions addressing this term. As a general rule, "nonprofit organization" has been defined as any business organization that qualifies for tax exemption pursuant to Section 501(c)(3) of the Internal Revenue Code or which is organized for charitable purposes and does not distribute any of its profits to its members, directors or officers. See, e.g., Fla. Stat. § 215.97(2)(1); Fla. Admin. Code Rules 5I-5.002(10), 68-1.003(2)(i) (2008).

5. The Charter School has elected to be treated as a "disregarded entity" for federal and State taxation purposes. Therefore, the Charter School will be considered together with Imagine Schools Non-Profit, Inc., for taxation purposes, and will derive its tax exempt status from its sole member, Imagine Schools Non-Profit, Inc. A copy of U.S. Treasury Regulation § 301.7701-3(b)(1), which sets forth the federal tax provisions relating to disregarded entities and derivative tax exempt status is attached to this letter for reference. The State of Florida also disregards single-member LLC's for tax purposes. See, Section 608.471(1), Florida Statutes (2008) (providing that a single member LLC that is disregarded for federal income tax purposes will likewise be disregarded for state corporate income tax purposes). See also, Section 196.192, Florida Statutes (2008) (providing that property owned by an LLC, the sole member of which is an exempt entity, shall be treated as if the property were owned by the exempt entity for ad valorem tax purposes).

6. Chapter 608, Florida Statutes, which governs LLC's, contemplates that LLC's may be non-profit entities. Section 608.404, Florida Statutes, provides that LLC's "shall have the same powers as an individual to do all things necessary to carry out its business and affairs." (emphasis supplied). "Business" is specifically defined in Section 608.402(5), Florida Statutes (2008), to include "every trade, occupation, or profession and other lawful business, purpose or activity, whether or not carried on for profit." (emphasis supplied). Thus, the Florida Legislature specifically contemplated that the "business" conducted by Florida LLC's includes not-for-profit activities. With respect to the Charter School, its Articles of Organization specifically limit its purposes to those that are educational and charitable purposes, and states that it will qualify for derivative tax exempt status within the meaning of Section 501(c)(3) of the Internal Revenue Code.

June 18, 2008  
Page 3

7. The State Board of Education, Florida Department of Education and other school board's treatment of identically organized charter schools in Florida is also an indication from a policy perspective that the Charter School would be considered to be a non-profit organization. Imagine-Manatee County, LLC ("Imagine-Manatee") holds a charter contract to operate a charter school which opened in 2006 and has received public funds since that date. An independent audit of Imagine-Manatee conducted in 2007 did not contain any findings questioning the non-profit status of Imagine-Manatee. In addition, Imagine-Manatee was awarded and received distributions of a federal start-up grant. At no time has the Florida Department of Education called into question the non-profit organizational status of Imagine-Manatee. The State Board of Education also recently granted an appeal of a denial of a charter application for Imagine-Palm Beach County, LLC ("Imagine-Palm Beach"), which was denied by the Palm Beach School Board, in part, because of an allegation that Imagine-Palm Beach did not constitute a non-profit organization. In addition, school districts in Broward, St. Lucie, Indian River, Sarasota, and Leon counties have entered into charter contracts with LLC's having identical structures and sole member to that of the Charter School. Copies of Articles of Organization showing the identical organizational structures of the LLC's in Manatee, Palm Beach, Broward, St. Lucie, Indian River, Sarasota and Leon Counties are attached hereto for reference.

8. Based on the foregoing premises and analysis, applicable statutes, administrative rules and policy governing the issue as of the date of this letter, and the organization of the Charter School as an LLC, having a non-profit corporation as its sole member, it is this Firm's opinion that the Charter School may be treated as a non-profit organization within the meaning of Section 1002.33(12)(i), Florida Statutes (2008).

Sincerely,  
LEWIS, LONGMAN & WALKER, P.A.

By: 

Melissa Gross-Arnold, for the Firm

Attachments

cc: Jennifer Fornes, Region Curriculum Coordinator, via e-mail, w/attachments

# *State of Florida*

## *Department of State*

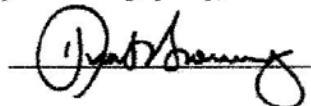
I certify from the records of this office that IMAGINE - CLAY COUNTY, LLC is a limited liability company organized under the laws of the State of Florida, filed on July 11, 2007.

The document number of this limited liability company is L07000071733.

I further certify that said limited liability company has paid all fees due this office through December 31, 2008, that its most recent annual report was filed on April 25, 2008, and its status is active.

I further certify that said limited liability company has not filed Articles of Dissolution.

*Given under my hand and the Great Seal of Florida, at Tallahassee, the Capital, this the Twenty Fourth day of July, 2008*



*Secretary of State*



Authentication ID: 600133393086-072408-L07000071733

To authenticate this certificate, visit the following site, enter this ID, and then follow the instructions displayed.

<https://efile.sunbiz.org/certauthver.html>

ARTICLES OF ORGANIZATION  
OF  
IMAGINE - CLAY COUNTY, LLC

FILED  
07 JUL 11 AM 10:50  
SECRETARY OF STATE  
TALLAHASSEE, FLORIDA

Pursuant to Section 608.407 of the Florida Statutes, the undersigned sets forth the following:

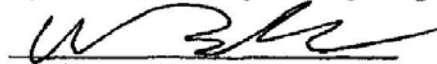
1. Name. The name of the Limited Liability Company is **Imagine - Clay County, LLC** (hereinafter the "LLC").

2. Purpose. The purpose for which the LLC is organized is to establish and operate a public charter school in Florida to serve educational and charitable purposes and qualify for derivative exempt status as a disregarded entity within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 or a related section of a successor statute (the "Code") by virtue of its relationship with its single member **Imagine Schools Non-Profit, Inc.**, a Virginia nonstock corporation (the "Member"). The LLC shall also qualify through its exempt status relationship derived from its Member as an educational organization for purposes of receiving deductible gifts and grants within the meaning of Section 170(b)(1)(A)(ii) of the Code, and to engage in any lawful act or activity for which limited liability companies may be organized under Florida law.

3. Address. The mailing address and the street address of the principal office of the LLC is 3250 Mary Street, Suite 202, Coconut Grove, FL 33133.

4. Resident Agent. The name of the resident agent of the LLC is **Corporation Service Company**, whose address is 1201 Hays Street, Tallahassee, FL 32301.

5. Amendments or Restatements. Any amendment or restatement of these Articles of Organization, and any Operating Agreement, shall be in writing and shall not be effective unless and until approved in writing by the Member. No oral representations by the Member shall be deemed or construed to constitute any portion of, or otherwise affect the interpretation of, these Articles and any written operating agreement of the LLC.

  
Dennis W. Bakke  
Director  
Imagine Schools Non-Profit, Inc.  
(Single Member of  
Imagine - Clay County, LLC)

  
Jeanine Reynolds  
as its agent  
Corporation Service Company  
Resident Agent  
Imagine - Clay County, LLC

Filing Party's Return Address:  
Dennis W. Bakke, Imagine - Clay County, LLC  
3250 Mary Street  
Suite 202  
Coconut Grove, FL 33133

# State of Florida



## Department of State

I certify from the records of this office that IMAGINE SCHOOLS NON-PROFIT, INC is a corporation not for profit organized under the laws of Virginia authorized to transact business in the State of Florida, qualified on May 18, 2006.

The document number of this corporation is F06000003631.

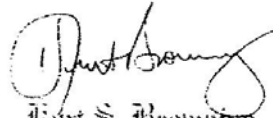
I further certify that said corporation has paid all fees due this office through December 31, 2008, that its most recent annual report/uniform business report was filed on April 28, 2008, and its status is active.

I further certify that said corporation has not filed a Certificate of Withdrawal.

Given under my hand and the  
Great Seal of the State of Florida  
at Tallahassee, the Capitol, this the  
Twentieth day of June, 2008



SECRET

  
Kurt S. Browning  
Secretary of State

This section applies to such entities formed on or after October 8, 2004.

[T.D. 8697, 61 FR 66589, Dec. 18, 1996, as amended by T.D. 8844, 64 FR 66363, Nov. 29, 1999; T.D. 9012, 67 FR 49664, Aug. 1, 2002; T.D. 9093, 68 FR 60390, Oct. 22, 2003; T.D. 9153, 69 FR 49810, Aug. 12, 2004; T.D. 9183, 70 FR 9221, Feb. 25, 2005; T.D. 8197, 70 FR 19698, Apr. 14, 2005; T.D. 9235, 70 FR 74658, Dec. 16, 2005; T.D. 9246, 71 FR 4817, Jan. 30, 2006]

**§301.7701-3 Classification of certain business entities.**

(a) *In general.* A business entity that is not classified as a corporation under §301.7701-2(b) (1), (3), (4), (5), (6), (7), or (8) (an *eligible entity*) can elect its classification for federal tax purposes as provided in this section. An eligible entity with at least two members can elect to be classified as either an association (and thus a corporation under §301.7701-2(b)(2)) or a partnership, and an eligible entity with a single owner can elect to be classified as an association or to be disregarded as an entity separate from its owner. Paragraph (b) of this section provides a default classification for an eligible entity that does not make an election. Thus, elections are necessary only when an eligible entity chooses to be classified initially as other than the default classification or when an eligible entity chooses to change its classification. An entity whose classification is determined under the default classification retains that classification (regardless of any changes in the members' liability that occurs at any time during the time that the entity's classification is relevant as defined in paragraph (d) of this section) until the entity makes an election to change that classification under paragraph (c)(1) of this section. Paragraph (c) of this section provides rules for making express elections. Paragraph (d) of this section provides special rules for foreign eligible entities. Paragraph (e) of this section provides special rules for classifying entities resulting from partnership terminations and divisions under section 709(b). Paragraph (f) of this section sets forth the effective date of this section and a special rule relating to prior periods.

(b) *Classification of eligible entities that do not file an election—(1) Domestic eligible entities.* Except as provided in para-

graph (b)(3) of this section, unless the entity elects otherwise, a domestic eligible entity is—

(i) A partnership if it has two or more members; or

(ii) Disregarded as an entity separate from its owner if it has a single owner.

(2) *Foreign eligible entities—(1) In general.* Except as provided in paragraph (b)(3) of this section, unless the entity elects otherwise, a foreign eligible entity is—

(A) A partnership if it has two or more members and at least one member does not have limited liability;

(B) An association if all members have limited liability; or

(C) Disregarded as an entity separate from its owner if it has a single owner that does not have limited liability.

(ii) *Definition of limited liability.* For purposes of paragraph (b)(2)(i) of this section, a member of a foreign eligible entity has limited liability if the member has no personal liability for the debts of or claims against the entity by reason of being a member. This determination is based solely on the statute or law pursuant to which the entity is organized, except that if the underlying statute or law allows the entity to specify in its organizational documents whether the members will have limited liability, the organizational documents may also be relevant. For purposes of this section, a member has personal liability if the creditors of the entity may seek satisfaction of all or any portion of the debts or claims against the entity from the member as such. A member has personal liability for purposes of this paragraph even if the member makes an agreement under which another person (whether or not a member of the entity) assumes such liability or agrees to indemnify that member for any such liability.

(3) *Existing eligible entities—(1) In general.* Unless the entity elects otherwise, an eligible entity in existence prior to the effective date of this section will have the same classification that the entity claimed under §§301.7701-1 through 301.7701-3 as in effect on the date prior to the effective date of this section; except that if an eligible entity with a single owner claimed to be a partnership under those regulations,



(iv) *Limitation.* If an eligible entity makes an election under paragraph (c)(1)(i) of this section to change its classification (other than an election made by an existing entity to change its classification as of the effective date of this section), the entity cannot change its classification by election again during the sixty months succeeding the effective date of the election. However, the Commissioner may permit the entity to change its classification by election within the sixty months if more than fifty percent of the ownership interests in the entity as of the effective date of the subsequent election are owned by persons that did not own any interests in the entity on the filing date or on the effective date of the entity's prior election. An election by a newly formed eligible entity that is effective on the date of formation is not considered a change for purposes of this paragraph (c)(1)(iv).

(v) *Deemed elections—(A) Exempt organizations.* An eligible entity that has been determined to be, or claims to be, exempt from taxation under section 501(a) is treated as having made an election under this section to be classified as an association. Such election will be effective as of the first day for which exemption is claimed or determined to apply, regardless of when the claim or determination is made, and will remain in effect unless an election is made under paragraph (c)(1)(i) of this section after the date the claim for exempt status is withdrawn or rejected or the date the determination of exempt status is revoked.

(B) *Real estate investment trusts.* An eligible entity that files an election under section 856(c)(1) to be treated as a real estate investment trust is treated as having made an election under this section to be classified as an association. Such election will be effective as of the first day the entity is treated as a real estate investment trust.

(C) *S corporations.* An eligible entity that timely elects to be an S corporation under section 1362(a)(1) is treated as having made an election under this section to be classified as an association, provided that (as of the effective date of the election under section 1362(a)(1)) the entity meets all other requirements to qualify as a small busi-

ness corporation under section 1361(b). Subject to § 301.7701-3(c)(1)(iv), the deemed election to be classified as an association will apply as of the effective date of the S corporation election and will remain in effect until the entity makes a valid election, under § 301.7701-3(c)(1)(i), to be classified as other than an association.

(vi) *Examples.* The following examples illustrate the rules of this paragraph (c)(1):

*Example 1.* On July 1, 1998, X, a domestic corporation, purchases a 10% interest in Y, an eligible entity formed under Country A law in 1990. The entity's classification was not relevant to any person for federal tax or information purposes prior to X's acquisition of an interest in Y. Thus, Y is not considered to be in existence on the effective date of this section for purposes of paragraph (b)(3) of this section. Under the applicable Country A statute, all members of Y have limited liability as defined in paragraph (b)(2)(i)(B) of this section. Accordingly, Y is classified as an association under paragraph (b)(2)(i)(B) of this section unless it elects under this paragraph (c) to be classified as a partnership. To be classified as a partnership as of July 1, 1998, Y must file a Form 8832 by September 14, 1998. See paragraph (c)(1)(i) of this section. Because an election cannot be effective more than 75 days prior to the date on which it is filed, if Y files its Form 8832 after September 14, 1998, it will be classified as an association from July 1, 1990, until the effective date of the election. In that case, it could not change its classification by election under this paragraph (c) during the sixty months succeeding the effective date of the election.

*Example 2.* (i) Z is an eligible entity formed under Country B law and is in existence on the effective date of this section within the meaning of paragraph (b)(3) of this section. Prior to the effective date of this section, Z claimed to be classified as an association. Unless Z files an election under this paragraph (c), it will continue to be classified as an association under paragraph (b)(3) of this section.

(ii) Z files a Form 8832 pursuant to this paragraph (c) to be classified as a partnership, effective as of the effective date of this section. Z can file an election to be classified as an association at any time thereafter, but then would not be permitted to change its classification by election during the sixty months succeeding the effective date of that subsequent election.

(2) *Authorized signatures—(i) In general.* An election made under paragraph (c)(1)(i) of this section must be signed by—

(A) Each member of the electing entity who is an owner at the time the election is filed; or

(B) Any officer, manager, or member of the electing entity who is authorized (under local law or the entity's organizational documents) to make the election and who represents to having such authorization under penalties of perjury.

(ii) *Retroactive elections.* For purposes of paragraph (c)(2)(i) of this section, if an election under paragraph (c)(1)(i) of this section is to be effective for any period prior to the time that it is filed, each person who was an owner between the date the election is to be effective and the date the election is filed, and who is not an owner at the time the election is filed, must also sign the election.

(iii) *Changes in classification.* For paragraph (c)(2)(i) of this section, if an election under paragraph (c)(1)(i) of this section is made to change the classification of an entity, each person who was an owner on the date that any transactions under paragraph (g) of this section are deemed to occur, and who is not an owner at the time the election is filed, must also sign the election. This paragraph (c)(2)(iii) applies to elections filed on or after November 29, 1999.

(d) *Special rules for foreign eligible entities—(1) Definition of relevance—(i) General rule.* For purposes of this section, a foreign eligible entity's classification is relevant when its classification affects the liability of any person for federal tax or information purposes. For example, a foreign entity's classification would be relevant if U.S. income was paid to the entity and the determination by the withholding agent of the amount to be withheld under chapter 3 of the Internal Revenue Code (if any) would vary depending upon whether the entity is classified as a partnership or as an association. Thus, the classification might affect the documentation that the withholding agent must receive from the entity, the type of tax or information return to file, or how the return must be prepared. The date that the classification of a foreign eligible entity is relevant is the date an event occurs that creates an obligation to file a federal tax return, infor-

mation return, or statement for which the classification of the entity must be determined. Thus, the classification of a foreign entity is relevant, for example, on the date that an interest in the entity is acquired which will require a U.S. person to file an information return on Form 5471.

(ii) *Deemed relevance—(A) General rule.* For purposes of this section, except as provided in paragraph (d)(1)(ii)(B) of this section, the classification for Federal tax purposes of a foreign eligible entity that files Form 8832, "Entity Classification Election", shall be deemed to be relevant only on the date the entity classification election is effective.

(B) *Exception.* If the classification of a foreign eligible entity is relevant within the meaning of paragraph (d)(1)(i) of this section, then the rule in paragraph (d)(1)(ii)(A) of this section shall not apply.

(2) *Entities the classification of which has never been relevant.* If the classification of a foreign eligible entity has never been relevant (as defined in paragraph (d)(1) of this section), then the entity's classification will initially be determined pursuant to the provisions of paragraph (b)(2) of this section when the classification of the entity first becomes relevant (as defined in paragraph (d)(1)(i) of this section).

(3) *Special rule when classification is no longer relevant.* If the classification of a foreign eligible entity is not relevant (as defined in paragraph (d)(1) of this section) for 60 consecutive months, then the entity's classification will initially be determined pursuant to the provisions of paragraph (b)(2) of this section when the classification of the foreign eligible entity becomes relevant (as defined in paragraph (d)(1)(i) of this section). The date that the classification of a foreign entity is not relevant is the date an event occurs that causes the classification to no longer be relevant, or, if no event occurs in a taxable year that causes the classification to be relevant, then the date is the first day of that taxable year.

(4) *Effective date.* Paragraphs (d)(1)(ii), (d)(2), and (d)(3) of this section apply on or after October 22, 2003.

(e) *Coordination with section 708(b).* Except as provided in §301.7701-2(d)(3)

(regarding termination of grandfather status for certain foreign business entities), an entity resulting from a transaction described in section 708(b)(1)(B) (partnership termination due to sales or exchanges) or section 708(b)(2)(B) (partnership division) is a partnership.

(f) *Changes in number of members of an entity*—(1) *Associations*. The classification of an eligible entity as an association is not affected by any change in the number of members of the entity.

(2) *Partnerships and single member entities*. An eligible entity classified as a partnership becomes disregarded as an entity separate from its owner when the entity's membership is reduced to one member. A single member entity disregarded as an entity separate from its owner is classified as a partnership when the entity has more than one member. If an elective classification change under paragraph (c) of this section is effective at the same time as a membership change described in this paragraph (f)(2), the deemed transactions in paragraph (g) of this section resulting from the elective change preempt the transactions that would result from the change in membership.

(3) *Effect on sixty month limitation*. A change in the number of members of an entity does not result in the creation of a new entity for purposes of the sixty month limitation on elections under paragraph (c)(1)(iv) of this section.

(4) *Examples*. The following examples illustrate the application of this paragraph (f):

*Example 1.* A, a U.S. person, owns a domestic eligible entity that is disregarded as an entity separate from its owner. On January 1, 1998, B, a U.S. person, buys a 50 percent interest in the entity from A. Under this paragraph (f), the entity is classified as a partnership when B acquires an interest in the entity. However, A and B elect to have the entity classified as an association effective on January 1, 1998. Thus, B is treated as buying shares of stock on January 1, 1998. (Under paragraph (c)(1)(iv) of this section, this election is treated as a change in classification so that the entity generally cannot change its classification by election again during the sixty months succeeding the effective date of the election.) Under paragraph (g)(1) of this section, A is treated as contributing the assets and liabilities of the entity to the newly formed association immediately before the close of December 31, 1997. Because

A does not retain control of the association as required by section 351, A's contribution will be a taxable event. Therefore, under section 1012, the association will take a fair market value basis in the assets contributed by A, and A will have a fair market value basis in the stock received. A will have no additional gain upon the sale of stock to B, and B will have a cost basis in the stock purchased from A.

*Example 2.* (1) On April 1, 1998, A and B, U.S. persons, form X, a foreign eligible entity. X is treated as an association under the default provisions of paragraph (b)(2)(i) of this section, and X does not make an election to be classified as a partnership. A subsequently purchases all of B's interest in X.

(ii) Under paragraph (f)(1) of this section, X continues to be classified as an association. X, however, can subsequently elect to be disregarded as an entity separate from A. The sixty month limitation of paragraph (c)(1)(iv) of this section does not prevent X from making an election because X has not made a prior election under paragraph (c)(1)(i) of this section.

*Example 3.* (1) On April 1, 1998, A and B, U.S. persons, form X, a foreign eligible entity. X is treated as an association under the default provisions of paragraph (b)(2)(i) of this section, and X does not make an election to be classified as a partnership. On January 1, 1999, X elects to be classified as a partnership effective on that date. Under the sixty month limitation of paragraph (c)(1)(iv) of this section, X cannot elect to be classified as an association until January 1, 2004 (i.e., sixty months after the effective date of the election to be classified as a partnership).

(ii) On June 1, 2000, A purchases all of B's interest in X. After A's purchase of B's interest, X can no longer be classified as a partnership because X has only one member. Under paragraph (f)(2) of this section, X is disregarded as an entity separate from A when A becomes the only member of X. X, however, is not treated as a new entity for purposes of paragraph (c)(1)(iv) of this section. As a result, the sixty month limitation of paragraph (c)(1)(iv) of this section continues to apply to X, and X cannot elect to be classified as an association until January 1, 2004 (i.e., sixty months after January 1, 1999, the effective date of the election by X to be classified as a partnership).

(5) *Effective date*. This paragraph (f) applies as of November 29, 1999.

(g) *Elective changes in classification*—

(1) *Deemed treatment of elective change*—

(i) *Partnership to association*. If an eligible entity classified as a partnership elects under paragraph (c)(1)(i) of this section to be classified as an association, the following is deemed to occur: The partnership contributes all of its

assets and liabilities to the association in exchange for stock in the association, and immediately thereafter, the partnership liquidates by distributing the stock of the association to its partners.

(ii) *Association to partnership.* If an eligible entity classified as an association elects under paragraph (c)(1)(i) of this section to be classified as a partnership, the following is deemed to occur: The association distributes all of its assets and liabilities to its shareholders in liquidation of the association, and immediately thereafter, the shareholders contribute all of the distributed assets and liabilities to a newly formed partnership.

(iii) *Association to disregarded entity.* If an eligible entity classified as an association elects under paragraph (c)(1)(i) of this section to be disregarded as an entity separate from its owner, the following is deemed to occur: The association distributes all of its assets and liabilities to its single owner in liquidation of the association.

(iv) *Disregarded entity to an association.* If an eligible entity that is disregarded as an entity separate from its owner elects under paragraph (c)(1)(i) of this section to be classified as an association, the following is deemed to occur: The owner of the eligible entity contributes all of the assets and liabilities of the entity to the association in exchange for stock of the association.

(2) *Effect of elective changes—(i) In general.* The tax treatment of a change in the classification of an entity for federal tax purposes by election under paragraph (c)(1)(i) of this section is determined under all relevant provisions of the Internal Revenue Code and general principles of tax law, including the step transaction doctrine.

(ii) *Adoption of plan of liquidation.* For purposes of satisfying the requirement of adoption of a plan of liquidation under section 332, unless a formal plan of liquidation that contemplates the election to be classified as a partnership or to be disregarded as an entity separate from its owner is adopted on an earlier date, the making, by an association, of an election under paragraph (c)(1)(i) of this section to be classified as a partnership or to be disregarded as an entity separate from its

owner is considered to be the adoption of a plan of liquidation immediately before the deemed liquidation described in paragraph (g)(1)(ii) or (iii) of this section. This paragraph (g)(2)(ii) applies to elections filed on or after December 17, 2001. Taxpayers may apply this paragraph (g)(2)(ii) retroactively to elections filed before December 17, 2001, if the corporate owner claiming treatment under section 332 and its subsidiary making the election take consistent positions with respect to the federal tax consequences of the election.

(3) *Timing of election—(i) In general.* An election under paragraph (c)(1)(i) of this section that changes the classification of an eligible entity for federal tax purposes is treated as occurring at the start of the day for which the election is effective. Any transactions that are deemed to occur under this paragraph (g) as a result of a change in classification are treated as occurring immediately before the close of the day before the election is effective. For example, if an election is made to change the classification of an entity from an association to a partnership effective on January 1, the deemed transactions specified in paragraph (g)(1)(ii) of this section (including the liquidation of the association) are treated as occurring immediately before the close of December 31 and must be reported by the owners of the entity on December 31. Thus, the last day of the association's taxable year will be December 31 and the first day of the partnership's taxable year will be January 1.

(ii) *Coordination with section 338 election.* A purchasing corporation that makes a qualified stock purchase of an eligible entity taxed as a corporation may make an election under section 338 regarding the acquisition if it satisfies the requirements for the election, and may also make an election to change the classification of the target corporation. If a taxpayer makes an election under section 338 regarding its acquisition of another entity taxable as a corporation and makes an election under paragraph (c) of this section for the acquired corporation (effective at the earliest possible date as provided by paragraph (c)(1)(iii) of this section), the transactions under paragraph (g) of

this section are deemed to occur immediately after the deemed asset purchase by the new target corporation under section 338.

(iii) *Application to successive elections in tiered situations.* When elections under paragraph (c)(1)(i) of this section for a series of tiered entities are effective on the same date, the eligible entities may specify the order of the elections on Form 8832. If no order is specified for the elections, any transactions that are deemed to occur in this paragraph (g) as a result of the classification change will be treated as occurring first for the highest tier entity's classification change, then for the next highest tier entity's classification change, and so forth down the chain of entities until all the transactions under this paragraph (g) have occurred. For example, Parent, a corporation, wholly owns all of the interest of an eligible entity classified as an association (S1), which wholly owns another eligible entity classified as an association (S2), which wholly owns another eligible entity classified as an association (S3). Elections under paragraph (c)(1)(i) of this section are filed to classify S1, S2, and S3 each as disregarded as an entity separate from its owner effective on the same day. If no order is specified for the elections, the following transactions are deemed to occur under this paragraph (g) as a result of the elections, with each successive transaction occurring on the same day immediately after the preceding transaction S1 is treated as liquidating into Parent, then S2 is treated as liquidating into Parent, and finally S3 is treated as liquidating into Parent.

(4) *Effective date.* Except as otherwise provided in paragraph (g)(2)(ii) of this section, this paragraph (g) applies to elections that are filed on or after November 29, 1999. Taxpayers may apply this paragraph (g) retroactively to elections filed before November 29, 1999 if all taxpayers affected by the deemed transactions file consistently with this paragraph (g).

(h) *Effective date—(1) In general.* Except as otherwise provided in this section, the rules of this section are applicable as of January 1, 1997.

(2) *Prior treatment of existing entities.* In the case of a business entity that is

not described in § 301.7701-2(b) (1), (3), (4), (5), (6), or (7), and that was in existence prior to January 1, 1997, the entity's claimed classification(s) will be respected for all periods prior to January 1, 1997, if—

(i) The entity had a reasonable basis (within the meaning of section 6662) for its claimed classification;

(ii) The entity and all members of the entity recognized the federal tax consequences of any change in the entity's classification within the sixty months prior to January 1, 1997; and

(iii) Neither the entity nor any member was notified in writing on or before May 8, 1998, that the classification of the entity was under examination (in which case the entity's classification will be determined in the examination).

(3) *Deemed elections for S corporations.* Paragraph (c)(1)(v)(C) of this section applies to timely S corporation elections under section 1362(a) filed on or after July 20, 2004. Eligible entities that filed timely S elections before July 20, 2004 may also rely on the provisions of the regulation.

(T.D. 8097, 61 FR 6590, Dec. 18, 1996; 62 FR 11769, Mar. 13, 1997, as amended by T.D. 8767, 63 FR 14619, Mar. 26, 1998; T.D. 8877, 64 FR 37678, July 13, 1999; 64 FR 58782, Nov. 1, 1999; T.D. 8844, 64 FR 66363, Nov. 23, 1999; T.D. 8970, 68 FR 84912, Dec. 17, 2001; T.D. 9053, 68 FR 60298, Oct. 22, 2003; T.D. 9100, 69 FR 70708, Dec. 19, 2004; T.D. 9130, 69 FR 43318, July 30, 2004; T.D. 9153, 69 FR 49811, Aug. 12, 2004; T.D. 9203, 70 FR 28453, May 23, 2005; T.D. 9300, 71 FR 71045, Dec. 8, 2006)

#### § 301.7701-4 Trusts.


(a) *Ordinary trusts.* In general, the term "trust" as used in the Internal Revenue Code refers to an arrangement created either by a will or by an inter vivos declaration whereby trustees take title to property for the purpose of protecting or conserving it for the beneficiaries under the ordinary rules applied in chancery or probate courts. Usually the beneficiaries of such a trust do no more than accept the benefits thereof and are not the voluntary planners or creators of the trust arrangement. However, the beneficiaries of such a trust may be the persons who create it and it will be recognized as a trust under the Internal Revenue Code

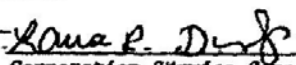
ARTICLES OF ORGANIZATION  
OF  
IMAGINE – MANATEE COUNTY, LLC

FILED  
05 AUG 26 AM 8:46  
SECRETARY OF STATE  
TALLAHASSEE, FLORIDA

Pursuant to Section 608.407 of the Florida Statutes, the undersigned sets forth the following:

1. **Name.** The name of the Limited Liability Company is **Imagine - Manatee County, LLC** (hereinafter the "LLC").
2. **Purpose.** The purpose for which the LLC is organized is to establish and operate a public charter school in Florida to serve educational and charitable purposes and qualify for derivative exempt status as a disregarded entity within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 or a related section of a successor statute (the "Code") by virtue of its relationship with its single member **Imagine Schools Non-Profit, Inc.**, a Virginia nonstock corporation (the "Member"). The LLC shall also qualify through its exempt status relationship derived from its Member as an educational organization for purposes of receiving deductible gifts and grants within the meaning of Section 170(b)(1)(A)(ii) of the Code, and to engage in any lawful act or activity for which limited liability companies may be organized under Florida law.
3. **Address.** The mailing address and the street address of the principal office of the LLC is 3250 Mary Street, Suite 202, Coconut Grove, FL 33133.
4. **Resident Agent.** The name of the resident agent of the LLC is **Corporation Service Company**, a Florida Corporation, whose address is 1201 Hays Street, Tallahassee, FL 32301.
5. **Amendments or Restatements.** Any amendment or restatement of these Articles of Organization, and any Operating Agreement, shall be in writing and shall not be effective unless and until approved in writing by the Member. No oral representations by the Member shall be deemed or construed to constitute any portion of, or otherwise affect the interpretation of, these Articles and any written operating agreement of the LLC.

  
Dennis W. Bakke  
Director  
Imagine Schools Non-Profit, Inc.  
(Single Member of  
Imagine – Manatee County, LLC)

  
Corporation Service Company  
Resident Agent  
Imagine – Manatee County, LLC  
*Laura R. Dunlap  
as its agent*

Filing Party's Return Address:  
Dennis W. Bakke, Imagine – Manatee County, LLC  
3250 Mary Street  
Suite 202  
Coconut Grove, FL 33133

ARTICLES OF ORGANIZATION  
OF  
IMAGINE - PALM BEACH COUNTY, LLC

FILED  
05 AUG 26 AM 8:35  
SECRETARY OF STATE  
TALLAHASSEE, FLORIDA

Pursuant to Section 608.407 of the Florida Statutes, the undersigned sets forth the following:


1. Name. The name of the Limited Liability Company is **Imagine - Palm Beach County, LLC** (hereinafter the "LLC").

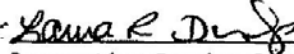
2. Purpose. The purpose for which the LLC is organized is to establish and operate a public charter school in Florida to serve educational and charitable purposes and qualify for derivative exempt status as a disregarded entity within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 or a related section of a successor statute (the "Code") by virtue of its relationship with its single member **Imagine Schools Non-Profit, Inc.**, a Virginia nonstock corporation (the "Member"). The LLC shall also qualify through its exempt status relationship derived from its Member as an educational organization for purposes of receiving deductible gifts and grants within the meaning of Section 170(b)(1)(A)(ii) of the Code, and to engage in any lawful act or activity for which limited liability companies may be organized under Florida law.

3. Address. The mailing address and the street address of the principal office of the LLC is 3250 Mary Street, Suite 202, Coconut Grove, FL 33133.

4. Resident Agent. The name of the resident agent of the LLC is **Corporation Service Company**, a Florida Corporation, whose address is 1201 Hays Street, Tallahassee, FL 32301.

5. Amendments or Restatements. Any amendment or restatement of these Articles of Organization, and any Operating Agreement, shall be in writing and shall not be effective unless and until approved in writing by the Member. No oral representations by the Member shall be deemed or construed to constitute any portion of, or otherwise affect the interpretation of, these Articles and any written operating agreement of the LLC.

  
Dennis W. Bakke  
Director  
Imagine Schools Non-Profit, Inc.  
(Single Member of  
Imagine - Palm Beach County, LLC)

  
Corporation Service Company  
Resident Agent  
Laura R. Dunlap  
as its agent  
Imagine - Palm Beach County, LLC

Filing Party's Return Address:  
Dennis W. Bakke, Imagine - Palm Beach County, LLC  
3250 Mary Street  
Suite 202  
Coconut Grove, FL 33133

06 AUG - 9 AM 11:13  
FILED  
SECRETARY OF STATE  
TALLAHASSEE, FLORIDA

ARTICLES OF ORGANIZATION  
OF  
IMAGINE - BROWARD COUNTY, LLC

Pursuant to Section 608.407 of the Florida Statutes, the undersigned sets forth the following:


1. **Name.** The name of the Limited Liability Company is Imagine - Broward County, LLC (hereinafter the "LLC").

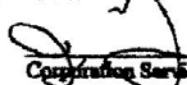
2. **Purpose.** The purpose for which the LLC is organized is to establish and operate a public charter school in Florida to serve educational and charitable purposes and qualify for derivative exempt status as a disregarded entity within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 or a related section of a successor statute (the "Code") by virtue of its relationship with its single member Imagine Schools Non-Profit, Inc., a Virginia nonstock corporation (the "Member"). The LLC shall also qualify through its exempt status relationship derived from its Member as an educational organization for purposes of receiving deductible gifts and grants within the meaning of Section 170(b)(1)(A)(ii) of the Code, and to engage in any lawful act or activity for which limited liability companies may be organized under Florida law.

3. **Address.** The mailing address and the street address of the principal office of the LLC is 3250 Mary Street, Suite 202, Coconut Grove, FL 33133.

4. **Registered Agent.** The name of the registered agent of the LLC is Corporation Service Company, a Delaware Corporation, whose address is 1201 Hays Street, Tallahassee, FL 32301.

5. **Amendments or Restatements.** Any amendment or restatement of these Articles of Organization, and any Operating Agreement, shall be in writing and shall not be effective unless and until approved in writing by the Member. No oral representations by the Member shall be deemed or construed to constitute any portion of, or otherwise affect the interpretation of, these Articles and any written operating agreement of the LLC.

  
8-01-06  
Dennis W. Bakke  
President and CEO  
Imagine Schools Non-Profit, Inc.  
(Single Member of Imagine - Broward County, LLC)

  
Jeanine Reynolds  
as its agent  
Corporation Service Company  
Registered Agent  
Imagine - Broward County, LLC

Filing Party's Return Address:  
Dennis W. Bakke  
Imagine - Broward County, LLC  
3250 Mary Street  
Suite 202  
Coconut Grove, FL 33133



06 AUG -9 AM 11:13  
FILED  
SECRETARY OF STATE  
TALLAHASSEE, FLORIDA

ARTICLES OF ORGANIZATION  
OF  
IMAGINE - ST. LUCIE COUNTY, LLC

Pursuant to Section 608.407 of the Florida Statutes, the undersigned sets forth the following:

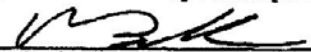
1. Name. The name of the Limited Liability Company is Imagine - St. Lucie County, LLC (hereinafter the "LLC").


2. Purpose. The purpose for which the LLC is organized is to establish and operate a public charter school in Florida to serve educational and charitable purposes and qualify for derivative exempt status as a disregarded entity within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 or a related section of a successor statute (the "Code") by virtue of its relationship with its single member Imagine Schools Non-Profit, Inc., a Virginia nonstock corporation (the "Member"). The LLC shall also qualify through its exempt status relationship derived from its Member as an educational organization for purposes of receiving deductible gifts and grants within the meaning of Section 170(b)(1)(A)(ii) of the Code, and to engage in any lawful act or activity for which limited liability companies may be organized under Florida law.

3. Address. The mailing address and the street address of the principal office of the LLC is 3250 Mary Street, Suite 202, Coconut Grove, FL 33133.

4. Registered Agent. The name of the registered agent of the LLC is Corporation Service Company, a Delaware Corporation, whose address is 1201 Hays Street, Tallahassee, FL 32301.

5. Amendments or Restatements. Any amendment or restatement of these Articles of Organization, and any Operating Agreement, shall be in writing and shall not be effective unless and until approved in writing by the Member. No oral representations by the Member shall be deemed or construed to constitute any portion of, or otherwise affect the interpretation of, these Articles and any written operating agreement of the LLC.

  
Dennis W. Bakke  
President and CEO  
Imagine Schools Non-Profit, Inc.  
(Single Member of Imagine - St. Lucie County, LLC)

  
Jeanine Reynolds  
as its agent  
Corporation Service Company  
Registered Agent  
Imagine - St. Lucie County, LLC

Filing Party's Return Address:  
Dennis W. Bakke  
Imagine - St. Lucie County, LLC  
3250 Mary Street  
Suite 202  
Coconut Grove, FL 33133





CORPORATION SERVICE COMPANY

ACCOUNT NO. : 072100000032  
REFERENCE : 989283 7453550  
AUTHORIZATION :  
COST LIMIT : \$ 55.00

FILED  
07 JUL 11 AM 10:50  
SECRETARY OF STATE  
TALLAHASSEE, FLORIDA  
*[Signature]*

ORDER DATE : July 10, 2007  
ORDER TIME : 4:58 PM  
ORDER NO. : 989283-040  
CUSTOMER NO: 7453550

DOMESTIC AMENDMENT FILING

NAME: IMAGINE-INDIAN RIVER COUNTY,  
LLC

EFFECTIVE DATE:

XX ARTICLES OF AMENDMENT  
       RESTATED ARTICLES OF INCORPORATION

PLEASE RETURN THE FOLLOWING AS PROOF OF FILING:

XX CERTIFIED COPY  
       PLAIN STAMPED COPY  
       CERTIFICATE OF GOOD STANDING

CONTACT PERSON: Jeanine Reynolds -- EXT# 2933

EXAMINER'S INITIALS: \_\_\_\_\_

ARTICLES OF AMENDMENT  
TO  
ARTICLES OF ORGANIZATION  
OF

Imagine - Indian River County, LLC

(Present Name)  
(A Florida Limited Liability Company)

FILED  
07 JUL 11 AM 10:50  
SECRETARY OF STATE  
TALLAHASSEE, FLORIDA

FIRST: The Articles of Organization were filed on August 31, 2005 and assigned document number L05000086276.

SECOND: This amendment is submitted to amend the following:

The name of the limited liability company shall be  
changed to "Imagine School at South Indian River  
County, LLC".

Dated July 10, 2007.



Signature of a member or authorized representative of a member

Dennis W. Bakke, Director, Imagine Schools Non-Profit, Inc., sole member

Typed or printed name of signer

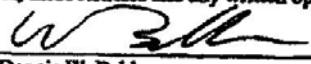
Filing Fee: \$25.00


FILED  
06 AUG -9 AM 11:13  
SECRETARY OF STATE  
TALLAHASSEE, FLORIDA

ARTICLES OF ORGANIZATION  
OF  
IMAGINE - SARASOTA COUNTY, LLC

Pursuant to Section 608.407 of the Florida Statutes, the undersigned sets forth the following:

- Name.** The name of the Limited Liability Company is Imagine - Sarasota County, LLC (hereinafter the "LLC").
- Purpose.** The purpose for which the LLC is organized is to establish and operate a public charter school in Florida to serve educational and charitable purposes and qualify for derivative exempt status as a disregarded entity within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 or a related section of a successor statute (the "Code") by virtue of its relationship with its single member Imagine Schools Non-Profit, Inc., a Virginia nonstock corporation (the "Member"). The LLC shall also qualify through its exempt status relationship derived from its Member as an educational organization for purposes of receiving deductible gifts and grants within the meaning of Section 170(b)(1)(A)(ii) of the Code, and to engage in any lawful act or activity for which limited liability companies may be organized under Florida law.
- Address.** The mailing address and the street address of the principal office of the LLC is 3250 Mary Street, Suite 202, Coconut Grove, FL 33133.
- Registered Agent.** The name of the registered agent of the LLC is Corporation Service Company, a Delaware Corporation, whose address is 1201 Hays Street, Tallahassee, FL 32301.
- Amendments or Restatements.** Any amendment or restatement of these Articles of Organization, and any Operating Agreement, shall be in writing and shall not be effective unless and until approved in writing by the Member. No oral representations by the Member shall be deemed or construed to constitute any portion of, or otherwise affect the interpretation of, these Articles and any written operating agreement of the LLC.

  
T-07-06  
Dennis W. Bakke  
President and CEO  
Imagine Schools Non-Profit, Inc.  
(Single Member of Imagine - Sarasota County, LLC)

  
Jeanine Reynolds  
as its agent  
Corporation Service Company  
Registered Agent  
Imagine - Sarasota County, LLC

Filing Party's Return Address:  
Dennis W. Bakke  
Imagine - Sarasota County, LLC  
3250 Mary Street  
Suite 202  
Coconut Grove, FL 33133

ARTICLES OF ORGANIZATION  
OF  
IMAGINE - LEON COUNTY, LLC

FILED  
07 JUL 11 AM 10:50  
SECRETARY OF STATE  
TALLAHASSEE, FLORIDA

Pursuant to Section 608.407 of the Florida Statutes, the undersigned sets forth the following:


1. Name. The name of the Limited Liability Company is Imagine - Leon County, LLC (hereinafter the "LLC").

2. Purpose. The purpose for which the LLC is organized is to establish and operate a public charter school in Florida to serve educational and charitable purposes and qualify for derivative exempt status as a disregarded entity within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 or a related section of a successor statute (the "Code") by virtue of its relationship with its single member Imagine Schools Non-Profit, Inc., a Virginia nonstock corporation (the "Member"). The LLC shall also qualify through its exempt status relationship derived from its Member as an educational organization for purposes of receiving deductible gifts and grants within the meaning of Section 170(b)(1)(A)(ii) of the Code, and to engage in any lawful act or activity for which limited liability companies may be organized under Florida law.

3. Address. The mailing address and the street address of the principal office of the LLC is 3250 Mary Street, Suite 202, Coconut Grove, FL 33133.

4. Resident Agent. The name of the resident agent of the LLC is Corporation Service Company, whose address is 1201 Hays Street, Tallahassee, FL 32301.

5. Amendments or Restatements. Any amendment or restatement of these Articles of Organization, and any Operating Agreement, shall be in writing and shall not be effective unless and until approved in writing by the Member. No oral representations by the Member shall be deemed or construed to constitute any portion of, or otherwise affect the interpretation of, these Articles and any written operating agreement of the LLC.

  
Dennis W. Bakke  
Director  
Imagine Schools Non-Profit, Inc.  
(Single Member of  
Imagine - Leon County, LLC)

  
Jeanine Reynolds  
as its agent  
Corporation Service Company  
Resident Agent  
Imagine - Leon County, LLC

Filing Party's Return Address:  
Dennis W. Bakke, Imagine - Leon County, LLC  
3250 Mary Street  
Suite 202  
Coconut Grove, FL 33133

# **Appendix B**

## **Founding Board Resumes**

**Jill Williams**

**George Yeager**

**Randy Spangler**

54023EvergreenTrail,  
Callahan, FL 32011  
904-879-7455

# Jill Williams

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Objective	To develop students as life-long learners and problem-solvers and to equip them with the ability and character to function as productive members of society.		
Experience	2006-2007	Callahan Elementary	Nassau County, FL
	Math Council Chair Purchased math literature for school wide use Developed and presented math workshops for school staff. Trained in MAPPS (Math and Parent Partnerships); math workshops enabling parents to help their child with math.		
	2005-2007	Callahan Elementary	Nassau County, FL
	First Grade Teacher Taught approximately 20 students in all subject areas. Maintained above average evaluations throughout the school year. Co-taught 30 students with emphasis on math/science/social studies.		
Education	2000-2005	Kissimmee Charter	Osceola County, FL
	Founding Teacher Taught 3 <sup>rd</sup> grade for two years and 4 <sup>th</sup> grade for 3 years. Departmentalized and taught math and science Contributed to 4 <sup>th</sup> grade receiving top score in county on FCAT Math. Led as Grade Level Chair Science Chair for intermediate grades 3-5 Regional Science Fair judge		
	1997-1999	University of North Florida	Jacksonville, FL
	B.A., Elementary Education grades 1-6 9 credits toward Master's Degree National Board Certified Teacher		
Interests	Writing curriculum for Math Literature; Developing units for integrating all subjects; attending and presenting workshops and in-services, piano, and traveling with my family.		



**George W. Yaeger, Jr.**  
**2506 Richard Court, Orange Park, FL 32065**  
**(904) 276-4321**  
**1213 Sunset Ave., Point Pleasant, NJ 08742**  
**(732) 897-7042**

[gvaeger123@aol.com](mailto:gvaeger123@aol.com)

<http://www.geocities.com/gvaeger123/Retirement/index.htm>

## *"Developing Tools for Translation and Learning"*

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**Background:** Before his retirement on 2 June 2007, Mr. Yaeger served for 34 years as an Electronics Engineer, US Army civilian employee at Fort Monmouth, NJ. He served in the Communication-Electronics Research, Development and Engineering Center (CERDEC), Command & Control Directorate (C2D), Battle Command (BC) Division serving as the Project Leader for Machine Foreign Language Translation (MFLT) and most recently as the leader of the Thai to English Translation Project. The Sequoyah Project Manager (PM) funded the Thai to English Translation and other MFLT projects in the amount of over \$500K for FY07. The Thai project used a combination of rule based knowledge and statistical techniques as well as an 84,000 entry dictionary to translate Thai text to English. Mr. Yaeger is a world class subject matter expert in MFLT and has published several papers at international conferences and been an invited lecturer at a linguistics conference in Denmark. He has also submitted two patents in the field of MFLT which have been approved by the CERDEC review committee and are awaiting action from CERDEC Legal. Mr. Yaeger is also a well respected mentor within CERDEC and has successfully mentored both high school and college students in the Science and Engineering Apprenticeship Program (SEAP) who went on to become CERDEC employees. As a mentor he used Prolog, Imagine Logo and simple robots to facilitate the learning process.

### **Education:**

- Nov 2001, Role and Reference Grammar Workshop SUNY Buffalo with Dr. Robert Van Valin.
- Sep 2000, Aalborg University Text Linguistics conference invited lecturer with Dr. Peter Øhrstrøm, Human Centered Informatics Dept.
- 1988 One year Army Long Term Training Post Graduate Sabbatical in Machine Translation at Monmouth University
- 1984 University of Texas at Austin coursed in AI and Computational Linguistics
- 1974, MBA, Monmouth University, West Long Branch, NJ.
- 1969, BSEE, Monmouth University, West Long Branch, NJ.

### **Patents and Awards:**

- Senior Executive Service Commendation Letter, from Dr. Gerald Melendez, 6/2/2007
- Concept Accuracy Evaluation Process for Human Language Translation, CECOM docket # 5543 9/12/2005
- Layered Parsing Process for Human Language, CECOM docket # 5534, 5/10/2005
- Milton A. Lipton Award for excellence in computer science and related fields, US Army CECOM, 12/11/1991

### **Publications:**

- "Morph Unicode Hebrew Database Integration for a Layered Clause Parser", SBL Conference 2005, Philadelphia, PA.

- “Development of a Noun Phrase Translation Memory Database for Classical Biblical Hebrew”, SBL Conference 2004, San Antonio, TX.
- “Identification of Asyndetic clause Boundaries Using Disjunctive Cantillation Marks in Classical Biblical Hebrew”, SBL Conference 2003, Atlanta, GA.
- “A Layered Parser implementation of a Schema of Clause Types in Classical Biblical Hebrew”, SBL Conference 2002, Toronto, Ontario, Canada.
- **Automatic Military Unit Name Reference Resolution**, CERDEC Technical Report TR-01-1, January 2001
- **Operations Order NLP Assistant an Object Oriented Knowledge Extraction Tool**, PACLP99, London, UK
- **FEMT an Open Architecture Object Oriented Machine Translator**, PAP97, London, UK
- Yaeger, George and Winter-Nielsen, Nicolai; “Role, Reference and Ontology for the Garden of Eden: Expansion of a Semi-Automatic Tool for Computational Representation, RRG and CG applied to Genesis 2-3”, SBL Conference 2001, Denver CO
- A Semi-Automatic Tool for the assignment of Verb Argument Structures in a Role and Reference Grammar Framework, Workshop on Machine Aided Translation and Text Analysis, Department of Communication, Aalborg University, DK, Sep 2000. organized by Dr. Peter Øhrstrøm, <http://personprofil.aau.dk/Profil/107079>

### References:

Mr. Rex Howe, Chief Battle Command Division, CERDEC C2D, mail stop: AMSRD-CER-C2-BC,\*  
732 427-4802, [rex.howe@us.army.mil](mailto:rex.howe@us.army.mil)

Mr. Raymond Schulze, Chief Battle Command Interface Branch, CERDEC C2D, mail stop: AMSRD-CER-C2-BC-I\*, 732 532-0526, [raymond.schulze@us.army.mil](mailto:raymond.schulze@us.army.mil)

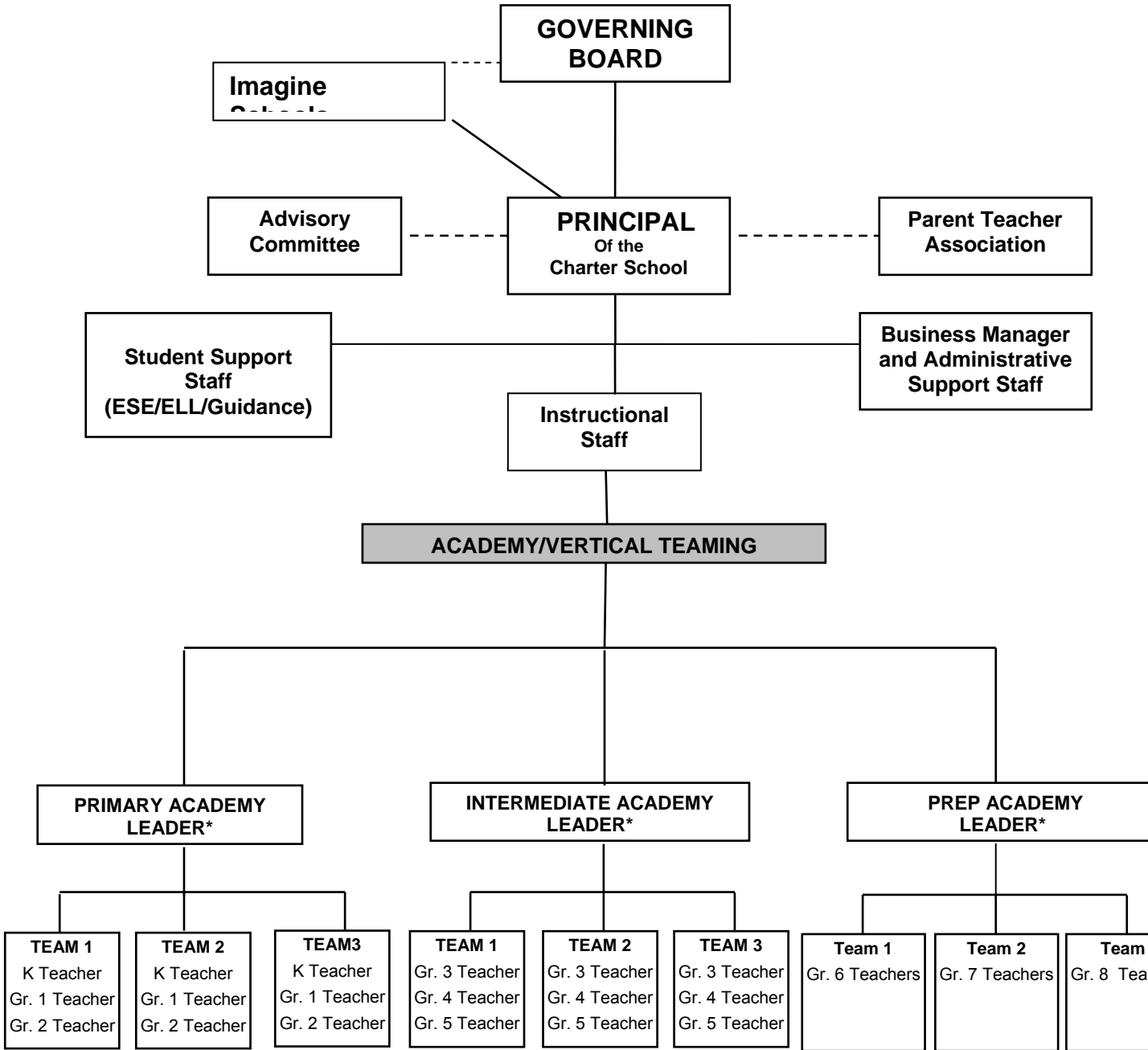
Rev. Dale Kaster, Celebration Lutheran Church, 810 Roberts Road, St. Johns, FL, 904 230-2496  
[pastor\\_K@comcast.net](mailto:pastor_K@comcast.net) <http://celebrationlutheran.org/>

\*N.B. the mailing address for Mr. Howe and Mr. Schulze is: Commander US Army CERDEC, Meyer Center, Fort Monmouth, NJ 07703, ATTN: AMSRD-CER-C2-BC (*their name*)

**Randy Spangler**

**Appendix C**  
**Organizational Chart**  
**Job Descriptions**

# IMAGINE CHARTER SCHOOL ORGANIZATIONAL CHART



\*Existing Teacher Position with stipend

**IMAGINE SCHOOLS SPACE COAST REGION**  
**Principal**

**JOB DESCRIPTION**

**QUALIFICATIONS:**

- (1) Master's Degree from an accredited educational institution.
- (2) Florida certificate in Administration and Supervision or Educational Leadership.
- (3) Minimum of five (5) years experience in education.
- (4) Minimum of three (3) years experience as a school administrator.

**KNOWLEDGE, SKILLS AND ABILITIES:**

- Ability to prepare and manage the school's budget and allocated resources.
- Ability to read, interpret and enforce State Board of Education rules, Code of Conduct, Imagine Schools' policies and appropriate state and federal statutes.
- Skills in personnel management and supervision.
- Knowledge of current educational trends and research.
- Ability to use public speaking skills, group dynamics and problem-solving skills.

**REPORTS TO:** Region Vice President

**Job Goal-** To provide visionary leadership necessary to administer a comprehensive program of instructional and support services to establish and maintain a safe, caring and enriching environment to promote student success.

**PERFORMANCE RESPONSIBILITIES:**

1. Develop, implement and assess the academic program leading to student success.
2. Develop and implement an annual School Improvement Plan.
3. Coordinate program planning with School staff.
4. Interview and select qualified employees to be recommended for employment.
5. Monitor and conduct personnel evaluations and take appropriate action.
6. Develop an annual assessment for inservice needs leading to faculty improvement.
7. Provide leadership and vision to the School Improvement Process and changes leading to improvement.
8. Develop a positive teaching / learning environment leading to teacher and student success.
9. Develop and implement a safe and orderly school plan.
10. Develop and implement a successful discipline plan promoting a safe teaching / learning environment.
11. Promote a positive school image through appropriate communication and community involvement.
12. Develop high expectations for teachers and students and promote this vision to the community.
13. Develop and effectively maintain the school budget by involving appropriate input and by

meeting local and state guidelines.

14. Establish a role model conducive to hard work, caring and consistency for the entire staff.
15. Utilize managerial skills to design and organize activities to achieve goals.
16. Oversee the development of the extracurricular activities program and maintain an up-to-date activities calendar.
17. Facilitate the resolution of problems and tasks through problem-solving techniques.
18. Utilize critical thinking skills in analyzing data and reaching conclusions.
19. Possess an ability to anticipate problems and to react to them prior to conclusion.
20. Direct the development of the master schedule.
21. Manage and assign the administration of the school testing program.
22. Establish job assignments for administrators, teachers and support staff personnel.
23. Assist in developing short- and long-range facility needs.
24. Coordinate the completion of plant safety and facility inspections.
25. Coordinate the school transportation services as required.
26. Establish procedures for student accounting and attendance procedures.
27. Establish procedures for property inventory records.
28. Establish a program leading to the secure closure of the school and proper school opening each day.
29. Supervise the preparation of accurate and timely reports and records.
30. Assume responsibility for all official correspondence and news releases.
31. Manage the ordering of textbooks, materials and equipment.
32. Maintain visibility and accessibility on the school campus.
33. Assume responsibility for all student suspensions and expulsions in accordance with District and School policies and state law.
34. Participate in District Charter School meetings and other meetings appropriate for professional development.
35. Maintain a close working relationship with School and District staff.
36. Develop and monitor an articulation program with feeder schools and community agencies.
37. Perform other incidental tasks consistent with the goals and objectives of this position.

**TERMS OF EMPLOYMENT:** Salary and benefits shall be paid consistent with the School's approved compensation plan.

Length of the work year is 12 months and hours of employment shall be those established by the School and West Florida Region.

**EVALUATION:** Performance of this job will be evaluated in accordance with provisions of the Imagine School's policy on evaluation of personnel.

## IMAGINE SCHOOLS SPACE COAST REGION

### Teacher JOB DESCRIPTION

#### **QUALIFICATIONS:**

1. Bachelor's Degree from an accredited educational institution.
2. Certified by the State of Florida in appropriate area.

#### **KNOWLEDGE, SKILLS AND ABILITIES:**

- Knowledge of child growth and development and especially of characteristics of children in the age group assigned.
- Knowledge of prescribed curriculum.
- Knowledge of current educational research.
- Basic understanding and knowledge of use of current technology.
- Knowledge of learning styles and skill in using varied teaching methods to address student learning styles.
- Skill in oral and written communication with students, parents and others.
- Ability to plan and implement activities for maximum effectiveness.
- Ability to effectively assess levels of student achievement, analyze test results and prescribe actions for improvement.
- Ability to maintain appropriate student supervision so that students have a safe and orderly environment in which to learn.
- Ability to work effectively with peers, administrators and others.

**REPORTS TO:** Principal or designee

**Job Goal-** To provide an educational atmosphere in which students will move toward the fulfillment of their potential for intellectual, emotional, physical and psychological growth and maturation in accordance with Imagine philosophy, goals and objectives.

#### **SUPERVISES:**

N/A

#### **PERFORMANCE RESPONSIBILITIES:**

1. Establish short- and long-range goals based on student needs and School and state curriculum requirements.
2. Plan and prepare lessons and strategies which support the School Improvement Plan and Imagine Schools mission.
3. Plan and prepare lessons which are meaningful and engaging.
4. Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences.
5. Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs.
6. Assist in assessing changing curricular needs and plans for improvement.



7. Maintain a positive, organized and safe learning environment.
8. Manage time, materials and equipment effectively.
9. Instruct and supervise the work of volunteers and aides when assigned.
10. Establish and maintain effective and efficient record keeping procedures.
11. Use effective student behavior management techniques.
12. Assist in enforcement of school rules, administrative regulations and Board policies.
13. Develop effective assessment strategies to assist the continuous development of students.
14. Interpret data for diagnosis, instructional planning and program evaluation.
15. Establish appropriate testing environment and test security.
16. Demonstrate knowledge and understanding of subject matter content.
17. Apply principles of learning and effective teaching in instructional delivery.
18. Use a multimedia approach utilizing a variety of materials and equipment to meet the needs of students.
19. Use appropriate strategies and techniques to enhance critical thinking skills in students.
20. Apply appropriate instructional modification for students with special needs.
21. Provide quality work for students that is challenging and relevant to the goals and objectives of the class.
22. Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law.
23. Provide instruction on safety procedures and proper handling of materials and equipment.
24. Use appropriate materials, technology and resources to help meet learning needs of all students.
25. Provide a positive environment in which students are encouraged to be actively engaged in the learning process.
26. Communicate effectively, both orally and in writing, with other professionals, students, parents and the community.
27. Collaborate with other professionals and parents after recognizing student distress or abuse.
28. Collaborate with peers to enhance the instructional environment.
29. Assist others in acquiring skills and knowledge in specific areas of responsibility.
30. Engage in a continuing quest for personal growth through inservice, classes and study.
31. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.
32. Model professional and ethical conduct when dealing with students, peers, parents and the community.
33. Perform and fulfill all professional responsibilities.
34. Prepare all required reports and maintain all appropriate records.
35. Support school improvement initiatives by active participation in school activities, services and programs.
36. Ensure that student growth and achievement is continuous and appropriate for age group, subject area and/or program classification.
37. Other activities as needed for effective/efficient school operation.

**TERMS OF EMPLOYMENT:**

Salary and benefits shall be paid consistent with the School's approved

compensation plan.

Length of the work year and hours of employment shall be those established by the School.

**EVALUATION:**

Performance of this job will be evaluated in accordance with provisions of the Imagine School's policy on evaluation of personnel.

## IMAGINE SCHOOLS SPACE COAST REGION

### ESE Teacher JOB DESCRIPTION

#### **QUALIFICATIONS:**

1. Master's Degree from an accredited educational institution.
2. Certification in ESE

#### **KNOWLEDGE, SKILLS AND ABILITIES:**

- Basic understanding of ESE students and their disabilities.
- Knowledge of staffing requirements into ESE programs.
- Knowledge of local, state and federal ESE guidelines.
- Ability to interface with school personnel and parents.
- Knowledge of curriculum scheduling and programming for ESE.
- Knowledge of Individual Education Plan (IEP) production and follow through.

**REPORTS TO:** Principal or designee

**Job Goal-** To assure identification, program development, placement, and educational services of exceptional education students are in accordance with local, state and federal guidelines.

#### **SUPERVISES:**

N/A

#### **PERFORMANCE RESPONSIBILITIES:**

1. Serve as a Charter School representative at ESE staffings.
2. Provide services to regular staff members who work with mainstreamed ESE students.
3. Provide assistance and information to parents of ESE students.
4. Provide Crisis Intervention Services to all ESE staff and students as needed.
5. Serve as a resource to the guidance department when needed.
6. Provide classroom observation for students being considered for ESE placement.
7. Conduct the staffing process and ensure that required procedures and documentation are fulfilled.
8. Use effective student behavior management techniques.
9. Develop effective assessment strategies to assist the continuous development of students.
10. Interpret data for diagnosis, instructional planning and program evaluation.
11. Establish appropriate testing environment and test security.
12. Apply principles of learning and effective teaching in instructional delivery.
13. Use a multimedia approach utilizing a variety of materials and equipment to meet the needs of

students.

14. Provide a positive environment in which students are encouraged to be actively engaged in the learning process.
15. Communicate effectively, both orally and in writing, with other professionals, students, parents and the community.
16. Coordinate articulation between departments, schools and/or agencies for ESE students.
17. Coordinate ESE transportation for the school site.
18. Maintain accurate ESE records for auditing purposes.
19. Schedule and conduct student eligibility staffings.
20. Schedule and conduct initial IEP/placement meetings.
21. Assist with FTE process and data collection.
22. Assist with scheduling of ESE students.
23. Transition incoming ESE transfer students.
24. Assist with parent-teacher conferences as requested.
25. Facilitate the referral of students for medical or psychiatric evaluation.
26. Orient new teachers to ESE curriculum, classroom management and IEP development.
27. Provide direction for inservice and training necessary for ESE Programs.
28. Establish short- and long-range goals based on student needs and School and state curriculum requirements.

**TERMS OF EMPLOYMENT:**

Salary and benefits shall be paid consistent with the School's approved compensation plan.

Length of the work year and hours of employment shall be those established by the School.

**EVALUATION:**

Performance of this job will be evaluated in accordance with provisions of the Imagine School's policy on evaluation of personnel.

## IMAGINE SCHOOLS SPACE COAST REGION

### **Business Manager** **JOB DESCRIPTION**

#### **QUALIFICATIONS:**

- (1) Bachelor's Degree from an accredited educational institution in Accounting/Business Administration. (Preferred)
- (2) Evaluation proficiency testing to include Excel, data entry and Primary Skills Testing.

#### **Or:**

- (1) Associate of Art's Degree in a business related field or comparable experience.
- (2) Experience in working with computerized accounting and financial spreadsheets.
- (3) Demonstrable computer proficiency.

#### **KNOWLEDGE, SKILLS AND ABILITIES:**

- Ability to organize a workload in order to meet specific deadlines.
- Ability to plan, organize and prioritize activities.
- Working knowledge of Windows software, including Excel, and MAS500.
- Ability to communicate effectively, both orally and in writing.
- Ability to work cooperatively with others.
- Knowledge and ability to keep budget and financial records in an accurate manner.
- Knowledge of acceptable accounting standards.

#### **REPORTS TO:**

Principal

**Job Goal-** Directly responsible for bank account reconciliations, account analysis, trial balances and annual financial reporting. Assist with purchase orders and contract encumbrances

#### **SUPERVISES:**

N/A

#### **PERFORMANCE RESPONSIBILITIES:**

1. Reconciles selected Board checking accounts and investment accounts for selected funds with the appropriate general ledger control accounts on a monthly basis within 30 days of receipt of statements.
2. Notify the Treasurer, in writing, of any unusual reconciling items including but not limited to altered checks, payee/endorsee discrepancies, shortages/overages in deposits, or deposits not entered into the general ledger.
3. Monitoring and making appropriate adjustments to various general fund accounts necessary to maintain accounting controls.
4. Assist external auditors examining District records.
5. Report on abandoned property in all district accounts.
6. Maintain detailed analysis of funds reconciliations.
7. Post Tax Collector distributions and analysis relative to general ledger postings.
8. Review and process all stop payment requests and advise of status of re-issue.

9. Prepare Public Depository Reports, monitor accounts to insure they are meeting Florida Statutes.
10. Demonstrate initiative in the performance of assigned responsibilities.
11. Collect, compile and process all necessary information for invoice payments and ensure all required purchasing records are prepared before purchase orders are issued.
12. Ensure that correct accounting codes are recorded on all purchase orders, that expenditures are charged to the proper budget and that funds are available before purchase orders are issued.
13. Maintain the general ledger, including balancing the inter-fund accounts, validating all general ledger coding for accuracy, and compiling all expenditures and revenues from payroll, accounts payable and journal entries.
14. Maintain records of all invoices and purchase orders processed.
15. Disseminate accounts payable warrants to vendors.
16. Provide for a safe and secure workplace.
17. Model and maintain high ethical standards.
18. Follow attendance, punctuality and proper dress rules.
19. Maintain confidentiality regarding school matters.
20. Maintain positive relationships with staff and vendors.
21. Participate in workshops and training sessions as required.
22. Communicate effectively with staff and public.
23. Keep supervisor informed of potential problems or unusual events.
24. Respond to inquiries and concerns in a timely manner.
25. Prepare all required reports and maintain all appropriate records.
26. Follow all School policies, rules and regulations.
27. Exhibit interpersonal skills to work as an effective team member.
28. Demonstrate support for the School and its goals and priorities.
29. Conducts team inservice to promote understanding of the financial operation of the school.
30. Other activities as needed for effective/efficient school operation.

**TERMS OF EMPLOYMENT:**

Salary and benefits shall be paid consistent with the School's approved compensation plan.

Length of the work year and hours of employment shall be those established by the School.

**EVALUATION:**

Performance of this job will be evaluated in accordance with provisions of the Imagine School's policy on evaluation of personnel.

## IMAGINE SCHOOL SPACE COAST REGION

### Attendance Clerk JOB DESCRIPTION

#### QUALIFICATIONS:

- (1) High School Diploma or equivalent.

#### KNOWLEDGE, SKILLS AND ABILITIES:

- Knowledge of and ability to use computer operation for attendance data.
- Ability to communicate and work with people on varied levels.
- Demonstrate effective oral and written communication.
- Knowledge of FTE procedures.
- Knowledge in student data membership entry.
- Ability to shift from one job to another.
- Ability to manage time effectively.
- Ability to multi-task.

#### REPORTS TO:

School Principal or Designee

**Job Goal-** To ensure student attendance records are accurate.

#### PERFORMANCE RESPONSIBILITIES:

1. Enter morning attendance into computer database.
2. Issue tardy slips as appropriate following school guidelines.
3. Generate the daily absentee list.
4. Assist in the FTE accounting process.
5. Communicate daily with a variety of parents and staff.
6. Assist office staff with answering the telephone and greeting parents.
7. Maintain files and records as assigned.
8. Maintain confidentiality regarding school matters.
9. Keep supervisor informed of potential problems or unusual events.
10. Respond to inquiries and concerns in a timely manner.
11. Other activities as needed for effective/efficient school operation

#### TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the School's approved compensation plan.

Length of the work year and hours of employment shall be those established by the School.

#### EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Imagine School's policy on evaluation of personnel.

## IMAGINE SCHOOLS SPACE COAST REGION

### Teacher Aide JOB DESCRIPTION

#### QUALIFICATIONS:

- (1) Minimum of two years in Child Development coursework, OR, have a two year “AA” degree or have successfully completed the “Para-Pro Test”
- (2) Eagerness to assist children in the learning process.

#### KNOWLEDGE, SKILLS AND ABILITIES:

- Knowledge of child growth and development.
- Ability to perform first aid and CPR.
- Some understanding of various exceptionalities.
- Possess good organizational skills.
- Ability to prioritize functions and manage time wisely.
- Ability to communicate effectively, both orally and in writing.

#### REPORTS TO:

Principal or designee

**Job Goal-** To assist students in reaching their maximum potential.

#### SUPERVISES:

N/A

#### PERFORMANCE RESPONSIBILITIES:

1. Assist in the supervision of students on campus as well as in the classroom.
2. Work with students in groups and/or individually as directed by the teacher.
3. Grade, record and distribute papers as directed.
4. Assist with supervision of the cafeteria.
5. Escort students to the library and other areas of the building.
6. Assist and monitor testing of students in preparation for tests.
7. Accompany students to classes outside their normal setting.
8. Distribute textbooks and other materials at the direction of the teacher.
9. Operate equipment for videos, movies and other media used by the teacher.
10. Assist new students in adjusting to their new environment.
11. Assist with class / student projects.
12. Assist with the distribution of report cards and other reports to parents.
13. Demonstrate initiative in the performance of assigned responsibilities.
14. Provide for a safe and secure workplace.
15. Model and maintain high ethical standards.
16. Follow attendance, punctuality and proper dress rules.
17. Maintain confidentiality regarding school matters.



18. Maintain positive relationships with staff, parents and students.
19. Participate in workshops and training sessions as required.
20. Keep supervisor informed of potential problems or unusual events.
21. Respond to inquiries or concerns in a timely manner.
22. Prepare all required reports and maintain all appropriate records.
23. Follow all Imagine School policies, rules and regulations.
24. Exhibit interpersonal skills to work as an effective team member.
- 25.** Must maintain absolute confidentiality of student/staff information
26. Demonstrate support for the School and its goals and priorities.
27. Other activities as needed for effective/efficient school operation.

**TERMS OF EMPLOYMENT:**

Salary and benefits shall be paid consistent with the School's approved compensation plan.

Length of the work year and hours of employment shall be those established by the School.

**EVALUATION:**

Performance of this job will be evaluated in accordance with provisions of the Imagine School's policy on evaluation of personnel.

## IMAGINE SCHOOLS SPACE COAST REGION

### **Bus Driver** **JOB DESCRIPTION**

#### **QUALIFICATIONS:**

- (1) Possess a High School Diploma or equivalent, or attain such within the six month probation period
- (2) Possess a Commercial Driver's License (CDL) with Class B endorsement.
- (3) Must pass an annual physical examination.
- (4) Successful completion of a forty-hour (40) training course.
- (5) Successful drug screening.
- (6) No DUI convictions.

#### **KNOWLEDGE, SKILLS AND ABILITIES:**

- Basic understanding of the skillful and safe operation of both large and small buses.
- Thorough understanding of state of Florida traffic regulations.
- Ability to interact with students and adults.

#### **REPORTS TO:**

Principal

#### **SUPERVISES:** N/A

**JOB GOAL-** To successfully transport students to and from school in a timely manner in a safe and healthy environment.

#### **PERFORMANCE RESPONSIBILITIES:**

1. Display a thorough understanding of the safe operation of a school bus.
2. Perform a pre- and post-route bus inspection according to established guidelines
3. Perform, twice annually, bus evacuation drills according to established guidelines.
4. Display a thorough understanding and use of the District and/or school Bus Discipline Procedures.
5. Maintain the proper records and reports as required.
6. Follow the twenty-day (20) inspection process.
7. Report any and all irregularities in vehicle performance.
8. Maintain a clean bus interior.
9. Instruct students in safety precautions and bus rules.
10. Signal children when to cross street or highway and see them safely across before departing.
11. Demonstrate initiative in the performance of assigned responsibilities.
12. Model and maintain high ethical standards.
13. Follow attendance, punctuality and proper dress rules.
14. Maintain confidentiality regarding school matters.
15. Maintain positive relationships with staff and students.

16. Participate in workshops and training sessions as required.
17. Communicate effectively with staff, students and parents.
18. Keep supervisor informed of potential problems or unusual events.
19. Respond to inquiries and concerns in a timely manner.
20. Follow all School Board policies, rules and regulations.
21. Exhibit interpersonal skills to work as an effective team member.
22. Demonstrate support for the School District and its goals and priorities.
23. Perform other incidental tasks consistent with the goals and objectives of this position.
24. Other activities as needed for efficient/effective school operation

**PHYSICAL REQUIREMENTS:**

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

**TERMS OF EMPLOYMENT:**

Length of the work year, salary and hours of employment shall be those established by the School.

**EVALUATION:**

Performance of this job will be evaluated in accordance with provisions of Imagine Charter School's policy on evaluation of personnel.

**Appendix D**  
**Imagine Schools in Florida**  
**Academic and Financial**  
**Performance**

# Academic Performance

Imagine Schools participates in the mandatory state assessments, but also identifies individual learning gains for all students annually. Students in grades 3-8 are pretested with the Stanford 10 within the first few weeks of school and the NRT portion of the FCAT is used as the post test for grades 3-8. The Stanford Achievement Test 10 is utilized in grades K-2 in the spring for post testing. Appendix D includes the FCAT-SSS data on all Imagine Schools in Florida for the 2006-2007 and 2007-2008 school years.

The attached Table provides the mean and median NCE Learning gains by school for Reading and Math, along with combined Learning gains, in both. The Stanford 10 Achievement Test was administered as pre test in the fall of 2007 for all grade levels (grades 1-8). The spring results are based on the NRT portion of FCAT which is given in the spring of 2008 for grades 3 through 8. Grades 1 & 2 were administered regular Stanford 10 in the spring of 2008. These results represent the students who had valid data in both the fall and the spring tests.

The learning gains are calculated looking at the growth from fall to spring for each school. As one can see, almost all schools showed 1 or more years of growth in both Reading and Math. The combined mean and median also show a similar trend for the schools. The highest combined growth is posted by P. M. Wells Charter School. Also, close to 82% of students in P. M. Wells Charter School showed one or more years of growth in reading and math. Except in Imagine Susie Daniel Charter Elementary, close to 70% of students showed one or more years of growth in reading and math.

**Imagine Schools 2007-2008 Academic Achievement**

School	# of matched students in Reading	# of matched students in Math	Overall Mean Reading	Overall Mean Math	N count read	N count math	Combined Total Mean In Reading & Math	Overall Median Reading	Overall Median Math	Combined Total Median in Reading & Math	% of students demonstrating 1.0 or more years of growth in Reading	% of students demonstrating 1.0 or more years of growth in Math
Imagine Schools at River's Edge Charter Academy	201	203	1.34	1.74	201	203	1.54	1.09	1.14	1.12	64.2	69.4
P.M. Wells Charter School	563	564	1.61	1.60	563	564	1.60	1.26	1.19	1.22	82.1	82.9
Imagine Charter at North Manatee	88	91	1.17	1.33	85	88	1.25	1.14	1.27	1.21	64.7	74.1
Kissimmee Charter	589	597	1.50	1.60	589	597	1.55	1.16	1.20	1.18	77.3	79.1
Canoe Creek Charter	340	348	1.50	1.66	340	348	1.58	1.20	1.20	1.20	73.5	72.7
Imagine South Lake Charter School**	430	434	3.20	2.40	430	434	2.80				67.5	74.6
Imagine Charter at North Lauderdale	435	424	1.30	1.60	435	424	1.45	1.07	1.19	1.13	64.4	72.3
Imagine Charter at Weston	712	720	1.20	1.00	712	720	1.10	1.15	0.96	1.05	71.6	67.8
Chancellor Charter at Lantana	413	415	1.50	1.50	413	415	1.50	0.97	1.00	0.99	67.3	73.3
Imagine Susie Daniel Charter Elementary	122	126	1.50	0.90	122	126	1.20	1.04	1.06	1.05	51.8	43.8

\*\* Scaled Scores were used to calculate the mean in the absence of NCE.

# **Financial Performance**

The fourth quarter unaudited financials for the ten Florida Imagine Schools. The existing debt on Imagine Schools acquired when Imagine merged with Chancellor Beacon Academies in June 2004 has been restructured to ensure a recovery plan that's been positively cited by a third party auditor.

**Appendix E**  
**People Policies Handbook**  
**Faculty Operations**  
**Handbooks Table of Contents**





**Imagine Schools, Inc.**

**People Policies Handbook**

**Issue Date: June 2006**

**ACKNOWLEDGEMENT OF RECEIPT OF PEOPLE POLICIES HANDBOOK**

This will acknowledge that I have received and read my copy of the Imagine Schools People Policies Handbook.

I will read and familiarize myself with all the rules and regulations contained in this handbook and understand that I should consult with my supervisor regarding any questions I have concerning the policies in the Handbook. *I have entered into my employment relationship with Imagine Schools, Inc. voluntarily and acknowledge that there is no specified length of employment. Accordingly, either Imagine Schools, Inc. or I can terminate the relationship at will, with or without cause, at any time, so long as there is no violation of applicable federal, state or local law.*

I understand that this policy statement is only a statement of general employment policies applicable to all Imagine Schools and does not include the rules applicable to my Imagine School location or particular set responsibilities. The Company retains the right to change wages and all other working conditions, as it deems necessary. In the case of insurance and retirement plan benefits, the current insurance or retirement plan documents control. I acknowledge that revisions to the policy statement may occur, except to Imagine Schools, Inc.'s policy of employment-at-will. I understand that Imagine Schools, Inc. retains the right to modify, supplement, or in some cases, eliminate any of the published or unpublished policies, benefit programs and other practices at any time, with or without notice, and to change employee contributions to health and benefit programs without notice. I understand that revised information may supersede, modify, or eliminate existing policies.

*Furthermore, I acknowledge that this policy statement is neither a contract of employment nor a guarantee of any particular terms or conditions of employment.*

NAME (print): \_\_\_\_\_

SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

WELCOME

Dear Fellow Imagine Schoolers:

It is with pleasure that I welcome you as a member of the Imagine Schools family. We are a unique organization of committed, caring, and highly talented individuals focused on helping parents educate their children. I take great pride in knowing that the work we do every day is dedicated to develop the intellect and character of the children who attend our schools. We must never lose our commitment or our dedication to doing what is right and honorable.

As we continue to grow and expand as an organization, it is imperative that you fully understand your responsibility to conduct yourself in the most ethical and honorable manner possible. Doing what is right and good for our students and fellow employees also involves abiding by all laws, statutes and regulations that govern our business and everyday lives. You are expected to conduct yourself appropriately, in whatever situation you may find yourself, and exhibit behavior that is guided by our school values of integrity, justice, and fun.

We believe that you can contribute directly to Imagine Schools' growth and success, and hope you will take pride in being a member of our family. I am confident your employment here will be a challenging, enjoyable, fun, and rewarding experience.

On behalf of the Board of Directors of Imagine Schools, and your colleagues, I wish you every success.

Yours truly,



Dennis Bakke  
President and CEO

The policies outlined below are intended only as a general guide to people in the employment of Imagine Schools nationwide. Schools and offices may establish additional policies and work rules to assist in the effective operation of their respective school or office. Contact your supervisor if you have any questions regarding the policies.

Imagine Schools is a company, comprised mostly of teachers, that operates public charter schools and independent schools. The individuals Imagine Schools employs to carry out our important mission are above all else people and we strive to treat them with the respect and dignity that each individual deserves. Accordingly, we endeavor to refer to the members of our family of dedicated workers not as “employees”, but as “Imagine Schools People”.

Three Shared Values (**Integrity, Justice, and Fun**) guide Imagine Schools' decisions and activities:

**Integrity** means wholeness, or how things fit together. In the school setting it means we must balance the teaching and modeling of character development and academic achievement. It drives us to live the same values outside the schoolhouse as we do inside. It requires us to give the same priority to the stewardship of resources as we do the development of virtuous characters and the attainment of academic success. It requires us to learn about and assist other Imagine Schools People to accomplish Imagine Schools' goals company wide. Of course, it also means living up to our commitments to students, parents, and the local community. Integrity requires freedom mixed with responsibility and accountability.

**Justice** means to each person what he or she deserves and to each person what is appropriate. Since each student, Imagine School Person, parent, and organization with whom we interact is unique, each must receive special treatment. Justice does not mean sameness or equality, but that everyone is treated uniquely and appropriately.

In partnership with local schools, Imagine Schools strives to create the most fun and successful schools possible. The **Fun** value requires extraordinary decentralization of decision making to teachers, staff, and students to create a joy-filled school. Imagine Schools believes that each person was born to use his mind, heart, and physical skills to take actions, make decisions, and be held responsible for the results. The key to an exciting, fulfilling, and enjoyable school is creating an environment where all participants can be involved in educational, economic, and administrative decisions and take responsibility for the results.

Schools operated by Imagine Schools expect to be in the top quartile of “best” or excellent schools compared to other public schools serving in similar area, by six measures of excellence.

- (1) Adherence to Shared Values of Integrity, Justice, and Fun as measured by annual values survey and other related methods.
- (2) Parent Choice as measured by school enrollment (did parents choose our school) and student attendance.
- (3) Academic Achievement as measured by the highs of annual student gains or absolute proficiency performance on standardized tests.
- (4) Charter Character Development as measured by annual changes in student behavior.
- (5) Economic Sustainability as measured by each school's positive annual cash flow, without being supplemented by charitable giving.
- (6) New School Development as measured by the number and quality of new schools started (reproduced) annually.

## WHAT YOU CAN EXPECT FROM US

### **Nature of Employment**

This handbook outlines the current business practices, policies, benefits and regulations in effect at the time of publication. It is not intended to and cannot anticipate every situation or answer every question about employment. It is not an employment contract and is not intended to create contractual obligations of any kind. Neither you nor the Company is bound to continue the employment relationship if either chooses, at its will, to end the relationship at any time, for any or no reason.

The employment-at-will relationship cannot be modified by any other statement made in this handbook or any other written or oral communication, except a written contract entered into for that express purpose and signed by both you and the President and CEO of Imagine Schools. No person in the employment of Imagine Schools should rely on verbal or written comments made by anyone else at Imagine Schools as a guarantee for special privileges, working conditions, or length of employment. No representative of the Company, other than its President and CEO, has the authority to enter into an expressed or implied agreement for employment for a specified period of time or to make any agreement contrary to the foregoing.

#### **Communication Environment**

Imagine believes that suggestions for improving operations should be freely exchanged. We welcome new ideas that may be beneficial to our operations. Imagine School People are encouraged to talk to their supervisor regarding any suggestions, concerns, questions, or problems. Our "Open Door" policy offers all Imagine Schools People the freedom to discuss anything they wish with their supervisors, and if necessary, with any other Imagine Schools Person. Your suggestions and comments on any subject are important, so we encourage you to take every opportunity to discuss them openly. Our experience has shown that when people deal openly and directly with their peers, the work environment can be excellent, communications can be clear, and attitudes can be positive. We believe that Imagine Schools amply demonstrates its commitment to employees by responding effectively to employee concerns.

**Imagine Schools, Inc.**  
1005 North Glebe Road, Suite 610  
Arlington, VA 22201  
703-527-2600  
info@imageschools.com

#### **Equal Employment Opportunity**

We are committed to the policy of non-discrimination on the basis of race, sex, color, religion, national origin, veteran status, age, marital status, disability, or any other status protected by state or local law in all facets of the operation. This includes, but is not limited to, recruitment, selection, hiring, promotion, transfers and termination, or other employment actions for all positions; compensation, benefits, Company-sponsored training, education, tuition assistance, social and recreational programs, sale of any Company products or services, purchase of supplies, materials or services and grants or contributions to charitable and non-profit organizations.

Imagine Schools will make reasonable accommodations for qualified individuals with known disabilities unless doing so would result in an undue hardship or the endangerment of coworkers or the individual. This policy governs all aspects of employment, including selection, job assignment, compensation, discipline, termination, and access to benefits and training.

#### **No Harassment**

Imagine Schools does not tolerate harassment of any of our Imagine Schools People, applicants, students, parents, vendors, or customers. Any form of harassment related to an individual's race, color, sex/gender, religion, age, marital status, national origin, disability and any other categories protected by state or local law is a violation of this policy and will be treated as a disciplinary matter. For these purposes, the term "harassment" includes, but is not limited to:

- Offensive or inappropriate questions, remarks, comments, jokes or slurs pertaining to an individual's race, color, sex/gender, religion, age, national origin, disability, or citizenship status
- Offensive sexual remarks, sexual advances or requests for sexual favors regardless of the gender of the individuals involved
- Offensive physical conduct, including touching, leering or ogling, regardless of the gender of the individuals involved
- Offensive or demeaning pictures, drawings or photographs or other communications, including e-mail

- Threatening reprisals for an Imagine Schools Person's refusal to respond to requests for sexual favors or for reporting a violation of this policy. Violation of this policy will subject an employee to disciplinary action, up to and including immediate discharge. Therefore, if you have any questions about what constitutes harassing behavior or what conduct is prohibited by this policy, please discuss with your supervisor.

If you feel you or a student is being harassed you should notify your supervisor immediately.

You should also be aware that no supervisor or leader is authorized to make any employment decision based in any way on an Imagine Schools Person's submission to or rejection of sexual conduct or advances. No supervisor or other member of the leadership team has the authority to suggest to any Imagine Schools Person that his or her continued employment or future advancement will be affected in any way because he or she enters into or refuses to enter into any form of sexual or other personal relationship with a member of the leadership team. No member of the leadership team may coerce an Imagine Schools Person into a sexual relationship and then reward him or her. No supervisor or member of the leadership team may take disciplinary action against an Imagine Schools Person or deny a promotion, transfer, award, etc. to such Imagine Schools Person because he or she has rejected sexual advances.

In addition, no Imagine Schools Person is authorized to make any academic or disciplinary decision based in any way on a student's submission to or rejection of sexual conduct or advances. No Imagine Schools Person has the authority to suggest to any student that the student's continued attendance or future advancement will be affected in any way because the student enters into or refuses to enter into a form of sexual or other personal relationship with the Imagine Schools Person. No Imagine Schools Person may coerce a student into a sexual relationship and then reward the student. No Imagine Schools Person may take disciplinary action against a student or deny a promotion, award, grade, or benefit to a student because he or she has rejected sexual advances.

If you feel that you are being harassed, you should tell that individual how you feel. We also ask that you immediately report the matter to your supervisor or Principal so that we can ensure that the conduct is stopped. Supervisors are required to contact the next person in their supervision chain, as soon as a claim of harassment is reported. If you believe that a supervisor, leadership team member, or other Imagine Schools Person has acted inconsistently with this policy, if you are not comfortable bringing a complaint regarding harassment to your immediate supervisor or if you believe that your complaint concerning a coworker, parent, or an employee of a customer or vendor has not been handled to your satisfaction, please immediately contact your Regional Vice President and arrange for a meeting to discuss your complaint. If an Imagine Schools Person has exhausted all remedies and does not have resolution, please feel free to contact your Executive Vice President. You may be assured that your complaint will be kept as confidential as possible. You will not be penalized in any way for reporting improper conduct.

It is your responsibility to bring your complaints and concerns to our attention so that we can take whatever steps are necessary to resolve them.

#### **Compensation and Benefits**

- A. **Pay Schedule and Deductions.** A regular pay schedule has been set up for each location. You will be informed on your first day of employment whether you are paid monthly, semi-monthly or bi-weekly. **All paperwork must be completed and turned in to your administrator prior to your receiving your first paycheck.** You are responsible for the accuracy of your paycheck. Therefore, be sure to review your paycheck or voucher each pay period. In the unlikely event that there is an error, you should promptly notify your supervisor so that any necessary corrections can be made as quickly as possible.

Imagine Schools is required by law to deduct any federal and where applicable, state and local withholding and social security taxes from your pay. Other deductions, such as group medical and other benefit plan premiums, will be made when authorized in writing by you. Additionally, legal demands for wage garnishments or child support must also be honored. Should we receive a demand, we will garnish wages according to the federal and statutory limits. Notification will be made to you upon receipt of a demand specifying the amount and commencement date. Copies of the order will be provided with the notification.

- B. **Benefits.** Eligible Imagine Schools People are offered a comprehensive set of benefits to supplement regular wages. A number of the programs cover all Imagine Schools People in the manner prescribed by law. Some benefit programs require contributions from the Imagine schools Person; some are fully paid by Imagine. Imagine Schools People should receive printed material describing most of these benefits in further detail. Requests for information should be directed to your administrative offices. Benefits may be revised or terminated at any time at Imagine's sole discretion. Benefit eligibility is dependent upon a variety of factors, including employment classification. Each Imagine Schools Person's immediate supervisor can identify the programs for which he or she is eligible.

#### **Reasonable Accommodation**

Imagine Schools is committed to working, and providing necessary reasonable accommodations to its Imagine Schools People who have physical and/or mental disabilities. Reasonable accommodation is available to all disabled employees, where their disability affects the performance of job functions and where the accommodation will neither cause an undue hardship on the Company, nor endanger the safety of the individual seeking the accommodation or the coworkers of such individual. All employment decisions are based on the merits of the situation in accordance with defined criteria, not the disability of the individual. It is your responsibility to notify your supervisor and provide information on any limitations or restrictions you may have in performing the essential responsibilities of your job.

#### **Life-Threatening Illnesses in the Workplace and Employee Medical Information**

Imagine Schools People with life-threatening illnesses, such as cancer, heart disease, and AIDS, often wish to continue their normal pursuits, including work, to the extent allowed by their condition. We will support these endeavors as long as the individual is able to meet acceptable performance standards. As in the case of other disabilities, the Company will make reasonable accommodations in accordance with all legal requirements to allow qualified Imagine Schools People with life-threatening illnesses to perform the essential functions of their jobs.

#### **Vacation and Sick Leave**

Vacation time is available to eligible Imagine Schools People to provide opportunities for rest, relaxation and personal pursuits. Vacation time is based upon both office/school site and individual responsibilities, and may include other qualifying factors. You will be informed on your first day of employment of your vacation benefit.

In the event of a personal illness or injury, doctor's appointments, immediate family member illness, etc. and you are unable to attend to your duties, we encourage you to stay home. However, we ask that you use your best judgment in these cases and attempt to schedule doctor's appointments during non-working hours or request assistance from another associate during any absence.

We do not permit Imagine Schools People to take pay in lieu of vacation and/or sick leave.

#### **Family and Medical Leave**

Eligible Imagine Schools People, as indicated below, may take up to 12 weeks of unpaid, job-protected leave under the Family and Medical Leave Act ("FMLA") in a twelve-month period for specified family and medical reasons.

- A. **Eligibility** - To be eligible for FMLA leave you must:
- 1) Have worked at least 12 months for the Company;
  - 2) Have worked at least 1,250 hours for the Company over the preceding 12 months; and
  - 3) Work at a location where there are at least 50 employees within 75 miles.
- B. **Conditions Triggering Leave** – FMLA leave may be taken from the following reasons:
- 1) Birth of a child, or to care for a newly-born child;
  - 2) Placement of a child with the Imagine Schools Person for adoption or foster care;
  - 3) To care for an immediate family member, spouse, child, and Imagine Schools Person's parents with a serious health condition;

4) Because of the Imagine Schools Person's serious health condition which makes the individual unable to perform the functions of his or her job.

C. Duration of Leave

Eligible Imagine Schools People may receive up to 12 work weeks of unpaid leave during any "rolling" 12 month period, measured backward from the date of any FMLA leave. FMLA leave for the birth or placement of a child for adoption or foster care must be concluded within 12 months of the birth or placement. You may take FMLA leave intermittently, or by reducing your normal weekly or daily work schedule, when medically necessary for your own or immediate family member's serious health condition. Intermittent leave is not permitted for birth of a child, to care for a newly born child, or for placement of a child for adoption or foster care. Imagine Schools People who require intermittent leave or reduced-schedule leave must try to schedule their leave so that it will not disrupt the School's operations.

D. Use of Accrued Paid Leave

Depending on the purpose of your leave request, you may choose (or you may be required) to use accrued paid leave, if available, concurrently with some or all of the FMLA leave.

E. Maintenance of Health Benefits

If you and/or your family participate in the Company's health plan, the Company will maintain coverage under the plan during your FMLA leave on the same terms as if you had continued to work. If applicable, you must make arrangements to pay your share of health plan premiums while on leave. In some instances, the Company may recover premiums it paid to maintain health or other benefits for you and/or your family.

F. Job Restoration

Upon returning from FMLA leave, you will normally be restored to your original job or to an equivalent job with equivalent pay, benefits, and other employment terms and conditions.

G. Notice of Medical Certification

When seeking FMLA leave, you must provide:

- 1) Thirty (30) days' advance notice of the need to take FMLA leave, if the need is foreseeable, or notice as soon as practicable in the case of unforeseeable leave;
- 2) Medical certification supporting the need for leave due to a serious health condition affecting you or an immediate family member must be returned before your leave begins, or if not possible, within 15 days of the Company's request to provide the certification. If you fail to do so, we may delay the commencement of your leave or withdraw any designation of FMLA leave, in which case your leave of absence would be unauthorized, subjecting you to discipline up to and including termination. Second or third medical opinions and periodic certifications may also be required.
- 3) Periodic reports as deemed appropriate during the leave regarding your status and intent to return to work; and
- 4) Medical certification of your fitness for duty before returning to work, if the leave was due to your serious health condition.

Failure to comply with the foregoing requirements may result in delay or denial of leave.

H. Failure to Return after FMLA Leave

An Imagine Schools Person who fails to return to work as scheduled after FMLA leave or exceeds the 12-week FMLA entitlement may be subject to termination of employment.

I. Limited Nature of This Policy

This policy is intended to provide only those leave benefits and protection required by the FMLA.

**Reporting While on Leave and Returning to Work**

- A. Reporting While on Leave. If you take leave because of your own serious health condition or to care for a covered relative or dependent with a serious health condition, please contact your supervisor on a prescheduled basis regarding the status of the medical condition and your intention to return to work. In addition, you must give notice as soon as practicable (within two business days, if feasible) if the dates of leave change or are extended or initially are unknown.
- B. Return to Work. If you take leave because of your own serious health condition (except if you are taking intermittent leave), you must provide medical certification that you are able to resume work before you return. **If you fail to complete the return to work medical certification, you will not be permitted to resume work until it is provided.** Certain "key employees" may be denied restoration to their prior or



equivalent position. Key employees are those employees who are among the highest paid ten percent of employees within 75 miles of the worksite. Denial is based on the following conditions:

- (i) The denial is necessary to prevent substantial economic injury to the Company;
  - (ii) The Company has notified the Imagine Schools Person of its decision to deny restoration should the leave take place or continue; and
  - (iii) The Imagine Schools Person elects not to return to work after being notified of the Company's decision.
- C. No Work While On Leave. The taking of another job while on family or medical leave or any other authorized leave may lead to disciplinary action, up to and including discharge. In addition, such other work will be reported to the insurance company.

#### **Military Leave**

Imagine Schools People who require time off from work to fulfill military obligations will be treated in accordance with the applicable requirements of state and federal law. You are expected to notify your supervisor of upcoming military duty by providing him or her with a copy of your orders as soon as possible.

#### **Civic Duty**

We teach our students good citizenship and encourage Imagine Schools People to fulfill their civic responsibilities.

- A. Jury Duty: If you receive a call to jury duty, please notify your supervisor immediately so that accommodations can be made for your absence. Either you or the Company may request an excuse from jury duty if, in the Company's judgment, your absence would create serious operational difficulties. Imagine Schools People who are absent because of jury duty will be compensated by the Company in conjunction with applicable federal, state and local law. Imagine will continue to provide health insurance benefits for the full term of the absence whether or not the jury duty leave, or any part thereof, is unpaid.
- B. Voting: Although polls are open from 7am to 7pm, we realize that in some instances, you may be required to work overtime and therefore, find these hours are not sufficient to enable you to access the polls. In these instances, please contact your supervisor in advance of voting day to work out an appropriate time.
- C. Witness Leave: If you are subpoenaed, other than in the course of your employment with Imagine Schools, to serve as a witness in a criminal or civil proceeding, you will be given the necessary unpaid time off as long as a copy of the subpoena is provided to your immediate supervisor in advance. Imagine will not discriminate against any Imagine Schools Person who is requested to serve as a witness.

#### **Immigration Law Compliance**

We are committed to employing only United States citizens and aliens who are authorized to work in the United States and do not unlawfully discriminate on the basis of citizenship or national origin. If you have a question on immigration law issues, you are encouraged to contact your supervisor. You may raise questions or complaints about immigration law compliance without fear of reprisal.

### WHAT WE EXPECT FROM YOU

#### **Business Ethics and Conduct**

The successful business operation and reputation of Imagine Schools is built upon the principles of fair dealing and ethical conduct of our Imagine schools People. Our reputation for integrity and excellence requires careful observance of the spirit and letter of all applicable laws and regulations, as well as a scrupulous regard for the highest standards of conduct and personal integrity.

It is each Imagine Schools Person's responsibility to be aware of and adhere to Imagine Schools' policies, procedures and standards of business conduct. Among the causes for corrective action, which may include immediate termination, are the following:

- (1) Acts of dishonesty, including, but not limited to, theft or misappropriation of money, supplies, information, equipment, or time.
- (2) Any act which calls into question the Imagine Schools Person's integrity, such as falsification of Imagine records and documents, competing in business with Imagine Schools, divulging trade secrets or confidential information, or engaging in any unethical conduct that may affect Imagine Schools or its reputation.
- (3) Any act that may create a dangerous situation, such as carrying a weapon on Imagine premises, physically or verbally assaulting another individual, student, parent, or disregarding safety standards.
- (4) The use, possession or sale of intoxicating beverages, illicit narcotics, drugs or controlled substances while at work, or reporting to work under the influence or in a condition not fit for work.
- (5) Unreasonable refusal to perform a job assignment, insubordination, or discourteous conduct toward students, parents, colleagues, supervisors or other Imagine Schools People.
- (6) Failure to adhere to attendance or time-keeping regulations, including excessive absenteeism or tardiness.
- (7) Violation of Imagine Schools' no harassment policy.
- (8) Violation of Imagine Schools' company, department, office or school rules and regulations.
- (9) Criminal conviction related to job duties.
- (10) Other action warranting appropriate causes for corrective action.

This list is not all-inclusive and there may be other circumstances for which Imagine Schools People may be disciplined, up to and including immediate discharge. Imagine Schools expects all Imagine Schools People to act responsibly by their words and actions while employed by the Company and/or its schools.

#### **Attendance and Punctuality**

Each Imagine Schools Person plays an important role in providing quality education. Therefore, attendance and punctuality are important factors for your success at Imagine Schools. We work as a team, and this requires that each person be in the right place at the right time. Therefore, absenteeism or tardiness can lead to disciplinary action, discharge or fines to pay substitutes.

If you are going to be late or absent from work for any reason, you must personally notify your supervisor as far in advance as possible so that proper arrangements can be made to handle your work during your absence. Of course, some situations may arise in which proper notice cannot be given. In those circumstances, you are expected to notify your supervisor as soon as possible. Personal issues requiring time away from work, such as doctors' appointments or other matters, should be scheduled during your non-work hours. When absence is due to illness, Imagine Schools reserves the right to require medical documentation. If you are absent from work for two days without notifying your supervisor, or a designee, it is presumed that you have abandoned your position with the company and your employment will be terminated.

#### **Conflicts of Interest**

Imagine Schools People have an obligation to conduct business within guidelines that prohibit actual or potential conflicts of interest. A conflict of interest arises when something, which might be of benefit to an Imagine Schools Person or a friend or relative of such individual, is detrimental to or not in the best interests of Imagine Schools and/or one of the schools.

#### **Confidentiality and Non-Disclosure**

All Imagine Schools People have an obligation to maintain confidentiality of information in accordance with applicable laws and regulations. Imagine Schools People may, by virtue of their employment with Imagine Schools, obtain access to sensitive, confidential, restricted and proprietary information about the Company or the schools, including, but not limited to, financial records, student records and files, referral or mailing lists, insurance numbers

and similar documents. Such confidential information shall be used solely by Imagine Schools People in the performance of their job duties for Imagine Schools and shall not be used in any other manner whatsoever without prior written consent of the Chief Executive Officer. Such confidential information is the exclusive property of the Company and under no circumstances whatsoever shall any Imagine Schools Person have the right to use, disclose or publish to others such confidential information subsequent to the termination of their employment.

Student information is also confidential and is protected by local, state and federal laws. Speaking about private matters concerning a child or his/her family is a breach of the confidence parents have entrusted to us. This is injurious to the total professional atmosphere and credibility of any school. All information on the child's confidential files is **confidential**. This also applies to discussing staff, their children and their families to friends outside of the Company and/or school.

Imagine Schools People who improperly use or disclose Confidential Information will be subject to disciplinary action, up to and including termination of employment and legal action, even if they do not actually benefit from the disclosed information.

#### **Company Property**

Imagine Schools People must obtain written permission from their supervisor to remove any Company and/or school property from the premises. No Imagine Schools Person should misuse, or use without authorization, equipment, vehicles, or other property of students and/or parents, vendors, other employees, or the Company and/or school. Any equipment or other Company/school property provided to Imagine Schools People in the course of their employment, including without limitation laptop computers, cellular telephones, access cards, keys, etc., must be immediately returned to Imagine Schools upon termination of employment. Additionally, upon termination of employment, Imagine Schools People must deliver to Imagine Schools any and all confidential information, including, but not limited to, all copies of such documents prepared or produced in connection with their employment or pertaining to the Company's business or the Imagine Schools Person's services for the Company, whether made or compiled by the individual or furnished to the individual in connection with such services to Imagine Schools.

#### **Electronic Communications**

The use of computer and other electronic equipment provided to Imagine Schools People in the course of their employment shall at all times be for educational and business purposes only. Use of Company systems for accessing or acquiring information and materials inappropriate to a school environment is against Company policy and is prohibited. Imagine Schools People should refrain from using Imagine computer systems in any way that may be seen as insulting, disruptive, offensive or harmful to morale.

Computer software, whether purchased, developed, or modified by Imagine, may not be downloaded, copied, reproduced, altered or appropriated by anyone without prior authorization. Imagine Schools People should be aware that the illegal duplication of computer software may result in the filing of criminal copyright charges by the owners of the copyrights; copyright infringement is punishable by fines and/or imprisonment.

Installation of personal disks or software of any kind on Company computers without prior authorization is strictly prohibited. Imagine Schools People are further prohibited from accessing Imagine systems from remote locations via modem and from connecting Imagine systems to outside systems via modem without prior authorization.

All electronic communications (telephone, e-mail, voice mail, desk and laptop computers, pagers, mobile phones, faxes or facsimiles, Internet, intranet and extranet) sent and received from Imagine shall reflect the principles upon which the Company was founded and support its educational goals. Imagine Schools People have no reasonable expectation of privacy with respect to any computer hardware, software, electronic mail, or other computer or electronic means of communication or storage, whether or not employees have private access or any entry code into the computer system.

Imagine Schools reserves the right to monitor the use of its computer and other electronic communication systems. **All systems messages are Company and/or school records. The contents of all systems may be disclosed to**

**Imagine without your permission and may be subject to further disclosure as required by law. Therefore, you should not assume that messages and communications are confidential.** Imagine Schools People are strictly prohibited from placing personal passwords on any system for the purpose of preventing Company access/monitoring. All systems passwords and encryption keys must be available to Imagine at all times.

Violation of any aspect of the Imagine Schools electronic communications policy may result in discipline, up to and including discharge.

#### **Search of Personal Property**

While on Imagine School's property and/or one of its facilities, including Company/school designated parking lots, no one has any reasonable expectation of privacy with respect to personal property. Imagine and/or one of its designees, reserves the right, at all times, to have supervisors conduct searches and inspections of an Imagine Schools Person's clothing, vehicles, and possessions, if the supervisor has a reasonable suspicion that there has been a violation of any Imagine Schools policy. Supervisors are encouraged to seek appropriate advice prior to conducting a search. Searches will usually be conducted in the presence of two witnesses.

#### **Safety**

We are committed to providing a safe place for all Imagine Schools People to work, and we have established a safety program for your health and well-being. Imagine Schools People are urged to follow common sense safety practices. Please be sure to report any unsafe conditions, defective tools or equipment to your supervisor.

Each Imagine Schools Person is responsible for maintaining safe working conditions and using safety equipment as provided. All accidents, including those that do not involve a serious injury and those involving students or vendors, must be reported immediately to your supervisor. It is only through a full knowledge of accidents that occur that the Company can become a safer, healthier place to work for everyone. Safety is a state of mind, and requires constant vigilance and common sense.

#### **Solicitation**

In order to avoid unnecessary annoyances and interruptions from your work, solicitation by an Imagine Schools Person of other Imagine Schools People during the working day for any reason is strictly prohibited. Distribution of advertising materials, handbills, or other literature is prohibited in all working areas at all times. Trespassing, solicitation and distribution by non-employees is prohibited on Company and or school premises at all times.

#### **Outside Employment**

Imagine Schools hopes that you will not find it necessary to seek additional outside employment. However, if you are planning to accept an outside position, it is important that the other employment or outside interests does not interfere in any way with your primary job with the Company. Each Imagine Schools Person should be careful that extra hours of work do not affect the safe performance of his/her regular job.

#### **Changes in Personnel Records**

To keep our personnel records up to date, to ensure that the Company has the ability to contact you, and to ensure that the appropriate benefits are available to you, you are expected to notify the Company promptly of any change of name, address, phone number, marital status, number of dependents, or other applicable information.

#### **Notice of Resignation**

In the event you choose to resign from your position, we ask that you give us at least two weeks notice. Once you return all Company property in your possession or for which you are responsible, your final paycheck will be mailed to your home address in accordance with the next regularly scheduled payroll cycle.

# Sample Faculty Operations Handbook

## Table of Contents: (Also see Imagine People Policies Handbook)

---

- I. Teaching Duties
  - a. Academics
  - b. Special Area Classes
  - c. Assignments
    - Agenda
    - Home Learning
    - ClassWork
    - Printed Material
    - Teacher Websites
- II. Supervision of Students
  - a. After School Activities
  - b. Assemblies
  - c. Coverage
  - d. Discipline
  - e. Missed Work
  - f. Uniform
  - g. Behavior
  - h. Release of Students
  - i. Restroom Policy
  - j. Visitors
- III. Policy Information
  - a. Accidents
  - b. Enrichment Activities
  - c. Cafeteria
  - d. Celebrations
  - e. Class Cleanliness
  - f. Cell Phones
  - g. Field Trips
  - h. Parent Volunteers
  - i. PTO
  - j. Keys
  - k. Mailboxes
  - l. Playground
  - m. Sign In and Out
  - n. Telephone
  - o. Visitors
  - p. Volunteers
  - q. Room Parents
  - r. Videos
  - s. Severe Weather Information
  - t. Website
- IV. Non Teaching Duties
  - a. Absences
  - b. Attendance
  - c. Lunch Count
  - d. Student Agenda
  - e. Student Dress Code
  - f. Tardies
  - g. Grading/Grade Book
  - h. Assessment
  - i. Progress Reports
  - j. Report Cards
  - k. Communication Folders
  - l. Website
  - m. Plan Book/Planning
  - n. Dismissal
  - o. Professionalism
  - p. Certification
  - q. Dress Code
  - r. Professional Development
  - s. E-Mail
- V. Personnel Policies
  - a. Personnel File
  - b. Sick Days/Personal Days
  - c. Benefits
  - d. Grievance Procedure
- VI. Supervision of Teachers
  - a. Formal Observations
  - b. Informal Observations
- VII. Other
  - a. Academic Improvement Plans
  - b. ESOL
  - c. Retention Policy

**Appendix F**  
**Charter School Financials**  
5 Year Proforma  
Assumptions Page  
Input Pages (3)  
Five Year Summary Page  
Start Up Cash Flow Budget  
Cash Flow Budget (Years 1-5)  
FEFP

**Appendix G**  
**Letter of Commitment**  
**Finance Handbook Table of**  
**Contents**



July 11, 2007

To Whom it may Concern:

The purpose of this letter is to provide additional information from the Imagine Schools' team in order to clarify that Imagine Schools and Schoolhouse Finance, LLC, its wholly-owned subsidiary, together have and will continue to maintain sufficient financial capability and strength to support the development, construction and operations of the schools in the Imagine Schools family. We are fully committed to creating and maintaining, for the long-term, individual charter schools that are financially sustainable and have the financial resources available to support and sustain their development and growth.

Therefore, in addition to the talents of the dedicated Imagine people locally and nationwide, I feel it is important to emphasize the depth of Imagine Schools' financial commitment to our existing schools and to those new schools we hope to add to our family

Imagine Schools is an organization with combined total assets at the end of our 2006 fiscal year of over \$126 million. Today, that investment in assets has increased to over \$160 million, and most of that has been funded with equity and contributed capital now exceeding \$115 million. This shows the magnitude and depth of the commitment of our shareholders, Eileen and Dennis Bakke, to the educational purpose and mission of the company that they have founded. Although our income statement does show losses for the 2006 fiscal year, these primarily arise from the investments in the regional and corporate people and infrastructure that are focused on strengthening and supporting Imagine's growing base of public charter schools. Our results of operations are also showing improvement in our current operating year with significant improvement shown in the results of both first and second year schools during the 2006-2007 school year. We are committed to establishing and maintaining financially sustainable schools and this is reflected by the inclusion of financial sustainability as one of our six critical measures of excellence.

IMAGINE SCHOOLS 1005 N. Glebe Road, Suite 610, Arlington, VA 22201  
703 • 527 • 2600 Fax 703 • 527 • 0038 www.imagineschools.com



Additionally, from a financial standpoint, we have been able to attract third party financial resources to further strengthen our long-term commitment to funding new school assets and operations. We currently have lines of credit for Schoolhouse Finance (our real estate subsidiary) and Imagine that total \$37.5 million, and we are in the process of increasing that financing facility to \$100 million over the next couple of months. We also have a forward commitment from a large real estate investment trust to execute long-term sale/leaseback arrangements for up to \$200 million of our completed school buildings. We have completed over \$80 million in 2006 and 2007 under this arrangement. These available arrangements reflect that Imagine and Schoolhouse Finance together are capable and successful in bridging the financing gap between the Charter school environment and the commercial financing markets.

I hope this information is helpful to you, your staff and your school board members as you evaluate Imagine Schools' long-term commitment to its schools. If I can be of further assistance or provide additional information, please do not hesitate to call or write me.

Sincerely,

A handwritten signature in blue ink, appearing to read 'B. Sharp', is written over the printed name.

Barry Sharp

CFO - Imagine Schools  
President - Schoolhouse Finance



## Imagine Schools Finance Manual Table of Contents

### **I. INTERNAL PROCESSES**

- Financial Work Flow
- Finance Transition
- Segregation of Duties
- Segregation of Duties by Job Title
- Benefits Worksheet
- Corporate Invoicing
- Monthly Closing Checklist
- Year-End Entries
- 1099's

### **II. MAS200**

- MAS200 Manual
- MAS200 Security
- MAS200 Add/Delete Users
- FRX Reports

### **III. CASH**

- Bank of America Direct Tutorial
- Bank of America Commercial DDA Signature Card
- Cash Management
- Credit Card Processing Steps
- Bank of America Credit Card Processing
- Bank Reconciliation

### **IV. AUDITS**

- Financial Audit Preparation Checklist
- Audit Risk

### **V. GRANTS**

- Title I Explanation
- Title I Audit Checklist
- Grant Tracking
- OMB Circular A

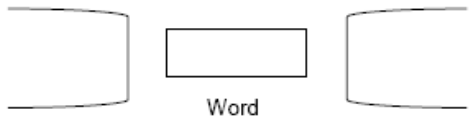
# **Appendix H**

## **Curriculum and Instruction**

**IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM**  
**Intermediate Academies**  
**Reading Language Arts Standards**

<b>STRAND</b>	<b>STANDARD</b>
<b>Reading</b>	<b>RE1:</b> Students demonstrate competence in the skills and strategies of the reading process.
	<b>RE2:</b> Students effectively apply reading skills and strategies to identify, comprehend, evaluate, and appreciate a wide variety of literary texts, including fiction, non-fiction, poetry, drama, classic, and contemporary literature.
	<b>RE3:</b> Students effectively apply reading skills and strategies to identify, comprehend, interpret, and synthesize a variety of informational texts, including textbooks, reference materials, biographies, articles, directions, and procedures.
	<b>RE4:</b> Students read and use written works for a variety of purposes and with a variety of literacy communities.
<b>Writing</b>	<b>WR1:</b> Students demonstrate competence in the skills and strategies of the writing process.
	<b>WR2:</b> Students understand and effectively apply grammatical and mechanical conventions to written words.
	<b>WR3:</b> Students understand and effectively apply stylistic and rhetorical aspects of writing.
	<b>WR4:</b> Students effectively gather and use information and writing for a variety of purposes and with a variety of audiences.
<b>Listening and Speaking</b>	<b>LS1:</b> Students demonstrate and practice listening skills and strategies to comprehend oral communication in a variety of situations.
	<b>LS2:</b> Students effectively organize and deliver oral communication with a variety of audiences.
	<b>LS3:</b> Students apply speaking skills and strategies to communicate effectively with a variety of audiences and for different purposes.
<b>Viewing and Presenting</b>	<b>VP1:</b> Students demonstrate and practice viewing skills and employ strategies to understand, interpret, and evaluate visual media.
	<b>VP2:</b> Students understand characteristics of visual media and implement effective strategies appropriately.
	<b>VP3:</b> Students effectively use a variety of visual media and resources, including technological tools, to communicate with a variety of audiences and for different purposes.
	<b>VP4:</b> Students acquire and effectively demonstrate stylistic and rhetorical aspects of presentation and performance.

IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM  
Unit 1  
THIRD GRADE: READING AND LITERATURE

GRADE LEVEL EXPECTATIONS (What students should know)	TEACHER/STUDENT ACTIVITY (What students should be able to do)	MATERIALS, RESOURCES, AND NOTES
<b>STANDARD RE1: Students demonstrate competence in skills and strategies of the reading process.</b>		
<p>(LA.A.1.2.3) Increase vocabulary and expand knowledge of words through viewing, listening to and reading a variety of sources.</p> <p>(LA.A.2.2.7) Compare and contrast words and concepts using graphic organizers.</p> <p>(LA.A.1.2.2) Use decoding strategies to determine pronunciations and meanings of words by examining:</p> <ol style="list-style-type: none"> <li>a) Word families</li> <li>b) Patterns (less common vowel patterns)</li> <li>c) Synonyms, antonyms, homonyms, words with multiple meanings</li> <li>d) Irregular plural nouns</li> <li>e) Negative words</li> <li>f) Syllabication of words</li> </ol> <p>(LA.A.1.2.2) Use context clues in sentences (e.g., phonetic, contextual and structural strategies) to construct meanings of words.</p> <p>(LA.A.2.2.1) Know how to apply effective strategies to text for the purpose of:</p> <ol style="list-style-type: none"> <li>g) Comparing and contrasting information</li> <li>h) Identifying the main idea of a passage</li> <li>i) Locating facts and details</li> <li>j) Arranging events in chronological order</li> </ol>	<p>Demonstrate an understanding of key vocabulary through a semantic map.</p> <p style="text-align: center;">Definition <span style="margin-left: 150px;">Synonym</span></p>  <p style="text-align: center;">Sentence <span style="margin-left: 100px;">Picture</span></p> <p>Demonstrate vocabulary growth by illustrating definitions of multiple-meaning words.</p> <p>Produce a list of synonyms for given words by making a word search using synonyms for the key word.</p> <p>Use context clue strategies to supply the missing words to common advertisement jingles.</p>	<ul style="list-style-type: none"> <li>• Literature Anthology</li> <li>• Literary, Informational and Functional Text Selections</li> <li>• Novels for Literature-Based Interdisciplinary Units</li> <li>• Reading and Writing Program</li> <li>• Graphic Organizers</li> <li>• Dictionaries</li> <li>• Thesauri</li> <li>• Classroom Library</li> <li>• Reading Software</li> </ul>

**IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM**  
**Prep Academy**  
**Reading Language Arts Standards**

<b>STRAND</b>	<b>STANDARD</b>
<b>Reading</b>	<b>RE1:</b> Students demonstrate competence in the skills and strategies of the reading process.
	<b>RE2:</b> Students acquire and effectively apply reading skills and strategies to identify, comprehend, evaluate and appreciate a wide variety of literary texts, including fiction, non-fiction, poetry, drama, classic and contemporary literature.
	<b>RE3:</b> Students acquire and effectively apply reading skills and strategies to identify, comprehend, interpret and synthesize a variety of informational texts, including textbooks, reference materials, biographies, directions, procedures and articles.
	<b>RE4:</b> Students read and use written works for a variety of purposes and with a variety of literacy communities.
<b>Writing</b>	<b>WR1:</b> Students demonstrate competence in the skills and strategies of the writing process.
	<b>WR2:</b> Students understand and effectively apply grammatical and mechanical conventions to written words.
	<b>WR3:</b> Students understand and effectively apply stylistic and rhetorical aspects of writing.
	<b>WR4:</b> Students effectively gather and use information and writing for a variety of purposes and with a variety of audiences.
<b>Viewing and Presenting</b>	<b>VP1:</b> Students demonstrate and practice viewing skills and employ strategies to understand, interpret and evaluate visual media.
	<b>VP2:</b> Students understand characteristics of visual media and implement effective strategies appropriately.
	<b>VP3:</b> Students effectively use a variety of visual media and resources, including technological tools, to communicate with a variety of audiences and for different purposes.
	<b>VP4:</b> Students acquire and effectively demonstrate stylistic and rhetorical aspects of presentation and performance.

IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM  
Unit 1  
SEVENTH GRADE: READING AND LITERATURE

CONTENT (What students should know)	APPLICATION (What students should be able to do)	MATERIALS AND RESOURCES
<b>STANDARD RE1: Students demonstrate competence in the skills and strategies of the reading process.</b>		
<p>1. Read and understand a variety of material at or above grade level.</p> <p>2. Use pre-reading strategies to ask questions and make predictions.</p> <p>3. Apply reading strategies, including the use of graphic organizers, to text material to:</p> <ul style="list-style-type: none"> <li>a) Gain meaning from key vocabulary words by using knowledge of prefixes, suffixes and roots, context clues, synonyms/ antonyms, and silent letters</li> <li>b) Use techniques such as rereading, questioning, predicting, picturing and summarizing to interpret text</li> <li>c) Identify stated and implied main idea</li> <li>d) Place events in sequential or chronological order</li> <li>e) Distinguish between fact and opinion</li> <li>f) Perceive relationships such as cause/effect, comparison/contrast</li> <li>g) Draw conclusions and make inferences</li> <li>h) Analyze information</li> <li>i) Make judgments and evaluations</li> </ul> <p>4. Use specific strategies to clear up confusing parts of a text.</p> <p>5. Use a variety of strategies to extend reading vocabulary (e.g., derivations, analogies, idioms).</p> <p>6. Identify examples of words with silent letters (e.g., pneumonia, pseudo and pterodactyl).</p>	<p>Read a piece of teacher-selected text material and answer teacher-generated/ questions, then analyze the mastery of appropriate pre-reading and reading strategies.</p> <p>Create a transitive order graph to record, in order, the story events.</p> <div style="text-align: center;"> </div>	

*Focus Calendar September 2008*  
*Reading*

Week of:	Topic	Coordinator
September 2 <sup>nd</sup> – 8 <sup>th</sup>	Author's Purpose – To inform	Intermediate Reading
September 8 <sup>th</sup> – 12 <sup>th</sup>	Author's Purpose – To persuade	Primary Reading
September 15 <sup>th</sup> – 19 <sup>th</sup>	Cause and Effect	Intermediate Reading
September 22 <sup>nd</sup> – 26 <sup>th</sup>	Plot	Primary Reading

This is a sample Focus Calendar 1. These calendars are developed after the baseline data is gathered and reviewed. The skills are chosen based on student need from the baseline data.



*Writing Focus Calendar  
Sample*

	Expository	Narrative	Persuasive
November 3	A fun activity that anyone can do is building something using any kind of materials or parts that might be available or even laying around in the garage. Think of things you might like to build. Write to explain about something you would like to build.	A fun activity that anyone can do is building something using any kind of materials or parts that might be available or even laying around in the garage. Think of things you might like to build. Write to tell a story about a time you built something.	A fun activity that anyone can do is building something using any kind of materials or parts that might be available or even laying around in the garage. Think of things you might like to build. Write to persuade your parents to allow you to build more things at home.
10	With all of the activities that students do at school these days, it should not be surprising that there are many things students do at school that are really fun. Think about all of the fun things you have done at school. Write to explain an activity that is Fun at School.	With all of the activities that students do at school these days, it should not be surprising that there are many things students do at school that are really fun. Think about all of the fun things you have done at school. Write to tell about a time that you really had Fun at School.	With all of the activities that students do at school these days, it should not be surprising that there are many things students do at school that are really fun. Think about all of the fun things you have done at school. Write to persuade your teacher to why there should be more Fun at School.
17	Everyone enjoys music, but they often like different kinds of music and different singers. Think about the singers that sing songs you enjoy the most. Write to inform the reader about your Favorite Singer.	Everyone enjoys music, but they often like different kinds of music and different singers. Think about the singers that sing songs you enjoy the most. Write to tell a story about a time you spend the day with your Favorite Singer.	Some schools in the United States are growing so large that the school cannot afford to offer classes in the Arts as a course option. Art, music and other courses are no longer being offered to many middle school and high school students. Think about your position on this issue. Write to persuade a school board to offer or not classes in the Arts in your middle school.
24	It is very interesting that so many different kinds of animals can be house pets. Think about the animals that you know people have as pets at home. Write to give the reasons why one animal is your Favorite Pet.	It is very interesting that so many different kinds of animals can be house pets. Think about the animals that you know people have as pets at home. Write to tell about what happened when you spent a day with your Favorite Pet.	It is very interesting that so many different kinds of animals can be house pets. Think about the animals that you know people have as pets at home. Some wild animals have been featured on the news that have harmed people or property because they were not intended to be house pets. Write to persuade a person that they should or should not have a wild animal as a house pet.

*Focus Calendar September 2008*  
*Mathematics*

Week of:	Topic	Coordinator
September 2 <sup>nd</sup> – 5 <sup>th</sup>	Number Sense – Place Value	Primary Math
September 8 <sup>th</sup> – 12 <sup>th</sup>	Problem Solving – (word problems)	Intermediate Math
September 15 <sup>th</sup> – 19 <sup>th</sup>	Data Analysis - Graphs	Primary Math
September 22 <sup>nd</sup> – 26 <sup>th</sup>	Number Sense - Computation	Intermediate Math

This is a sample Focus Calendar. These calendars are developed after the baseline data is gathered and reviewed. The skills are chosen based on student need from the baseline data. Instruction would revolve around the topic on the Focus Calendar.

## Imagine Schools Space Coast Teacher Evaluations

- I. Each teacher will develop a minimum of one goal for each of the Imagine Schools Six Measures of Excellence. These goals should be in line with the individual school and regions SMART Goals. Teachers will keep a portfolio that will show their effort towards achieving these goals.
  
- II. Each teacher will create a portfolio that will include but is not limited to:
  - a. SMART Goals
  - b. Professional Development
  - c. Planning
  - d. Assessment and Data Analysis
  - e. Observations and Self Evaluations
  
- III. Teacher observations will be held a minimum of two times per year. All teacher observations are unannounced. The school will use an Imagine Schools, state or district approved observation tool.

# Classroom Visitation Guide

## Directions for using the visitation guide:

- There are three parts to this guide: Classroom Environment, Teacher Activity and Student Activity.
- All the areas listed should be observed during a 15 minute classroom visit.
- Begin with Classroom Environment. As you walk into the room, take notice of the stage that is set for learning. Your focus on the classroom will allow the instructor to adjust to your visit.
- Move into Student Activity. Scan the classroom to get a feel for how "each" student is engaged.
- Conclude with Teacher Activity. Concentrate on teacher's instructional focus and interaction with students.
- Comment Section is provided for you to report what you saw that was superior or inferior to the observation statement.

Teacher: \_\_\_\_\_  
 Grade/Subject: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 Visitor: \_\_\_\_\_

### Scale

**High** – Observed Effective Engagement  
 80-100%

**Medium** - Observed Moderate  
 Engagement 51-80%

**Low** – Observed Poor Engagement or  
 Not Observed 0-50%

Classroom Environment		
Observation	Rating Scale	Comments
<b>1. Stimulating Atmosphere</b>		
▪ Current unit of study displayed ( <i>room is transformed into a jungle, planet mobiles are hanging from the ceiling, or plants are growing by the window</i> )		
▪ Learning centers organized around content areas taught ( <i>self-contained 3<sup>rd</sup> grade would have science, math, social studies, and/ or writing areas. Departmentalized 7<sup>th</sup> grade math teacher might have problem solving, geometry, number sense, algebra, data and/or measurement areas</i> )		
▪ Literature rich, print rich environment ( <i>classroom libraries, book baskets, meaningful word walls, graphic organizer, environmental print, area for reading (carpet, bean bags)</i> )		
▪ Attractive bulletin boards and displays ( <i>current, edited student work, meaningful instructional displays, and/or interactive instructional games</i> )		
<b>2. Organized Environment</b>		
▪ Student desks arranged in groups		
▪ Areas for student materials and resources		
▪ Areas for teacher materials and resources		
▪ Classroom management system evident		
▪ Computers are active		

Student Activity		
Observation	Rating Scale	Comments
<b>1. Learning Behaviors</b>		
<ul style="list-style-type: none"> <li>Students are reading.</li> </ul>		
<ul style="list-style-type: none"> <li>Students are interacting with each other (<i>working in groups or partners</i>).</li> </ul>		
<ul style="list-style-type: none"> <li>Students are interacting with the teacher (<i>discussion, clarification</i>).</li> </ul>		
<ul style="list-style-type: none"> <li>Students are showing evidence of learning (<i>completing assignments, working at centers, working on the computer, participating in oral discussion</i>).</li> </ul>		
<ul style="list-style-type: none"> <li>Students have differentiated experiences (<i>students are working on different levels or at different activities</i>).</li> </ul>		
<b>2. Levels of Engagement</b>		
<ul style="list-style-type: none"> <li>Students are attentive to the teacher or each other (<i>students are not passive and/or distracted</i>).</li> </ul>		
<ul style="list-style-type: none"> <li>Students are following classroom rules (<i>students are not disrupting the lesson or other students</i>).</li> </ul>		
<ul style="list-style-type: none"> <li>Students are on task (<i>following directions, working independently, participating in the lesson and/or activity</i>).</li> </ul>		

Teacher Activity		
Observation	Rating Scale	Comments
<b>1. Delivery of Content</b>		
<ul style="list-style-type: none"> <li>Communicates clearly and accurately (<i>when giving directions and procedures, when using oral and written language</i>)</li> </ul>		
<ul style="list-style-type: none"> <li>Uses effective questioning and discussion techniques (<i>able to engage student responses, clarifies student responses and challenges student thinking</i>)</li> </ul>		
<ul style="list-style-type: none"> <li>Content being taught is reflected in learning environment</li> </ul>		
<b>2. Engagement of Students</b>		
<ul style="list-style-type: none"> <li>Presentation of content addresses multiple learning styles (<i>verbal, visual, tactile</i>)</li> </ul>		
<ul style="list-style-type: none"> <li>Interesting assignments and activities</li> </ul>		
<ul style="list-style-type: none"> <li>Grouping of students</li> </ul>		
<ul style="list-style-type: none"> <li>Use of materials and resources</li> </ul>		
<ul style="list-style-type: none"> <li>Structure and pacing of lesson</li> </ul>		
<b>3. Assessment of Student Learning</b>		
<ul style="list-style-type: none"> <li>Aligns with instructional goal of lesson</li> </ul>		
<ul style="list-style-type: none"> <li>Provides quality feedback (<i>accurate, substantive, constructive and specific</i>)</li> </ul>		
<ul style="list-style-type: none"> <li>Provides immediate feedback</li> </ul>		
<ul style="list-style-type: none"> <li>Actively observes student learning (<i>walks around the room, works with small groups, evidence of a monitoring system</i>)</li> </ul>		
<b>4. Responsiveness to Student Needs</b>		
<ul style="list-style-type: none"> <li>Demonstrates flexibility (<i>adjusts lesson with clarification, with humor, with challenges or review</i>)</li> </ul>		
<ul style="list-style-type: none"> <li>Demonstrates intuition (<i>works with students individually</i>)</li> </ul>		

# ***CLASSROOM VISITATION INFORMAL WALK THROUGH***

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_

√ = Criteria Met

**Teacher' Desk & File Cabinet:**

- Lesson plans on desk
- SSP folder
- Work folder

**Room Appearance:**

- Objectives on the board
- Focus Calendar posted
- Classroom rules highly visible
- Organized, neat and clean
- Neat, colorful board work displayed
- Student work is displayed and current
- Bookshelves organized and rich in materials

**Teachers:**

- Appropriate attire
- Teacher actively facilitating instruction
- Teacher effectively manages classroom and behaviors

**Students:**

- Students following rules and procedures
- What strategies are the students using? \_\_\_\_\_
- What activities are the students engaged in? \_\_\_\_\_

**Areas to commend:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Areas to work on:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- Schedule an appointment this week to discuss your observation.
- Not required to schedule an appointment to discuss observation.

**Comments:**

\_\_\_\_\_  
\_\_\_\_\_

Administrator: \_\_\_\_\_



## IMAGINE SCHOOLS FORMAL OBSERVATION FORM

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Teacher: \_\_\_\_\_ Date of Observation: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Use the scale below to provide feedback on each element of the teaching and learning observed. Average the points next to each heading for an overall rating in each area.

1= DOES NOT meet expectation    2= some evidence observed    3= meets expectation    4= exceeds expectation  
N/O= not observed    N/A= not applicable

### **1. Preparation for Student Achievement**

- Lesson plans reflect appropriate standards and objectives for student achievement
- Lesson plans are easily accessible (on desk, tray, podium, etc)
- Lesson plans incorporate effective teaching strategies and active learning tasks
- Lesson plans allocate appropriate time for planned content and activities
- Lesson plans identify modifications for students with special needs
- Lesson plans reflect incorporation of higher order thinking and creative thinking strategies
- Lesson plans identify appropriate resources to implement, adapt and/or enrich the lesson
- Lesson plans identify appropriate assessments linked to standards and objectives
- Lesson plans specify relevant homework assignments to reinforce and/or enrich content

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### **2. Knowledge of Subject Matter**

- Teacher makes few or no errors when presenting content to students
- Teacher identifies errors made by students and responds appropriately and constructively
- Teacher demonstrates ability to discuss subject matter with students, educators, parents, and community
- Teacher relates content and student performance to real world applications
- Teacher demonstrates appropriate pacing to effectively introduce, practice, and extend student knowledge
- Teacher maintains literacy-rich learning environment reflecting current content

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### **3. Instructional Methodology**

- Teacher develops, monitors and implements Individual Learning Plans for all students
  - Teacher demonstrates knowledge of students' interests and cultural heritage
  - Teacher demonstrates flexibility and responsiveness to student needs
  - Teacher introduces lessons in ways that motivate students to learn
  - Teacher presents content and performance applications in ways that engage student interests and abilities
  - Teacher communicates learning objectives and standards to students
  - Teacher incorporates reading and writing across the curriculum
  - Teacher incorporates strategies to address various learning styles and special needs
  - Teacher models higher order thinking and problem solving strategies
  - Teacher uses flexible grouping strategies
  - Teacher incorporates project-based learning activities
  - Information on the white board and bulletin board is comprehensive, well formatted and legible
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### **4. Assessment and Data-Driven Decision Making**

- Teacher ensures that lesson, project, and unit content is aligned with standards
  - Teacher works towards improving student performance related to state mandated test requirements
  - Teacher matches assessment and instruction to provide evidence of student learning on a daily basis
  - Teacher uses data to plan for re-teaching, reinforcement, enrichment, and future instruction
  - Teacher maintains individual student work folders and portfolios demonstrating progress over time
  - Teacher provides timely feedback to students and parents on academic progress and learning needs
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### **5. Effective Management of the Learning Environment**

- Students are treated fairly and equitably
  - Students are exposed to high and appropriate expectations
  - Students are engaged in appropriate learning tasks related to content
  - Classroom rules are posted and highly visible
  - Students follow a classroom discipline plan that is consistent and academically focused
  - Students follow classroom procedures that result in a high level of time on task
  - Students participate in a class schedule that demonstrates effective time management skills
  - Students relationships with one another are positive, courteous, and supportive of learning
  - Student and teacher relationships are positive, courteous, and supportive of learning
  - Student work, projects and displays are current and reflective of relevant content
  - Classroom is clean and free from clutter
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**6. Adherence to Imagine Schools Shared Principals**

\_\_\_ Teacher is a functional participant and member of a school Taskforce

\_\_\_ Teacher adheres to the Imagine Schools 80/20 policy

\_\_\_ Teacher projects high ethical standards

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Teacher \_\_\_\_\_

Date \_\_\_\_\_

Administrator \_\_\_\_\_

Date \_\_\_\_\_

## IMAGINE SCHOOLS TEACHER EVALUATION SUMMATIVE EVALUATION REPORT

NAME

SCHOOL

GRADE/SUBJECT

EVALUATOR

POSTION

Rating Scale:

1=Not evident/Not yet successful; 2= Beginning level; moderate success; 3=Consistent and successful; 4= Exemplary

Record below the documentation used to determine a satisfactory or unsatisfactory rating for each of the six principles. Both evaluatee and evaluator should include a narrative description of performance for each principle.

Imagine's Guiding Principles:	Evidence	Rating
<p>Demonstrates adherence to the <b>shared values</b> of integrity, justice and fun both inside and outside of the school and organization and advocates for others to follow the shared values.</p> <ul style="list-style-type: none"> <li>• Seeks responsibility beyond his/her classroom and accepts responsibility for success of the school as a whole</li> <li>• Identifies self as part of Imagine Schools (uses "we" rather than "they" when referring to Imagine)</li> <li>• Treats each parent, student, and staff as special, unique</li> <li>• Involves self in significant decision making opportunities</li> </ul>	<p>Results on the annual survey for the school</p>	<p>Rating</p>
<p>Evaluator comments:</p>	<p>Evaluatee's comments:</p>	
<p>Supports and advocates <b>parents' choice</b> and satisfaction with education for their child/children at this school.</p> <ul style="list-style-type: none"> <li>• Partners with the parent in educating the child/children</li> <li>• Encourages meaningful parent involvement in the classroom and school</li> <li>• Supports education at home through parent education and suggestions for home activities</li> <li>• Communicates regularly with parents verbally and in writing (notes, email, etc.)</li> <li>• Seeks partnerships with community groups</li> </ul>	<p>Percent of re-enrollment from this classroom.</p> <p>Percent of satisfaction on the parent survey for this classroom.</p> <p>Exit interviews are generally: (Circle one)</p> <p style="text-align: center;">Positive    Neutral    Negative</p>	<p>Rating:</p>
<p>Evaluator comments:</p>	<p>Evaluatee's comments:</p>	

<p>Models and teaches positive <b>character formation</b> both within the classroom and the school environment.</p> <ul style="list-style-type: none"> <li>• Involves students in care for the classroom and school environment</li> <li>• Involves students in community projects</li> <li>• Involves parents, students and staff in defining important characteristics to teach in character development</li> <li>• Uses the adopted character development program</li> <li>• Integrates character education into academic lessons</li> <li>• Works with parents, student on behavior plans to support decrease in unacceptable student behaviors</li> </ul>	<p># of behavior referrals to office this year.</p> <p>Behavior referrals are: (Circle one)</p> <p>Decreasing    Stable    Increasing</p>	<p>Rating:</p>
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<p>Evaluator comments:</p>	<p>Evaluatee's comments:</p>
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<p>Fosters a positive classroom environment and provides instruction that results in high <b>academic achievement/learning gains</b> for all students.</p> <ul style="list-style-type: none"> <li>• Holds high expectations for all students</li> <li>• Uses assessment data to plan appropriate instruction and student activities</li> <li>• Engages all students in learning</li> <li>• Uses adopted curriculum</li> <li>• Makes lesson objectives, assessment, performance criteria clear to students</li> <li>• Uses effective instructional methods that match different student needs and learning goals</li> <li>• Provides opportunities for students to demonstrate knowledge in class, teach and tutor</li> <li>• Provides frequent feedback to students about progress</li> <li>• Establishes positive relationships with students</li> <li>• Provides appropriate and effective individual help</li> <li>• Provides appropriate homework and feedback</li> </ul>	<p>Average learning gains and performance level for the classroom:</p> <table border="1" data-bbox="776 779 1317 1220"> <thead> <tr> <th></th> <th><b>% Gain</b> (Average gain for class divided by average expected gain)</th> <th>Average Performance Level for this class</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td></td> <td></td> </tr> <tr> <td>Writing</td> <td></td> <td></td> </tr> <tr> <td>Math</td> <td></td> <td></td> </tr> <tr> <td>Science</td> <td></td> <td></td> </tr> <tr> <td>Soc. Studies</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>*Add other content areas as needed for individual teachers.</p>		<b>% Gain</b> (Average gain for class divided by average expected gain)	Average Performance Level for this class	Reading			Writing			Math			Science			Soc. Studies									<p>Rating:</p>
	<b>% Gain</b> (Average gain for class divided by average expected gain)	Average Performance Level for this class																								
Reading																										
Writing																										
Math																										
Science																										
Soc. Studies																										

<p>Evaluator comments:</p>	<p>Evaluatee's comments:</p>
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<p>Is involved in planning, monitoring and promoting <b>economic sustainability</b> for the school.</p> <ul style="list-style-type: none"> <li>• Reviews school budget/expenditures monthly</li> <li>• Participates in budget planning and implementation that results in economic sustainability</li> <li>• Actively recruits families to enroll in the school</li> <li>• Monitors classroom expenditures for effectiveness and efficiency</li> <li>• Understands both the school's and Imagine Schools' national financial situation</li> <li>• Can answer the seven key financial questions about the school</li> </ul>	<p>Participated in budget presentations to staff, parents, and/or community  Yes            No</p> <p>Uses the correct procedures for expenditure approvals  Yes            No</p> <p>Asks advice prior to purchasing materials or equipment  Yes            No</p>	<p>Rating</p>
<p>Evaluator comments:</p>	<p>Evaluatee's comments:</p>	
<p>Other:</p>		
<p>Evaluator comments:</p>	<p>Evaluatee's comments:</p>	

Dates of observations and conferences:

Pre-conference date \_\_\_\_\_ Observation date \_\_\_\_\_ Post conference date \_\_\_\_\_

Pre-conference date \_\_\_\_\_ Observation date \_\_\_\_\_ Post conference date \_\_\_\_\_

Pre-conference date \_\_\_\_\_ Observation date \_\_\_\_\_ Post conference date \_\_\_\_\_

Pre-conference date \_\_\_\_\_ Observation date \_\_\_\_\_ Post conference date \_\_\_\_\_

Employee's signature indicates that the summative evaluation has been reviewed with him/her.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date



## **IMAGINE SCHOOLS TEACHER SUMMATIVE EVALUATION REPORT**

### **Best Practice Tips for the Summative Evaluation Report:**

#### **1. Introduce the document to all teachers.**

Teachers should be very familiar with the Summative Evaluation Report at the beginning of the year. It could be presented to teachers during a faculty meeting at the beginning of the year. All teachers should receive a copy and have a chance to ask questions and seek understanding of how their performance will be evaluated during the year. It is important for the teacher to understand the characteristics the principal values in an effective teacher. During this initial introduction, the principal should also explain the process for teacher evaluation ( how many times a teacher should expect a formal observation, informal observations, walk through observations, observations by others, purpose and process of pre/post conferences, timeline for completion of summative evaluations, how data will be collected, importance of self reflection, etc.)

#### **2. Set an individual conference and define goals for the year.**

By the first of October, the principal and teacher should have an individual conference to review the evaluation document, clarify questions, and set goals. During this conference, the principal and teacher may agree on which of the guiding principles the teacher needs to focus most. Goals should be measurable and align with the school's improvement plan or the school excellence plan. The teacher should focus on no more than 2-3 substantive goals. Set at least two dates for monitoring progress on the goals and what data will be collected by each progress monitoring date. Both the teacher and principal should have a copy of the finalized goal plan.

A grade level team could decide to all have one goal in common. This may help to build relationships in the team and also focus the team on specific targets. This collaborative approach fosters a learning community where all share in responsibility for the behavior and learning of all students across a grade level.

#### **3. Walk-Through Observations**

Walk-through observations are generally 3-5 minute observations of all classrooms focused on specific behaviors. The school could be focused on improving writing achievement by increasing writing across the curriculum and more focus on word choice and sentence structure. Define the specific behaviors you want to see in classrooms such as word walls, use of the Frayer model, editing to improve word choice, models of correct sentence structure visible in the room, and verbal reinforcement of correct sentence structure. In math, the improvement goal might be to improve student understanding of number concepts and problem solving with increased use of manipulatives, problem of the day, and focus on having students find multiple ways to solve the same problem. The walk-through observations would focus on whether these things were happening or not and the degree to which they are happening in each classroom. Over time, multiple walk-through observations give the principal a good

picture of the degree of implementation of specific improvement goals. Walk-through observations also help monitor the degree and pace of implementation of the adopted curriculum. Schedule walk-through observations 2-4 times a week and at different times.

Results from walk-through observations can be summarized and shared with the entire staff. For example, the principal might report that he/she saw manipulatives being used in 20% of the math classes that he/she observed. The principal might collaborate with staff to set a target goal. A discussion should be held asking what support such as training, supplies, etc., teachers need to reach the goal. This frequent feedback should be tied to the school improvement goals. This type of frequent feedback helps the school improvement plan become a dynamic document that truly guides improvement efforts in all classrooms.

**5. Pre-conference with the teacher before each observation**

The quality of the observation will depend on how much information the observer has prior to the observation. The more the observer knows about the lesson in advance and what specifically to look for, the more focused the observation will be. The dialogue in the pre-conference acts like a lesson rehearsal for the teacher and will help clarify major elements in the planning for the lesson. Pre-conferences typically are win-win situations in helping the observer prepare for the observation and helping the teacher reflect on the lesson prior to teaching. Some principals prefer to have the teacher fill out a pre-conference form and bring it to the pre-conference for discussion. Others ask the teacher to reflect using a pre-conference form and come prepared to discuss the lesson to be observed. A pre-conference can be the conclusion of a post conference if there is a series of observations planned. Different pre-conference formats will be used depending on what is being observed. Keep written notes from the pre-conference. They will be helpful in writing the summative evaluation report.

**6. Conduct the observation**

It is important when doing a classroom observation that the objective for the lesson is easily understood by students and evident to the person observing. The lesson objective may be posted, stated at the beginning of the lesson, or discussed with the students. The lesson plan should be visible and easily accessible to the person observing the lesson. Though it may be modified, the teacher should be following the lesson plan.

Many opportunities exist for observations and many different kinds of forms or techniques can be used for gathering data during observations. Some suggestions are:

<i>Opportunities for Observations</i>	<i>Techniques to Collecting Information</i>
<ul style="list-style-type: none"> <li>▪ Classroom lessons</li> <li>▪ Parent-teacher conferences</li> <li>▪ Back to school night presentations</li> <li>▪ Staff meeting presentation or facilitation</li> <li>▪ IEP staffings</li> </ul>	<ul style="list-style-type: none"> <li>▪ Scripting</li> <li>▪ Time on task inventory-engagement</li> <li>▪ Tracking student movement during lesson</li> <li>▪ Recording of questions asked and who</li> </ul>



<ul style="list-style-type: none"> <li>▪ Grade level meetings</li> <li>▪ Field trips</li> <li>▪ Special events such as plays, concerts</li> <li>▪ Students in hallways, lunchroom, assemblies</li> <li>▪ Professional development classes</li> <li>▪ Presentations at Board meetings, parent meetings, etc.</li> </ul>	<p>answers</p> <ul style="list-style-type: none"> <li>▪ Timing of lesson flow</li> <li>▪ Student movement patterns</li> <li>▪ Student interviews during a lesson (What are you learning? How is this activity helping you learn ---? How well are you doing?)</li> <li>▪ Tracking selected student activity during a lesson (Select 4-5 students. Record what they are doing minute by minute)</li> <li>▪ Response inventory (who responds, to what, how often, when)</li> <li>▪ Recording student activity when they need help with a task</li> <li>▪ Artifact review</li> <li>▪ Student work review</li> <li>▪ Gradebook review – use of data collected from classroom work</li> </ul>
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Opportunities to observe teacher planning, delivery, and evaluation of activities to improve student behavior and achievement exist outside of direct classroom observations. Sitting with a teacher to review what data the teacher is collecting about student progress, discussing how that teacher is using that data, and reflecting on how effective those strategies are may be as helpful to the teacher as a classroom observation. Pre-conferences, observations, and post conferences should be improving teacher's professional practice. At the end of each event, ask the teacher how this conference or observation helped improve his/her professional practice.

### **7. Conduct a post conference.**

In the majority of post conferences, the most important activity is the teacher's reflection. The teacher is the one that should do most of the talking and reflecting. The principal or observer is there to ask questions to guide the teacher's self-reflection. Only when a teacher is in a remedial process or is being directed to do certain things is this balance of who should do the talking changed. Post conferences should include:

- Teacher reflects on the lesson. The principal can share information/data gathered that supports the reflection or causes the teacher to rethink his/her impressions of the lesson.
- Teacher analyzes what effect his/her decisions had on the results – positive or negative.
- Teacher summarizes what he/she learned from analysis of the lesson.
- Teacher describes what he/she will do next- what changes he/she will make in lesson delivery.

The principal plans questions that can guide the teacher's reflection. By asking questions, paraphrasing, and probing, the principal can help the teacher think more deeply about his/her practice and instructional decision making.

## 8. Write a summative evaluation report.

The final summative evaluation report should be a well written, honest reflection of the performance of the teacher in all areas defined in the instrument. Some principals set up the summative evaluation document at the beginning of the year for each teacher and once a month or once a quarter type notes in a bulleted format in each area. These notes then help the principal in writing the final summative report. Other principals gather all the data in the teacher's folder, read through all the data, and then summarize and write the report.

Complete the evidence section. This section includes the hard data collected from surveys, assessments, discipline referrals, etc.

Write the narrative section for each of the five principles. The four sentence paragraph is a good model for writing the summative paragraph for each section.

- First sentence states the standard and whether the teacher met that standard. *“Karen, you consistently and successfully support and advocate parents’ choice and satisfaction with education for their children at this school.”* Use the exact wording of the standards in the summative evaluation document to reinforce those standards.
- Second and third sentences give specific examples to support the first summary statement. Use the bullets in each section as a reference point for the evidence. Evidence should align with those bullet points. *“At the August 7<sup>th</sup> recruitment fair, you listened carefully to several parents’ descriptions of needs of their children and described ways our school could effectively meet their needs. You have held five conferences this year with the Adams family to collaboratively plan ways to improve Chase’s performance in math. The Adams parents have indicated their high level of satisfaction with your efforts on their son’s behalf and how much you involve them in planning the educational plan.”*
- The last sentence describes the effect on student achievement or the school. *“Your efforts to support parent choice has resulted in several new families enrolling in this school and a 96% re-enrollment from your classroom.”*

The entire paragraph reads as follows:

*“Karen, you consistently and successfully support and advocate parents’ choice and satisfaction with education for their children at this school. At the August 7<sup>th</sup> recruitment fair, you listened carefully to several parents’ descriptions of needs of their children and described ways our school could effectively meet their needs. You have held five conferences this year with the Adams family to collaboratively plan ways to improve Chase’s performance in math. The Adams parents have indicated their high level of satisfaction with your efforts on their son’s behalf and how much you involve them in the educational plan. Your efforts to support parent choice have resulted in several new families enrolling in this school and a 96% re-enrollment from your classroom.”*

When the written narrative for the summative evaluation report is overly long, the message gets lost in all the words. However, the narrative portion of the report will have a much bigger impact on the teacher's thinking than just a rating. Make the narrative powerful, accurate, clear, and focused on the most important points related to that standard.

Provide a copy of the evaluation instrument to the teacher and a due date for completion of his/her self-evaluation on each of the principles. This should be completed with enough time to combine the principal's and the teacher's narrative in one document ready to be discussed during the summative evaluation conference.

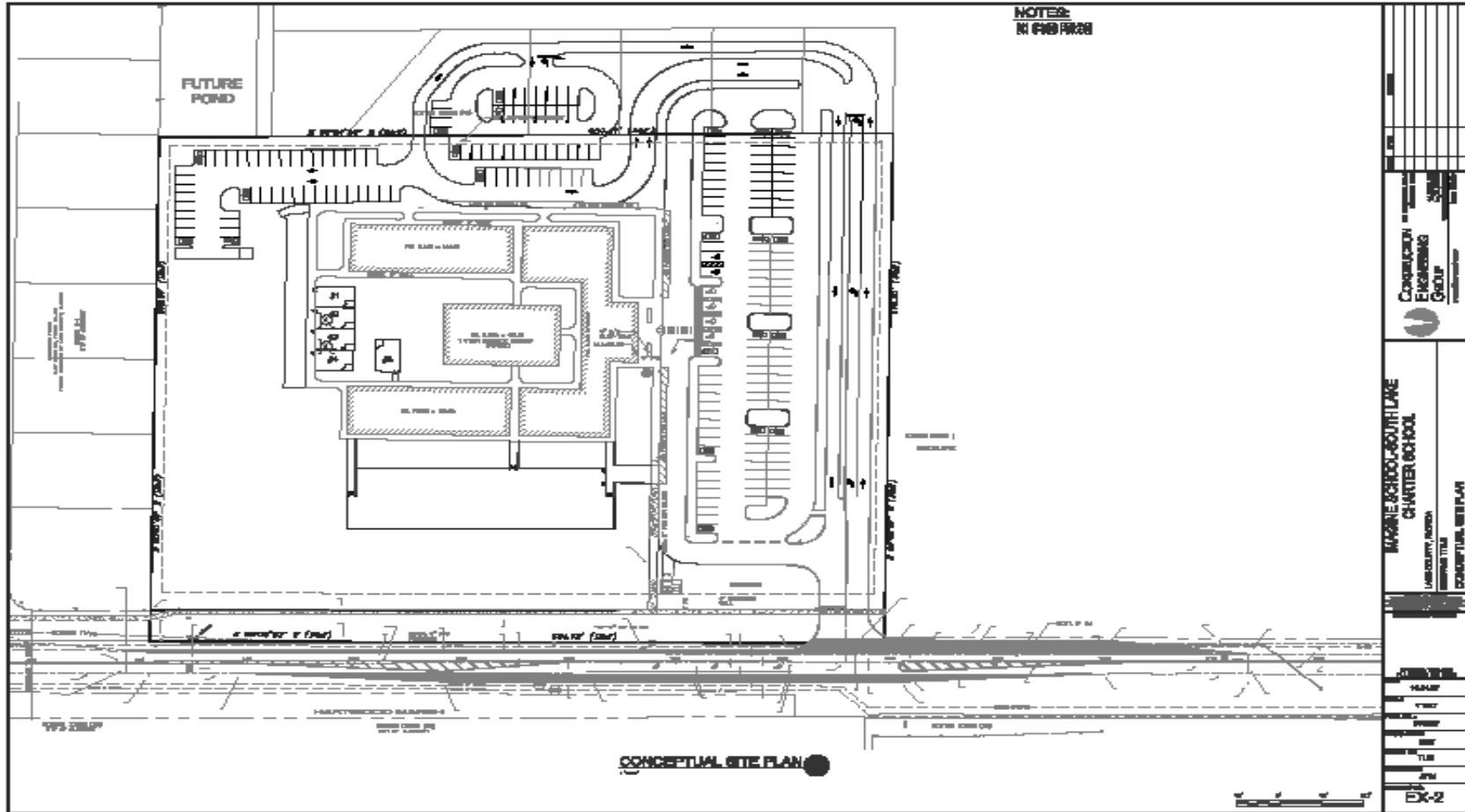
**9. Conduct the summative evaluation conference with the teacher.**

Provide the edited, final copy of the summative evaluation report to the teacher prior to the summative conference. This provides time for the teacher to read the document, reflect, and be ready for a dialogue with the principal about the final report. If there is a big discrepancy between the principal and teacher narrative and/or rating, that should be discussed in the conference. There should be no surprises in the final narrative for the teacher if there has been quality, on-going feedback during the year. Ask the teacher to summarize his/her areas for commendations and/or areas of needed improvement. The principal should also summarize for the teacher. Both the principal and teacher need to sign the document and a copy given to the teacher, regional director and one for the principal.

# **Appendix I**

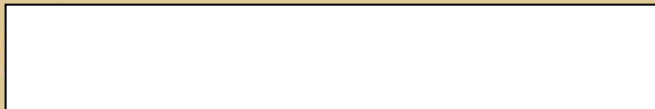
## **Site Plan and Design**

# Example Site Plan





*Imagine School at*



**Appendix J**  
**Network of Imagine**  
**Schools**

## NATIONAL NETWORK OF IMAGINE SCHOOLS

The Governing Board does not require the services of an ESP, and Imagine Schools is not an Education Service Provider. The Charter School will benefit from the ability to exchange best practices with the sister schools in Florida. In addition, the Charter School will have access through ISNP to a whole network of charter schools in thirteen states and the District of Columbia that are currently affiliated with Imagine Schools.

State	Existing Schools	Opening 08
Arizona	Imagine Charter School at Bell Canyon Imagine Charter School at Camelback Imagine Charter School at Cortez Park Imagine Charter School at Desert West Imagine Charter School at East Mesa Imagine Charter School at Rosefield Imagine Charter School at Sierra Vista Imagine Charter School at Tempe Imagine Charter School at West Gilbert Imagine Early Learning Center	Imagine Elementary at Avondale Imagine Elementary at Coolidge Imagine Preparatory at Apache Junction Imagine Preparatory at Surprise
Colorado		Imagine Charter School at Firestone Imagine Classical Academy at Indigo Ranch
Georgia	Imagine International Academy Smyrna Imagine International Academy Mableton Imagine Wesley International Academy Kennesaw Charter School Marietta Charter School	
Indiana	Imagine MASTer Academy Ft. Wayne	Imagine School on Broadway Imagine Indiana Life Sciences Academy
Maryland	Imagine Foundations Public Charter School Imagine Lincoln Public Charter School	Imagine Discovery Public Charter School
Michigan	Imagine Conner Creek Academy Imagine Renaissance Public School Academy Imagine White Pine Academy Imagine Woodmont Academy	
Missouri	Imagine Academy of Environmental Science & Math Imagine Academy of Careers Elem Imagine Academy of Careers Mid Imagine Academy of Academic Success Imagine Ethel Hedgeman Lyle Academy Imagine Ethel Hedgeman Lyle Middle and High College Prep Imagine Renaissance Academy K-5 Imagine Renaissance Academy 6-12	
Nevada	100 Academy of Excellence	Imagine School in the Valle
New York		Bronx Academy of Promise
North Carolina	Kestral Heights School	



Ohio	Imagine Academy of Columbus Imagine Clay Ave Community School Imagine Great Western Academy Imagine Groveport Community School Imagine Harvard Ave Community School Imagine Romig Rd Community School	Imagine Madison Ave School of Arts Imagine Harrisburg Pike Community School Imagine Klepinger Community School Imagine Sullivant Ave Community School
Pennsylvania		Environmental Charter School at Frick Park
Washington, DC	Imagine -Hope Community Charter School-Lamond Campus Imagine -Hope Community Charter School-Tolson Campus	Imagine Southeast Public Charter School
Florida	Canoe Creek Charter Academy Chancellor Charter School at Lantana Imagine Charter School at N. Lauderdale Imagine Charter School at N. Manatee Imagine Charter School at Weston Kissimmee Charter Academy PM Wells Charter Academy River's Edge Charter Academy South Lake Charter School Susie Daniels Charter School	Imagine Charter School at Broward Imagine School at Evening Rose Imagine School at Lakewood Ranch Imagine School at Land O' Lakes Imagine School at North Port Imagine Schools at South Vero Imagine School at St. Petersburg Imagine Schools at Town Center Imagine Schools at West Melbourne

## IMAGINE CHARTER SCHOOLS IN FLORIDA

School	Principal	Phone	Enrollment	Grades
Canoe Creek Charter Academy 3600 Canoe Creek Road St. Cloud, FL 34772	Lori McCarley	407-891-7320	504	PK-8
Chancellor Charter School at Lantana 600 East Coast Ave South Lantana, FL 33462	Dr. Laura Mardyks	561-585-1189	516	K-5
Imagine Charter at N. Lauderdale 1395 S. State Road 7 N. Lauderdale, FL 33068	Sharonda Feby	954-973-8900	712*	K-8
Imagine School at Weston 2500 Glades Circle Weston, FL 33327	Jacquelyn Vernon	954-659-3600	974	K-5
Imagine Schools Susie Daniel Charter Elementary 2201 SW 42 <sup>nd</sup> Avenue West Park FL 33023	Cinderella Ashley-Hill	954-894-2826	162*	K-5
Kissimmee Charter Academy 2850 Bill Beck Blvd Kissimmee, FL 34744	Tiffany Ward	407-847-1400	750	PK-8
Imagine School at N. Manatee 5309 29 <sup>th</sup> Street East Ellenton, FL 34222	Christy Catlin	941-723-1205	260	PK-5
PM Wells 2426 Remington Blvd Kissimmee, FL 34744	Dr. Walter Thomas	321-697-1020	750	PreK-8
River's Edge Charter Academy 4400 Dixie Highway, NE Palm Bay, FL 32905	Thomas Cole	321-729-0500	525*	K-8
South Lake Charter School 15220 Hartwood Marsh Road Clermont, FL 34711	Christine Watson	352-243-2960	700	K-8

\*Title One School

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<http://justreadflorida.com>

<http://rfpd.ucf.edu>

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